Appendix A1

Observation & Research Activities in the IEP/ESL Program
Department of Applied Linguistics & ESL
Georgia State University
Spring 2005-Fall 2008

Examples of the various observation/research activities in the IEP and ESL programs follow:

1) Graduate student research/interaction with IEP/ESL students and/or IEP/ESL faculty.

- AL 4161 EFL Practicum: student daily observations of IEP classes, microteaching
- AL 8250 Second Language Acquisition: student observations of IEP/ESL, interviews of ESL faculty
- AL 8320 Sound Systems of English: interviews with ESL learners regarding pronunciation issues
- AL 8330 Intercultural Communication: interviews of ESL learners
- AL 8450 Approaches to Teaching Second/Foreign Language: interviews with ESL students regarding interlanguage
- AL 8460 English Grammar for ESL/EFL Teachers: interviews of IEP/ESL faculty
- AL 8490 Second Language Reading: observations of IEP reading courses
- AL 8530 Issues in Second Language Writing: observations of IEP/ESL writing classes, tutoring of IEP/ESL students
- AL 8550 Second Language Evaluation: pilot testing projects in IEP classes
- AL 8660 Materials Design, Development, and Publication: observation of IEP/ESL classes and use of materials
- AL 8900 Practicum Teaching ESL: student daily observations of IEP/ESL classes, microteaching
- AL 8961 Qualitative Research Methods: observations of IEP/ESL classes to create case studies for course project

2) Faculty research/interaction within the IEP/ESL programs.

- Research on literacy demands of undergraduate students in ESL program
- Pilot testing of reading/listening texts as part of GSTEP test development
- Faculty research on the effectiveness of writing mentors: Interviews of students in ESL 7350 (Academic Writing for Graduate Students) and their writing mentors
- Faculty research on student listening skills: IEP faculty delivered prepared lesson, students completed a survey
- Chinese program: visiting Chinese scholars observed IEP classes
Appendix B1

Rationale for Choices of Peer Programs

In the United States, Applied Linguistics programs at the BA, MA and PhD levels are rarely housed within a Department of Applied Linguistics; rather, they tend to be housed within a variety of departments and schools, such as English, Linguistics, Communications, or Education. Furthermore, there are few universities in which the Applied Linguistics Department also houses an Intensive English Program or its equivalent and/or ESL courses for matriculated students. We were thus unable to find universities with the same configuration of programs as our own and have chosen different programs for comparisons at different levels.

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Rationale for Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLA</td>
<td>Applied Linguistics Department; MA TESOL and PhD Applied Linguistics; ESL program for matriculated students</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>MA TESL and PhD Applied Linguistics (housed in an English department)</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>MA (housed in Department of Linguistics and Germanic, Slavic, Asian, and African Languages); Intensive English Program.</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>Applied Linguistics Department: MA TESL and PhD Applied Linguistics; ESL program for matriculated students</td>
</tr>
<tr>
<td>Portland State University</td>
<td>BA in Applied Linguistics (Department of Applied Linguistics)</td>
</tr>
<tr>
<td>SUNY Buffalo</td>
<td>BA in Linguistics with Applied Linguistics Track (Department of Linguistics)</td>
</tr>
</tbody>
</table>
Appendix B2a

Organizational Chart

College of Arts & Sciences
Lauren Adamson (Dean)
Mary Ann Romski (Assoc. Dean)

Department of Applied Linguistics & ESL
Sara Weigle (Chair)

Departmental Staff
Administrative Specialist Academic: Susan Coleman
Administrative Coordinator, Senior: Erica Paul
Accountant: Linh Dang
Receptionist: Heather Conlin
Computer Specialist: Himanshu Bajpai

Degree Programs
Ph.D. Program
M.A. Program
B.A. Program

ESL for Credit Program

ESL Testing

Director of Graduate Studies: Diane Belcher
Director of Undergraduate Studies: Lucy Pickering
Faculty: Diane Belcher, Viviana Cortes, Eric Friginal, Stephanie Lindemann, John Murphy, Gayle Nelson, Lucy Pickering, Sara Weigle

ESL Director: Sharon Cavusgil
ESL Faculty: John Stowe

Director: Sara Weigle
ESL Testing Coordinator: John Stowe

Intensive English Program

IEP Director: Cheryl Delk
Student Services Coordinator: Daphne Orr
IEP Admissions Coordinator: Janie Hardman
IEP Faculty (Lecturers): Meredith Bricker, John Bunting, Cheryl Delk, Louise Gobron, Margareta Larsson, Amanda Meeks, Debra Snell, Dara Suchke
<table>
<thead>
<tr>
<th>Committee</th>
<th>Bylaws pp.</th>
<th>Membership Rules</th>
<th>Current Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive</td>
<td>16-17</td>
<td>3 members of tenured/tenure-track faculty elected at end of spring term; 2 members elected by T/TT faculty; 3rd member elected by all voting members of the faculty</td>
<td>Lindemann&lt;br&gt;Nelson&lt;br&gt;Murphy</td>
</tr>
<tr>
<td>Promotion &amp; Tenure</td>
<td>17-18</td>
<td>Promotion to Associate: All tenured Associate Professors &amp; Professors Promotion to Professor: All tenured Professors</td>
<td>Belcher*&lt;br&gt;Lindemann&lt;br&gt;Murphy*&lt;br&gt;Nelson*&lt;br&gt;* = Professor</td>
</tr>
<tr>
<td>Qualifying Paper Committee</td>
<td>n/a</td>
<td>Two TT faculty members and one alternate elected by the TT faculty</td>
<td>Lindemann (Chair)&lt;br&gt;Nelson&lt;br&gt;Belcher (Alternate)</td>
</tr>
<tr>
<td>Curriculum Committee for ESL Credit-Bearing Courses</td>
<td>19</td>
<td>All full-time faculty (lecturers &amp; VIs)</td>
<td>Cavusgil (Chair)&lt;br&gt;Stowe</td>
</tr>
<tr>
<td>Curriculum Committee for IEP Courses</td>
<td>19</td>
<td>4 full-time faculty members, including the IEP Director, two lecturers of the IEP faculty, one additional IEP lecturer or visiting instructor</td>
<td>Delk (Chair)&lt;br&gt;Bunting&lt;br&gt;Larsson&lt;br&gt;Meeks</td>
</tr>
<tr>
<td>Curriculum Committee for MA Graduate Courses</td>
<td>19</td>
<td>Director of Graduate Studies and 3-5 additional faculty members appointed by the Chair; Chair appoints committee chair</td>
<td>Belcher (Chair)&lt;br&gt;Friginal&lt;br&gt;Murphy&lt;br&gt;Nelson</td>
</tr>
<tr>
<td>Curriculum Committee for PhD Courses</td>
<td>19</td>
<td>Director of Graduate Studies and 3-5 additional faculty members appointed by the Chair; Chair appoints committee chair</td>
<td>Lindemann (Chair)&lt;br&gt;Belcher&lt;br&gt;Cortes&lt;br&gt;Pickering</td>
</tr>
</tbody>
</table>
## Appendix B2b

### Committee Structure

Organization of unit governance, AY 08-09

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Number</th>
<th>Description</th>
<th>Chair(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee for Undergraduate Courses</td>
<td>20</td>
<td>UG Director and 3-5 additional faculty members appointed by the Chair</td>
<td>Pickering (Chair) Belcher Lindemann Cortes</td>
</tr>
<tr>
<td>Annual Evaluation of Lecturers Committee</td>
<td>20</td>
<td>One member of the Executive Committee appointed by the Chair, the IEP Director, and two lecturers elected by lecturer faculty</td>
<td>Delk (Chair) Larsson Stowe</td>
</tr>
<tr>
<td>ESL Testing Committee</td>
<td>21</td>
<td>Up to 4 FT faculty members, including ESL Test Research &amp; Development Director, ESL Testing Coordinator, and a lecturer and/or TT/T faculty member appointed by Chair.</td>
<td>Weigle (Chair) Stowe Cavusgil</td>
</tr>
<tr>
<td>IEP Student Issues Committee</td>
<td>22</td>
<td>IEP Educational Program Specialist Senior, one IEP lecturer, one FT visiting instructor. Each member elected from members of his/her rank.</td>
<td>Orr Bricker Camacho</td>
</tr>
<tr>
<td>Participation in IEP/ESL Classes Committee</td>
<td>22-23</td>
<td>IEP Director, one T/TT faculty member appointed by the Department Chair.</td>
<td>Delk (Chair) Lindemann</td>
</tr>
<tr>
<td>Student Recruitment Committee</td>
<td>23</td>
<td>Department Chair, Director of Graduate Studies, Director of Undergraduate Studies, ESL Coordinator, IEP Director. Chair appointed by Department Chair.</td>
<td>Weigle Belcher Pickering Cavusgil Delk</td>
</tr>
<tr>
<td>Scheduling Committee</td>
<td>23</td>
<td>Department Chair (Chair of Committee), Director of Graduate Studies, Director of Undergraduate Studies, ESL Coordinator, IEP Director</td>
<td>Weigle (Chair) Belcher Pickering Cavusgil Delk</td>
</tr>
</tbody>
</table>
These bylaws constitute the rules for the governance of the faculty of the Department of Applied Linguistics & English as a Second Language of Georgia State University.

Mission Statement

The Department of Applied Linguistics & English as a Second Language is committed to excellence in the preparation of second/foreign language teachers and researchers, in the teaching of English to speakers of other languages, and in other applications of applied linguistics theory to the solution of real world problems. This goal is achieved by providing instruction, support, and inspiration to those interested in applied linguistics in general and in the teaching of English as a second or foreign language in particular. The department's instructional programs and research activities are designed for current and prospective language teachers, language learners, curriculum designers, materials and test developers, program administrators, teacher educators, and researchers in the field. All units housed within the department support this focus. Reflecting the goals of the wider university, the department seeks to provide a range of activities which prepare students to think critically, make ethical and informed choices, appreciate diverse cultures and ideas, and become creative problem-solvers. The department creates and maintains a multi-cultural and multi-national student population through the active recruitment of students from a variety of ethnic and international backgrounds.

Article I

Membership

Faculty membership includes any full-time individual who holds the academic rank of professor, associate professor, assistant professor, senior lecturer, or lecturer in the Department of Applied Linguistics & English as a Second Language.

Article II

Philosophy of Governance

The faculty consists of a team of professionals who cooperate in carrying out the goals of the department within the guidelines set by the college. Each full-time faculty member has both rights and responsibilities in seeing that the business of the faculty is done in an effective and democratic manner.
Appendix B3

Unit Bylaws

Section 1: Responsibilities of the Department Chair and Other Faculty Members

A. The Chair makes decisions related to the Chair’s duties specifically listed in the department and college bylaws.
B. The Chair makes decisions that require immediate action.
C. All full-time faculty shall have an equal opportunity to participate in decision-making.
D. College guidelines indicate that certain committees, such as the Executive Committee, be limited to tenure-track and tenured faculty.

Section 2: Use of Committees

A. The work of the department is shared through the use of standing and ad-hoc committees. Committee descriptions and selection procedures are found in the bylaws.
B. Committees shall give timely, adequate information regarding decisions to other faculty members.
C. Committees shall solicit input from other faculty whenever it is appropriate and possible.
D. Unless restricted by department or college bylaws, membership on these committees shall be open to all faculty members, with preference given to those most affected by the issue at hand.
E. Visiting faculty and students may serve as additional members on designated committees and shall have voting rights in those committees.

Section 3: Decision-Making Procedures

A. Consensus decision-making shall be used when matters require the approval of the whole faculty.
B. All views shall be solicited first, and an attempt shall be made to find a proposal that synthesizes these ideas.
C. All members must be informed of the proposal at least five (5) working days in advance of the meeting, allowing a reasonable time for reflection before discussion.
D. The decision shall be unanimous; however, there are procedures to avoid protracted debate:
   1. If one member does not agree, s/he may step aside to facilitate the process.
   2. If s/he has strong objections or if more than one person disagrees, a new proposal can be developed which has a better chance of gaining support.
   3. If there is no revised proposal, or if consensus is not reached on the revised proposal, a three-fourths majority will be sufficient to pass the measure.
   4. Meetings shall be conducted in an orderly and respectful manner so that all members’ contributions can be heard, valued, and considered.
Appendix B3

Unit Bylaws

Article III
Meetings

A. Departmental meetings take place as specified in the Statutes of Georgia State University.
B. Faculty meet at least once each term, not including the summer term.
C. Departmental faculty meetings are chaired by the department Chair. Meetings of the graduate faculty are chaired by the Director of Graduate Studies. Meetings of the IEP faculty, which includes visiting instructors and graduate teaching assistants, are chaired by the IEP Director. Meetings of the ESL faculty, which includes visiting instructors and graduate teaching assistants, are chaired by the ESL Director.
D. All faculty shall have voting privileges in departmental meetings, unless restricted by college or department bylaws.
E. Visiting instructors may attend departmental meetings but shall not vote in those meetings.
F. Minutes from the departmental faculty and curriculum committee meetings shall be posted on the department I-drive to be accessed by full-time faculty.

Article IV
Chair

Section 1.

The position and duties of a department chair are as defined in the Statutes of Georgia State University, Article X, Section 2. The Chair of the Department of Applied Linguistics & ESL shall perform all duties designated there.

Section 2.

The Chair of the Department of Applied Linguistics & ESL shall perform these additional duties:

1. Represent the departmental needs to the administration, and serve as departmental advocate to the administration.
2. Communicate regularly with the department about pertinent information from the higher administration and matters of concern to the department and its welfare.
3. Appoint program directors in consultation with the Executive Committee.
4. Appoint committee chairs as specified by the bylaws.
Appendix B3

Unit Bylaws

5. Receive input of the Executive Committee with respect to annual evaluations, and utilize that input in determining recommendations of merit salary increases to be made to the Dean’s office.

6. Provide advance written notice to each faculty member of the projected schedule for the next term, including summer term.

7. Annually evaluate each faculty member, as provided in the Policies of the Board of Regents, Section 803.07, and furnish a copy of this evaluation to the faculty member.

8. Appoint a faculty member to serve as temporary chair on those occasions when the Chair is not available.

9. Appoint an ad hoc committee to consider any specific matter of concern to the department when such a matter arises outside the purview of the standing committees. Depending on their specific charge, ad hoc committees shall report to the Chair, the Executive Committee, or the faculty.

10. Hire and apportion duties to the office staff.

11. Serve on committees as specified by the bylaws.

Article V

Director of Graduate Studies

Section 1.

The Director of Graduate Studies shall be appointed by the Chair, after consulting with the Executive Committee.

Section 2.

The Director serves at the pleasure of the Chair.

Section 3.

The normal term of service for the Director of Graduate Studies is expected to be three years; however, a Director may be reappointed for subsequent terms.

Section 4.

The Director of Graduate Studies shall perform the following duties:

A. Coordinate with the Chair on matters related to graduate coursework and graduate program development.
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Unit Bylaws

B. In consultation and through collaboration with the other tenure-track and tenured faculty of the department, oversee the promotion of the M.A. and Ph.D. programs and admission of graduate students.
C. Monitor the academic performance of graduate students.
D. Advise first-term students and assign students to advisors.
E. Coordinate the orientation program(s) for new M.A. and Ph.D. graduate students.
F. Communicate with graduate students through e-mail and the Graduate Student Handbook.
G. Maintain and update the Graduate Student Handbook on the web, by coordinating with the department web master.
H. Consult with the Chair about relevant department issues (e.g., admission of students to the graduate program and enrollment in graduate courses).
I. Communicate with relevant units across campus (e.g., Arts & Sciences Graduate Office, Modern and Classical Languages, College of Education, and so forth).
J. Obtain information from department faculty about the performance of current graduate assistants and about upcoming graduate assistant needs and preferences.
K. Organize a graduate assistant appointment meeting each semester with relevant department faculty (e.g., Chair, Undergraduate Director, IEP Director, ESL Director, GTA Coordinator) to assign assistantships.
L. Chair graduate faculty meetings.
M. Serve on committees as specified in the bylaws.

Article VI

Director of Undergraduate Studies

Section 1.

The Director of Undergraduate Studies shall be appointed by the Chair, after consulting with the Executive Committee.

Section 2.

The Director serves at the pleasure of the Chair.

Section 3.

The normal term of service for the Director of Undergraduate Studies is expected to be three years; however, a Director may be reappointed for subsequent terms.

Section 4.

The Director of Undergraduate Studies shall perform the following duties:
Appendix B3

Unit Bylaws

A. Oversee the promotion of the undergraduate program.
B. Coordinate with Modern and Classical Languages and the Department of Applied Linguistics & ESL in staffing undergraduate courses.
C. Recommend for hiring and evaluate in writing the performance of all graduate teaching assistants and visiting instructors involved in undergraduate teaching.
D. Oversee counseling and advising of students in undergraduate courses, including majors.
E. Coordinate with the Chair on matters related to undergraduate coursework and undergraduate program development.
F. Serve as liaison with other departments participating in the B.I.S. degree program in Language Studies.
G. Serve on committees as specified in the bylaws.

Article VII
Director of the Intensive English Program

Section 1.

The IEP Director shall be appointed by the Chair, after consulting with the Executive Committee and IEP lecturers.

Section 2.

The IEP Director serves at the pleasure of the Chair.

Section 3.

The normal term of service for the IEP Director is expected to be three years; however, a Director may be reappointed for subsequent terms.

Section 4.

The IEP Director oversees the administration of the IEP. More specifically, the IEP Director has the following responsibilities:

A. Oversee the IEP budget, in consultation with the Chair.
B. Serve as primary contact person for IEP faculty.
C. Participate in the hiring, training, and supervision of IEP staff.
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Unit Bylaws

D. Along with the IEP Educational Program Specialist, Senior, work on IEP program documents, such as the program year calendar and calendar/fees insert.
E. Assist with IEP advising/registration.
F. Coordinate IEP faculty orientation.
G. Assign responsibilities for IEP orientation/registration week (working with IEP Educational Program Specialist, Senior).
H. Maintain and update the IEP Policies and Procedure Manual, and keep faculty and students abreast of changes.
I. Oversee IEP student registration.
J. Oversee IEP curriculum development and implementation in the IEP.
K. Oversee IEP diagnostic exams and level changes.
L. Assist in scheduling of visiting instructor and GTA observations (along with the GTA Coordinator).
M. Communicate with relevant units across campus (auxiliary services, library, etc.) (with the IEP Educational Program Specialist, Senior, and IEP Educational Program Specialist).
N. Consult with the Director of Test Research & Development and Coordinator of ESL Testing on IEP test-related issues.
O. Schedule teaching assignments for IEP courses.
P. Organize, monitor, and create reports for IEP end-of-term evaluations.
Q. Chair IEP faculty meetings.
R. Chair IEP lecturer meetings.
S. Observe and provide written evaluations of visiting instructors and graduate teaching assistants in the IEP—along with full-time lecturers.
T. Meet regularly with the Chair, IEP Educational Program Specialist, Senior, and staff about various issues related to faculty and staff, program development, department development, and so forth.
U. Oversee completion of college paperwork for IEP, e.g., scheduling of courses.
V. Oversee the IEP tutoring lab (when applicable), working with the faculty contact who offers training, mentoring, and supervision of tutors.
W. Work with the Director of Graduate Studies regarding graduate assistant appointments in the IEP.
X. Consult with other units on campus on issues relating to IEP students.
Y. Serve on committees as specified in the bylaws.

Article VIII

Administration of the Intensive English Program

Section 1.

The Educational Program Specialist, Senior and the Educational Program Specialist cover most of the administrative tasks of the IEP including application processing, student inquiries, academic advising, and student activities. However, other administration of the IEP is distributed among the faculty with decisions about particular functions decided by IEP lecturers in consultation with the IEP Director and the Chair.
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Unit Bylaws

Section 2.

The IEP Educational Program Specialist, Senior is responsible for carrying out the following duties:

A. Meet regularly with the IEP Director and staff.
B. Assist with IEP strategic planning.
C. Chair the IEP Student Issues Committee and communicate with students regarding IEP Student Issues Committee decisions.
D. Serve as contact/advisor to IEP faculty regarding student withdrawals and so forth.
E. Coordinate student activities and oversee graduate language assistants assigned to this role.
F. Provide academic advising (periodically review materials and procedures for advising, give advising workshops, communicate with GSU Admissions Office and send them “IEP to degree study” forms, and meet with students individually).
G. Oversee the promotion of the IEP, including monitoring and updating the IEP brochure and web-based and paper advertisements, compiling market surveys, and so forth.
H. Oversee IEP student documents.
I. Coordinate documents with the Office of International Programs.
J. Serve as the contact person for conditional admission through the GSU Undergraduate Admissions Office.
K. Participate in the hiring, training, and supervision of IEP staff with IEP administration.
L. Oversee IEP inquiries (working with IEP staff person).
M. Meet with prospective IEP students (along with IEP Admissions staff).
N. Meet with IEP students to survey program effectiveness each term.
O. Serve on committees as specified in the bylaws.

Article IX

Coordinator of Graduate Teaching Assistants in IEP/ESL

Section 1.

The Coordinator of Graduate Teaching Assistants shall be appointed by the Chair, after consulting with the Executive Committee and the IEP/ESL lecturers.

Section 2.

The Coordinator of Graduate Teaching Assistants serves at the pleasure of the Chair.
Appendix B3

Unit Bylaws

Section 3.

The normal term of service for the Coordinator of Graduate Teaching Assistants is expected to be three years; however, a Coordinator may be reappointed for subsequent terms.

Section 4.

The Coordinator of Graduate Teaching Assistants administers the observation, in-service training, and mentoring of graduate teaching assistants teaching in the IEP and ESL programs. More specifically, the Coordinator has the following responsibilities:

A. Provide orientation to new GTAs assigned to teach in the IEP or ESL programs.
B. Prepare, update, and distribute the GTA manual.
C. Organize the schedule for observation of GTAs, part-time instructors, and visiting instructors in the IEP and ESL programs after consultation with the Director of the IEP and the Director of the ESL for Credit Program.
D. Conduct observations of GTAs and prepare written reports along with other faculty members.
E. Organize information from GTA observation reports done by other faculty members and pass on information to the IEP Director or Director of the ESL for Credit Program.
F. Facilitate regular GTA meetings.
G. Facilitate in-service training workshops for GTAs and/or coordinate with the IEP Director and the ESL Director on provision of professional development opportunities for IEP/ESL faculty and AL/ESL graduate students. Inform GTAs of other professional development opportunities available through the university or professional organizations.
H. Supervise observation by GTAs of other classes and collect their observation reports.
I. Serve as the primary contact person for GTAs teaching in the IEP or ESL programs.
J. Hold office hours for the purpose of answering GTAs’ questions and providing mentoring to GTAs.
K. Maintain records documenting the GTAs’ completion of teaching and administrative duties.
L. Consult with the Director of Graduate Studies, IEP Director, and Director of the ESL for Credit Program in matters regarding problems with a GTA’s performance of teaching or administrative duties.
M. Consult with and/or provide information to the Director of Graduate Studies, IEP Director, and Director of the ESL for Credit Program regarding graduate teaching assistant appointments to the IEP or ESL programs.
N. Coordinate with the Director of the Center for Teaching and Learning on improvements in training of GTAs and recognition of excellence in teaching by GTAs.

Article X

Director of the ESL for Credit Program

Section 1.
Appendix B3

Unit Bylaws

The ESL Director shall be appointed by the Chair, after consulting with the Executive Committee.

Section 2.

The ESL Director serves at the pleasure of the Chair.

Section 3.

The normal term of service for the ESL Director is expected to be three years; however, a Director may be reappointed for subsequent terms.

Section 4.

The ESL Director oversees the administration of the ESL for Credit Program. More specifically, the ESL Director has the following responsibilities:

A. Oversee curriculum development and implementation of ESL courses.
B. Serve as the primary contact person for the ESL faculty.
C. Coordinate ESL faculty orientation.
D. Maintain and update the ESL Policies and Procedure Manual, and keep faculty abreast of changes.
E. Oversee the promotion of the ESL courses, including updating program documents.
F. Communicate with other units on campus on issues relating to ESL students.
G. Participate in ISSS GSTEP testing (e.g., oral interviews).
H. Oversee ESL curriculum development and implementation.
I. Schedule teaching assignments for ESL courses.
J. Organize, monitor, and create reports for ESL end-of-term evaluations.
K. Consult with the Director of Test Research & Development and Coordinator of ESL Testing on test-related issues.
L. Oversee completion of college paperwork for ESL courses, e.g., scheduling of courses.
M. Schedule teaching assignments for ESL courses.
N. Work with the Director of Graduate Studies regarding graduate assistant appointments in ESL.
O. Chair ESL lecturer and all-faculty meetings.
P. Observe and provide written evaluations of visiting instructors and graduate teaching assistants in the IEP/ESL—along with full-time lecturers.
Q. Work on ESL program documents, such as the program year calendar and enrollment records.
R. Meet regularly with the Chair about various issues related to faculty, program development, and so forth.
S. Serve on committees as specified in the bylaws.


Appendix B3

Unit Bylaws

Article XI
Director of ESL Test Research and Development

Section 1.

The Director of ESL Test Research and Development shall be appointed by the Chair in consultation with the Executive Committee.

Section 2.

The Director of ESL Test Research and Development serves at the pleasure of the Chair.

Section 3.

The normal term of service for the Director is expected to be three years; however, a Director may be reappointed for subsequent terms.

Section 4.

The Director of ESL Test Research and Development has the following duties:

A. Oversee the quality of the GSTEP and other tests administered by the department.
B. Oversee the development of new tests and forms as necessary.
C. Annually compile relevant statistics on test-taker demographics, test reliability, and test performance on the GSTEP.
D. Oversee research pertaining to the validity and use of the GSTEP and other tests.
E. Work with the ESL Director to align testing and the curriculum of the ESL for Credit Program.
F. Consult with the IEP Director and ESL Director on testing-related issues.
G. Consult with other units on campus on issues related to the assessment of non-native speakers of English.
H. Serve on committees as specified in the bylaws.

Article XII
Coordinator of ESL Testing

Section 1.

The Coordinator of ESL Testing shall be appointed by the Chair in consultation with the Executive Committee, the Director of ESL Test Research & Development, ESL Director and the IEP Director.
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Unit Bylaws

Section 2.

The Coordinator of ESL Testing serves at the pleasure of the Chair.

Section 3.

The normal term of service for the Coordinator of ESL Testing is expected to be three years; however, a Coordinator may be reappointed for subsequent terms.

Section 4.

The Coordinator of ESL Testing has the following duties:

A. Oversee the scheduling and administration of all tests administered by the ESL Testing Program.
B. Coordinate scheduling of test dates with relevant departments and personnel, such as the IEP Director, ESL Director, Office of International Services, and Testing Center.
C. Coordinate reservations and room setup of testing facilities.
D. Recruit, train, and supervise essay raters and oral interviewers.
E. Oversee the scoring and score reporting for all tests (to GSU admissions, GSU colleges and departments, registrar’s office, and other colleges and universities).
F. Oversee the record maintenance for all tests.
G. Handle inquiries and communication from students, university faculty and staff, and the community on testing-related issues.
H. Train and supervise testing assistants.
I. Work with the AL/ESL Administrative Coordinator to see that testing information and forms given out by the front office are accurate and current.
J. Work with the ESL Director on the authorization of matriculated students for the ESL for Credit Program.
K. Coordinate with the Director of ESL Test Research and Development on the implementation of updates to tests, field-testing, and use of revised or additional forms.
L. Work with the Director of ESL Test Research and Development and the ESL Director to align testing, placement, and the ESL curriculum.
M. Serve on committees as specified in the bylaws.

Article XIII
Ad Hoc Committees

Section 1: Procedures

A. The power to constitute ad hoc committees resides with the Chair or the Executive Committee. Additionally, if a majority of the faculty asks the Chair to call such a committee, then the Chair shall do so.
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Unit Bylaws

B. Members are selected as appropriate to the charge of the committee.
C. The chair of an ad hoc committee is appointed by the department Chair.
D. Such ad hoc committees include search committees and other committees appointed by the Chair to carry out work that must be completed within a specified timeframe, after which the committee no longer exists.

Section 2: Individual Search Committees

A. Individual search committees shall consist of at least three (3) AL/ESL faculty members. With the approval of the Executive Committee, one committee member may be invited by the faculty from outside the department in addition to those serving from within the department.
B. Search committees for tenure positions shall include tenure-track and tenured faculty only. Other department members, such as lecturers and graduate students, shall be encouraged to provide feedback about candidates.
C. Search committees for lecturer positions shall include at least two (2) lecturers from the department and may include tenure-track and tenured faculty members.
D. Search committees for visiting instructor positions shall include at least two (2) faculty from the unit in which the instructor will be employed and may include faculty from other units in the department.
E. Search committees for staff positions shall include relevant department members to be determined by the Chair.
F. The chair of the search committee is appointed by the department Chair with approval from the Dean.
G. Once an individual search committee has been formed, the duties and responsibilities of the search committee are to do the following in consultation with the department Chair and the faculty:

1. Draw up position description(s).
2. Contact a representative of the Office of Affirmative Action in order to learn about Affirmative Action procedures agreed to by the university.
3. Follow all Affirmative Action procedures throughout the search process.
4. Work with department staff to discuss procedures to follow for applications received.
5. Gather and review applicants’ submitted dossiers.
6. Meet as a committee to compare and discuss submitted dossiers.
7. Contact writers of recommendations by telephone.
8. Select candidates to be invited for interviews on campus, and coordinate these interviews.
9. For faculty positions, publicize the interview schedule, and solicit feedback about the candidates from faculty and students, when appropriate.
10. Construct an initial rank order of finalists as part of the committee’s internal deliberations.
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11. For faculty positions, present and discuss the results of its deliberations to the entire departmental faculty at a meeting open to all lecturers and tenure-track and tenured faculty.

12. Following consultations with the departmental faculty and based upon faculty input into the process, make its final recommendations to the department Chair.

Article XIV
Standing Committees

Section 1: Procedures

Faculty members shall not deliberate or vote on matters directly benefiting them individually.

All meetings of standing committees are open to faculty observers except those of the Promotion and Tenure Committee and the Executive Committee when it is discussing annual evaluations.

Observers may participate in discussions but not vote.

Committees are constituted at the first departmental faculty meeting of the fall term. Should a vacancy occur at another time, the Chair may either call a special election or appoint a temporary replacement.

To elect a chair from within the committee membership, the outgoing chair shall call a meeting of the newly elected committee within ten (10) days after the election. At this time, the newly elected committee shall elect its chair.

New standing committees are created by a three-fourths majority vote.

Committees generally report on decisions to the faculty by electronic mail.

Section 2: Executive Committee

The Executive Committee is made up of three (3) members elected from the tenure-track and tenured faculty and is chaired by the department Chair. The selection of the committee shall be made annually by secret ballot at the end of spring term.

Election shall be by a majority of votes from those present for the election. Two of the three members shall be elected by the tenure-track and tenured faculty, and one of the three members shall be elected by all eligible voting members of the faculty. Responsibilities of the Executive Committee begin fall term.
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The Executive Committee must meet at least once per term, except summer, and must report by distributing minutes of its deliberations.

The duties of the committee shall be to advise and consult with the Chair and relevant program directors in departmental governance including the following matters:

1. Goals in instruction, research, and service
2. Policies and procedures
3. Work loads
4. Annual budget
5. Merit raises for faculty
6. Departmental personnel needs and priorities
7. Recruitment of faculty
8. Allocation of space and equipment
9. Committee structure in the department and procedures for selecting members of committees
10. Implementation of the bylaws

The Executive Committee may delegate any of these responsibilities to other ad hoc committees. For example, recruitment of new faculty will be carried out by a search committee and a search process as described in Article XI, Section 2b.

Section 3: Promotion and Tenure Committee

The Promotion and Tenure Committee is selected as specified by the College of Arts and Sciences Promotion and Tenure Manual. It carries out its responsibilities as delineated in the AL/ESL Promotion and Tenure Policy as approved by the College of Arts and Sciences.

As specified in the College and departmental policies, the Promotion and Tenure Committee that reviews and evaluates the credentials of faculty members being considered for promotion to associate professor with tenure consists of all tenure associate professors and professors in the department.

As specified in the College and departmental policies, the Promotion and Tenure Committee that reviews and evaluates the credentials of faculty members being considered for promotion to professor consists of all professors in the department.

Section 4: Curriculum Committees

A. The department has various curriculum committees, and each committee has the following duties:

1. Oversee long-range curricular goals and standards for the program.
Appendix B3

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2. Periodically review and identify areas in the curriculum to be revised and/or developed; solicit proposals from departmental faculty, including course and textbook changes.

3. Consider curricular proposals affecting the program and forward recommendations for change to the department Chair for consideration by appropriate faculty.

4. Forward approved curricular proposals to the College Curriculum Committee and monitor the College approval process.

5. Edit and proof catalogue copy for program requirements and course descriptions.

B. Ad hoc subcommittees related to department curriculum committees can be formed as necessary:

1. The power to constitute ad hoc curriculum subcommittees resides with the chair of the committee. Additionally, if a majority of the faculty asks the chair to call such a committee, then the chair (with consultation of the department Chair) shall do so.

2. Such ad hoc subcommittees may include an IEP Levels Articulation Committee, Materials Development Committee for the ESL for Credit Program, and other committees appointed by the various curriculum committees to carry out work that must be completed within a specified timeframe, after which the ad hoc committee no longer exists.

3. Membership shall be appropriate to the charge of the ad hoc subcommittee. Projects and selection criteria will be announced to department faculty.

4. Members of ad hoc subcommittees are selected from the department faculty, including full-time visiting instructors, by the appropriate curriculum committee.

5. The chair of the ad hoc subcommittee is elected by members of the ad hoc subcommittee with consultation of the appropriate Curriculum Committee and the department Chair.

C. Curriculum Committee for the ESL for Credit Program

1. This committee shall consist of all full-time faculty (lecturers and visiting instructors) in ESL.

2. The ESL Director is the chair of this committee.

3. The committee shall meet at least once each term, not including the summer term.

4. The duties of the committee are listed in Article XIII, Section 4-A of this document.

D. Curriculum Committee for IEP Courses
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1. This committee shall consist of four (4) full-time faculty members, including the IEP Director, two lecturers of the IEP faculty, and one additional IEP lecturer or visiting instructor.
2. Each faculty member is elected by members of her/his rank.
3. The IEP Director is chair of this committee.
4. The committee shall meet at least once each term.
5. The duties of the committee are listed in Article XIII, Section 4-A of this document.

E. Curriculum Committee for MA Graduate Courses

1. This committee shall consist of the Director of Graduate Studies and three (3) to five (5) additional faculty members appointed by the Chair.
2. The chair of this committee is appointed by the department Chair.
3. The committee shall meet at least once each term, not including the summer term.
4. The duties of the committee are listed in Article XIII, Section 4-A of this document.

F. Curriculum Committee for Ph.D. Courses

1. This committee shall consist of the Director of Graduate Studies and three (3) to five (5) additional faculty members appointed by the Chair.
2. The chair of this committee is appointed by the department Chair.
3. The committee shall meet at least once each term, not including the summer term.
4. The duties of the committee are listed in Article XIII, Section 4-A of this document.

G. Curriculum Committee for the Undergraduate Program

1. This committee shall consist of the Director of the Undergraduate Program, and three (3) to five (5) additional faculty members appointed by the Chair.
2. The the chair of this committee is appointed by the department Chair.
3. The committee shall meet at least once each term, not including the summer term.
4. The duties of the committee are listed in Article XIII, Section 4-A of this document.

Section 5: Other Standing Committees

A. Annual Evaluation of Lecturers Committee

1. The Annual Evaluation of Lecturers Committee is made up of one member of the Executive Committee (appointed by the Chair), the IEP Director, and two (2) lecturers elected by the lecturer faculty.
2. The chair is appointed by the department Chair.
3. The responsibilities of the committee are to
   a. Review and evaluate the annual reports, curriculum vitae, and teaching portfolios of the lecturer faculty.
   b. Assign a rating in teaching and in service.
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c. Write a descriptive report of each lecturer’s accomplishments and the reason for the ratings.
d. Report to the Chair in writing by a date specified by the Chair based on the timeline required by the Dean’s office.

B. ESL Testing Committee

1. This committee shall consist of up to four (4) full-time faculty members, including the ESL Test Research & Development Director, the ESL Testing Coordinator, and one (1) to two (2) faculty members appointed by the department Chair.
2. Membership on the ESL Testing Committee shall be restricted to faculty who have a background or interest in language testing.
3. The chair shall be the Director of ESL Test Research and Development.
4. The committee shall meet at least once each term, not including the summer.
5. The duties of the ESL Testing Committee are to
   a. Review test specifications and new forms of in-house ESL tests, such as the GSTEP & IEP placement examination.
   b. Consider proposals for changes in departmental policies regarding test use and procedures (e.g., placement decisions).
   c. Propose applied research that will improve ESL testing within the department and the university.
   d. Make recommendations regarding testing issues to appropriate units within the college and the university.
5. At the department Chair’s discretion, actions recommended by the ESL Testing Committee shall be brought to the full faculty for discussion before they are implemented.

C. IEP Student Issues Committee

1. This committee shall consist of the IEP Educational Program Specialist Senior, one IEP lecturer, and one full-time visiting instructor.
2. Each member is elected from members of her/his rank.
3. The IEP Educational Program Specialist Senior serves as chair of the committee.
4. The committee shall meet and discuss issues as necessary, either in person or by e-mail.
5. The duties of the committee are to
   a. Review student issues, such as absences, withdrawals, and tuition waivers.
   b. Notify students and the IEP Director of decisions.
6. The committee chair reports to the IEP Director and the department Chair on a regular basis and to the IEP faculty at end-of-term meetings.
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D. Participation in IEP/ESL Classes Committee

1. The committee is made up of the IEP Director and one tenure-track or tenured faculty member appointed by the department Chair.
2. The IEP Director is the chair of this committee.
3. The duties of the committee are to
   a. At the end of every term and as needed, review and approve the requests for faculty/graduate student participation in IEP/ESL classes for the upcoming term, as specified in Appendix B.
   b. Prepare a brief list of possible participation in IEP/ESL classes, to be shared with the department.
   c. Inform the department Chair of any proposed participation that cannot be accommodated, briefly explaining why.
   d. Provide the requesting faculty member with contact information necessary to carry out the participation.
4. For more information about guiding principles and examples for graduate student involvement in IEP/ESL classes, refer to Appendix A.

E. Student Recruitment Committee

1. The committee shall consist of the department Chair, Director of Graduate Studies, Director of Undergraduate Studies, ESL Director, and IEP Director.
2. The chair shall be appointed by the department Chair.
3. The committee shall meet in person at least once each term, not including the summer term. Other meetings can take place electronically.
4. The duties of the committee are to
   a. Create plans for recruitment of students to all of the department’s programs, with recruitment aimed both internally at GSU and externally to other appropriate agencies, as well as to individual students.
   b. Supervise the creation and dissemination of brochures and other materials used in the recruitment plans.
   c. Implement the recruitment plans and track their results.
   d. Report to the department on the plans, their implementation, and the results.

F. Scheduling Committee for BIS, MA, and Ph.D. Courses

1. The committee shall develop a comprehensive schedule for each term in which courses are offered for credit in the university.
2. The scheduling committee shall consist of the department Chair, Director of Graduate Studies, Director of Undergraduate Studies, and one tenure faculty member appointed by the Chair, with input as needed from the IEP Director and the ESL Director (e.g., to
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ensure that graduate courses do not all overlap with required teaching times of GTAs in IEP/ESL).
3. The department Chair is the chair of this committee.
4. The scheduling committee shall decide which graduate courses are appropriate for Masters-level faculty to teach.
5. Procedures for scheduling are as follows:

   a. The committee shall solicit from all faculty members who teach BA, M.A., and Ph.D. courses their preferences for courses they wish to teach and their preferred meeting schedules (e.g., prefer morning classes MWF; prefer one 3-hour block). In turn, tenure-track/tenured faculty and lecturers shall have highest priority consideration; visiting faculty shall have lower priority consideration.

   b. Insofar as possible, the committee shall schedule courses to meet, primarily, the programmatic needs of the students, and secondarily, the preferences of the faculty. When those two are in conflict, programmatic needs of the students shall prevail.

   c. Faculty members shall not be regularly/routinely disadvantaged in their assignment to courses. If it is not possible to give a faculty member her/his preferences in any term, that faculty member shall receive highest priority for schedules and course assignments in the subsequent term.

   d. The committee shall conclude their drafting of the respective schedules in a timely manner, such that all schedules and all faculty course assignments can be reviewed by the faculty before such schedules are submitted or before such schedules become difficult/impossible to alter.

6. Teaching loads are determined independently of and prior to this scheduling.

Article XV

Adoption and Amendment of the Bylaws

Section 1.

These bylaws shall become effective through consensus decision-making of those present at faculty meetings during which changes in the bylaws are discussed and agreed upon.

Section 2.

These bylaws may be amended at any regular meeting of the department, using the decision-making procedures in Article II, Section 3. Written notice of the proposed change(s) needs to be given to faculty members at least ten (10) days in advance of the meeting.
# Current Faculty Roster

Faculty Hire Dates, Entry Date, Rank, Tenure Status, Division

<table>
<thead>
<tr>
<th>NAME</th>
<th>HIRE DATE</th>
<th>ENTRY RANK</th>
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<th>TENURE STATUS</th>
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<tr>
<td>Diane Belcher</td>
<td>8/03</td>
<td>Associate Professor</td>
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<td>John Bunting</td>
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<td>Meredith Bricker</td>
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<tr>
<td>Sharon Cavusgil</td>
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<tr>
<td>Viviana Cortes</td>
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<td>Eric Friginal</td>
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<td>Louise Gobron</td>
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<tr>
<td>Margareta Larsson</td>
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<tr>
<td>John Murphy</td>
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<td>Gayle Nelson</td>
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<td>Lucy Pickering</td>
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### Average Annual Number of Faculty Members by Rank and Status

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<td><strong>Total Full Time Faculty Members</strong></td>
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A. Goals and Objectives

A.1. Introduction

The Department of Applied Linguistics and English as a Second Language (AL/ESL) currently consists of four interrelated instructional programs: (1) a master's program in applied linguistics that prepares graduate students to plan, implement, and evaluate English language instruction in a variety of educational settings; (2) an undergraduate program, the Bachelors in Interdisciplinary Studies in Language Studies, that delivers undergraduate courses in linguistics and applied linguistics; (3) an English as a second language (ESL) service courses program that provides instruction, assessment, and support for non-native speaking matriculated students at the undergraduate and graduate levels; and (4) the Intensive English Program (IEP) that provides a comprehensive pre-academic course of study in academic language development for ESL students who wish to matriculate at Georgia State University (GSU) or other post-secondary institutions. The department also has a large training contract funded through the U.S. Agency for International Development that brings teachers from Egypt to Atlanta for training; other international exchange programs are also underway with additional possibilities being explored. A proposal for a Ph.D. has been submitted to the College of Arts and Sciences with an implementation date of fall, 2002. In addition to these instructional programs, AL/ESL includes the ESL Testing Program that provides English proficiency training to meet a variety of individual and programmatic needs.

A.2. Teaching

In addition to its ongoing commitment to excellence in instruction, AL/ESL has three goals for its instructional programs that will be the focus of attention for the next two to three years.

Goal T1. To integrate the department’s programs more thoroughly to expand opportunities for research and instruction that involve faculty from all of the programs.

Integration of its programs into a coherent, cohesive unit has long been a goal of AL/ESL, and one that it has successfully achieved in many areas of its work. Graduate faculty members and graduate students carry out observations and research in the IEP and the ESL courses; graduate faculty members routinely teach in the IEP and the ESL service courses; experienced teachers from the IEP teach the practicum and serve as guest lecturers in the master’s program on a regular basis; all full time faculty members including tenured, tenure-track, and non-tenure track faculty are members in full standing of AL/ESL with responsibilities clearly defined in the AL/ESL Bylaws. However, growth of the various programs has led to placement of some faculty members in two separate locations on campus with the negative results described in Strategic Objective T1(a). Additionally, approval of the proposed Ph.D. program will add another element to this mixture of programs, faculties, staff members, and students.

Strategic Objective T1(a). To locate all departmental faculty, staff, and graduate assistants in a contiguous space.

The critical need for space cannot be overstated. (See Section H for additional information.) Currently housed in two buildings widely separated from each other on campus, AL/ESL faculty have found the teaching—and research—goals of the department compromised by their inability to interact easily, and the effectiveness and efficiency of the day-to-day work of faculty, staff, and students has become significantly diminished. Because the number of full-time faculty has doubled in the last three years, the space needs of AL/ESL are no longer adequately addressed in the University Master Plan and other prior planning documents based on the previous smaller number of faculty, staff, and graduate assistants. The current space problem will become worse in the fall of 2001 with the addition of two new tenure-track faculty members and several additional full-time continuing and visiting instructor faculty members in the IEP and the ESL service courses program. Starting in the fall of 2002, approximately 8
doctoral students will need offices and other work space—a number that will gradually increase over the following two years to reach a projected total of 15-18 doctoral students who need space for research and instructional activities.

**Strategic Objective T1(b). To continue to implement the AL/ESL Bylaws that were written during 1999-2000 and given initial approval by the department and the college in 2000-2001.**

In a process begun in 1999, the AL/ESL faculty have agreed upon a set of Bylaws to govern the department. As a new set of procedures, the AL/ESL Bylaws will need careful faculty attention to be sure that they are implemented with the same cooperative spirit as they were designed. (See Appendix A for a copy of the Bylaws.)

**Resources T1.** To achieve this goal of better integrating the activities of the department’s programs, all AL/ESL faculty and staff must be housed in contiguous space. Section H of this self-study gives details about the additional space and other resources needed to achieve this first goal. (See Appendix B for Report on AL/ESL Space Needs.)

**Goal T2. To create a more balanced offering of undergraduate and graduate courses in AL/ESL.**

Currently, AL/ESL has large enrollments in its master’s program (with 77 students) and the IEP (with 200 students). Both are large by the standards of other such programs in the U.S. However, the department has much smaller enrollments in its other programs, especially at the undergraduate level. In AY 1999-2000, the department spearheaded the development (along with the departments of Communication, English, and Modern and Classical Languages) of an interdisciplinary major in Language Studies (LS). Now available to undergraduate students, the BIS/Language Studies provides opportunities to study language-related areas such as formal linguistics, language learning and teaching, and social aspects of language use. (See the brochure for the program in Appendix C.) AL/ESL has developed new undergraduate courses to be taught both by regular full-time departmental faculty and by doctoral students with expertise in the specific courses offered. AL/ESL will serve as the primary advising center for LS majors as well as ensure that courses are offered for LS majors in a timely way. ESL service courses are offered at the undergraduate and graduate levels. These courses are planned to help non-native speakers of English to enhance their English proficiency and to develop academic knowledge and skills necessary for success in their degree programs. Enrollments in these courses do not yet reflect the large numbers of non-native speakers (both resident and international students) at GSU. (See Appendix D for enrollment data for the ESL service courses.)

**Strategic Objective T2(a). To strengthen the undergraduate interdisciplinary Language Studies program and to increase the number of students taking courses in the program.**

The Director of Undergraduate Programs will plan and implement recruitment activities to inform GSU faculty and students about the opportunities offered by these courses. The director will expand on that initial set of activities in 2001 and will work with the AL/ESL Recruitment Committee to find effective methods for increasing the number of students in the BIS program. In addition to the director, teachers in the BIS program will help with recruitment in appropriate ways as requested by the director. The department expects enrollment in the BIS courses to expand gradually in 2001 and to reach a stable level of 15-25 students per section in the third year of operation. This strategic objective is connected to Goal S1 and Strategic Objective S1(d) through the development of a course that prepares U.S. English-speaking students to be study partners for international students in undergraduate courses. In addition, department faculty will continue to contribute to undergraduate education by offering courses in the core curriculum Perspectives in Comparative Cultures, as well as sponsor a Freshman Learning Community in Language, Culture and Communication. With the addition of the BIS program in Language Studies, we
now also have courses that are appropriate for the core curriculum in Humanities and will work to see that these are included in Area C.

**Strategic Objective T2(b). To increase the number of students taking courses in the ESL service courses for matriculated undergraduate and graduate students at GSU.**

The Director of the ESL Service Courses will plan and implement recruitment activities to inform GSU faculty and students about the opportunities offered by these courses. The director will expand on that initial set of activities in 2001 and will work with the AL/ESL Recruitment Committee to find effective methods for increasing the number of students in the ESL service courses program. In addition to the director, teachers in the ESL service courses program will help with recruitment in appropriate ways as requested by the Director. The department expects enrollment in the ESL service courses to expand gradually in 2001 and to reach a stable level of 18 students per section of freshman composition and graduate courses and 20 students in the sections of the Regents Test Preparation courses.

**Resources T2.** No additional resources will be needed. Faculty and doctoral students from AL/ESL will be assigned ESL service courses as part of their normal workload. Recruitment documents such as brochures will be paid for by AL/ESL as part of its budget for program development.

**Goal T3. To initiate a doctoral program in applied linguistics through which the department can expand its impact on both research and teaching focused on English for academic purposes (EAP).**

Combining the University’s strategic initiative for excellence with the College of Arts and Science’s goal of strengthening and improving graduate research and instructional programs, the Ph.D. program proposed by AL/ESL will make a substantial contribution to the department, college, university, and to applied linguistics as a profession. The new Ph.D. program has a primary focus on academic language teaching and learning in post-secondary settings. Because a documented need exists for Ph.D.s in applied linguistics—particularly in the planned focus area—and because few programs (and none in the Southeast) exist with this focus, the department is well-positioned to be a leader in this area.

**Strategic Objective T3(a). To prepare a proposal for a doctoral program and to move that proposal through the CAS, GSU, and BOR processes.**

In the fall semester, 2000, AL/ESL began the process of seeking college, university, and Board of Regents approval for a doctoral program. During the spring and summer, 2001, the department chair and associate chair will take the steps necessary to receive approval as quickly as possible so that the program can admit students for the fall, 2002.

**Strategic Objective T3(b). To create a structure for the administration of the various aspects of the new doctoral program.**

In the spring semester, 2001, AL/ESL graduate faculty members will begin plans for the administration of the new program, developing the infrastructure of policies and practices necessary for a doctoral program. These new systems will include among others (1) recruitment procedures, (2) admission procedures, and (3) plans for the structure and content of the various aspects of the proposed degree (e.g., the qualifying paper, the dissertation defense, and so forth). Additionally, a plan will be discussed and implemented for the supervision and mentoring of doctoral students in their work as teaching assistants in the various departmental units.

**Resources T3.** To carry out the proposed doctoral program, AL/ESL will add two additional tenure-track faculty members in the fall semester, 2001.
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Goal T4. To develop and implement ongoing assessment strategies to measure student selection and outcome data in each of the department’s programs.

Assessing student information is crucial to maintaining excellence in departmental programs. AL/ESL has tracked graduates in both formal and informal ways and has used that information in program and course changes. For example, the master’s curriculum was expanded in 1998 to include graduation requirements for classroom-based experience and for professional development along with the more traditional coursework and master’s paper; a portfolio requirement was added through which students document their work in all of the areas required for the master’s degree. These changes resulted from communication with directors of programs that hire master’s level ESL teachers and from observation of similar changes at other outstanding master’s programs. The department intends to expand its assessment activities and its record keeping about student outcomes. In addition, faculty are in the process of initiating procedures for tracking IEP students who matriculate at GSU, both to document the effectiveness of the IEP and to ensure that the IEP curriculum remains responsive to the academic language demands of GSU courses.

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Strategic Objective T4(g). To evaluate the overall effectiveness of the graduate programs, a system will be created for collecting information from employers of program graduates. Employers of master’s level as well as doctoral level graduates will be surveyed to learn of changes that might be needed.

Resources T4. No new resources will be needed. However, the GSU administration must arrange for IEP students and courses to be included on the Banner system. The current situation with IEP students and courses separated from the larger GSU system makes assessment of student outcomes almost impossible for that unit of the department.

A.3. Creative and Scholarly Activity

All members of the tenure-track faculty in AL/ESL are actively engaged in research and in the publication of research results. As appropriate in a department as tightly integrated as AL/ESL, the non-tenure track faculty members are also often involved in research projects, sometimes as co-researchers and in other instances as participants or informants. AL/ESL’s goals for Creative and Scholarly Activity focus on ways to enhance current productivity.

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faculty will discuss the importance of this space with the Dean of CAS and other appropriate administrators.

Goal R2. To strengthen departmental program connections to heighten the intellectual environment for scholarship.

This research goal is related to Goal T1 with the emphasis here being on development of research projects that involve faculty from various programs, sharing of research among departmental units, and seeking opportunities for the implementation of research in program design and activities. In addition to interdepartmental research, more needs to be done to provide lecture and discussion programming to bring stimulating ideas in applied linguistics to the faculty and students rather than depending solely on their participation in professional conferences and other professional meetings.

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Strategic Objective R2(b). To create a special events committee with representation from all programs and including undergraduate, master’s, and doctoral students.

This group will receive some departmental funding as well as student government resources to bring lecturers and special training opportunities to AL/ESL on a regular basis.

Resources R2. Some departmental funding will need to be redirected to provide for the lecture series. Otherwise, no additional funding is needed. The department chair will consider workload implications of the special assignments for faculty related to this goal.

Goal R3. To enhance AL/ESL’s national and international reputation for scholarship.

AL/ESL is already well-known for its excellent faculty and for its first-rate teacher training program. Additionally, the research of graduate faculty members is widely recognized for its quality and for its influence on both the teaching of ESL/EFL and on applied linguistics. This goal has two components: First, more research and publication could be achieved if faculty members had a workload that recognized the amount of time that they give to research and writing. Second, faculty members need to develop a plan that gives more recognition to “AL/ESL at GSU” as the location for their work; currently, individual faculty members are known for their achievements but other members of our profession seldom connect these well-regarded individuals with “AL/ESL at GSU.” With the implementation of the doctoral program, national and international recognition for AL/ESL as part of GSU will be important for the value that such recognition adds to their degrees when doctoral students begin their careers.

Strategic Objective R3(a). To work with dean’s office and other research active departments/faculty to address the workload issue.

Strategic Objective R3(b). To create a plan for increasing professional recognition of the department, building on the reputations of individual faculty members and devising activities (perhaps a lecture series that could help achieve Goal R2 as well as Goal R3) to associate high levels of achievement with AL/ESL at GSU and to tie particular topics to AL/ESL, for example “English for Academic Purposes.”
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Resources R3. GSU and CAS will need to consider allocation of faculty and class size implications for reducing the teaching load for research active faculty. Departmental resources will be redirected to fund activities that increase the name recognition of AL/ESL at GSU.

A.4. Service

Goal S1. To participate in the internationalization of GSU.

The University’s Strategic Plan 2000 recognizes the need to internationalize GSU with opportunities for students and faculty members to participate in study abroad programs and with increased numbers of international students and faculty members. With its emphasis on ESL and the international experience and interests of its faculty and graduate students, AL/ESL is well situated to help achieve that dual goal.

Strategic Objective S1(a). To participate in the recruitment and retention of qualified international students through the IEP and the ESL service courses—offering international students the language study needed for academic success at GSU.

The university’s Strategic Plan 2000 includes as one of its goals the development of “a plan to increase the international undergraduate student population on campus by 50 students per year for the next five years.” To achieve this goal, GSU needs strong ESL programming to prepare pre-matriculated students and support ESL courses for matriculated students. Without the IEP and the ESL service courses, GSU could not achieve its goal.

Strategic Objective S1(b). To help with the institutional purpose in Goal S1, AL/ESL will not only provide ongoing ESL courses of high quality but will also participate as appropriate in CAS, GSU, and Faculty Senate committees and programs to plan more effective recruitment and retention for international students.

AL/ESL’s representatives to the GSU Faculty Senate will seek opportunities to serve on committees where internationalization will be considered and encouraged and where issues and policies related to international students are discussed.

Strategic Objective S1(c). To create a plan to make highly visible the department’s resources for helping with recruitment and retention of international undergraduate and graduate students.

The directors of the IEP and the ESL service courses will work with the chair and associate chair to create and implement a plan for “internal” recruitment at GSU so that departments and faculty members are aware of the resources provided to help with international programming.

Strategic Objective S1(d). To develop an undergraduate course in the BIS/LS program that trains U.S. English-speaking students to be study partners with international students in courses that both the U.S. and the international students take.

The Director of Undergraduate Studies will work with the faculty to design and implement a course to prepare native speaking undergraduate students to work with non-native speakers in academic courses in which they are jointly enrolled. In addition to providing language support for international students, the native speaking study partners will have the opportunity to expand their understandings of other languages and cultures.

Goal S2. To participate in the development and enhancement of applied linguistics as a profession.

Compared to many other disciplinary areas, applied linguistics is relatively young and still in the process of developing its governance system as well as the body of knowledge that underlies the area.
Appendix C1
Unit’s strategic plan and goals as of the beginning of the self-study period
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Strategic Objective S2(a). To serve the profession through membership on editorial boards and
governance bodies for appropriate professional organizations.
While a few faculty members are serving in high-profile positions in the profession, everyone
will be encouraged to find an appropriate role.

Strategic Objective S2(b). To provide a forum for discussion of issues of current relevance in
applied linguistics.
The faculty will initiate programming that will increase professional awareness of AL/ESL at
GSU and that will help to achieve Goal R2.
A. Goals and Objectives

A.1. Introduction

The Department of Applied Linguistics and English as a Second Language (AL/ESL) currently consists of four interrelated instructional programs: (1) a master's program in applied linguistics that prepares graduate students to plan, implement, and evaluate English language instruction in a variety of educational settings; (2) an undergraduate program, the Bachelors in Interdisciplinary Studies in Language Studies, that delivers undergraduate courses in linguistics and applied linguistics; (3) an English as a second language (ESL) service courses program that provides instruction, assessment, and support for non-native speaking matriculated students at the undergraduate and graduate levels; and (4) the Intensive English Program (IEP) that provides a comprehensive pre-academic course of study in academic language development for ESL students who wish to matriculate at Georgia State University (GSU) or other post-secondary institutions. The department also has a large training contract funded through the U.S. Agency for International Development that brings teachers from Egypt to Atlanta for training; other international exchange programs are also underway with additional possibilities being explored. A proposal for a Ph.D. has been submitted to the College of Arts and Sciences with an implementation date of fall, 2002. In addition to these instructional programs, AL/ESL includes the ESL Testing Program that provides English proficiency training to meet a variety of individual and programmatic needs.

A.2. Teaching

In addition to its ongoing commitment to excellence in instruction, AL/ESL has three goals for its instructional programs that will be the focus of attention for the next two to three years.

Goal T1. To integrate the department’s programs more thoroughly to expand opportunities for research and instruction that involve faculty from all of the programs.

Integration of its programs into a coherent, cohesive unit has long been a goal of AL/ESL, and one that it has successfully achieved in many areas of its work. Graduate faculty members and graduate students carry out observations and research in the IEP and the ESL courses; graduate faculty members routinely teach in the IEP and the ESL service courses; experienced teachers from the IEP teach the practicum and serve as guest lecturers in the master’s program on a regular basis; all full time faculty members including tenured, tenure-track, and non-tenure track faculty are members in full standing of AL/ESL with responsibilities clearly defined in the AL/ESL Bylaws. However, growth of the various programs has led to placement of some faculty members in two separate locations on campus with the negative results described in Strategic Objective T1(a). Additionally, approval of the proposed Ph.D. program will add another element to this mixture of programs, faculties, staff members, and students.

Strategic Objective T1(a). To locate all departmental faculty, staff, and graduate assistants in a contiguous space.

The critical need for space cannot be overstated. (See Section H for additional information.) Currently housed in two buildings widely separated from each other on campus,
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AL/ESL faculty have found the teaching—and research—goals of the department compromised by their inability to interact easily, and the effectiveness and efficiency of the day-to-day work of faculty, staff, and students has become significantly diminished. Because the number of full-time faculty has doubled in the last three years, the space needs of AL/ESL are no longer adequately addressed in the University Master Plan and other prior planning documents based on the previous smaller number of faculty, staff, and graduate assistants. The current space problem will become worse in the fall of 2001 with the addition of two new tenure-track faculty members and several additional full-time continuing and visiting instructor faculty members in the IEP and the ESL service courses program. Starting in the fall of 2002, approximately 8 doctoral students will need offices and other work space—a number that will gradually increase over the following two years to reach a projected total of 15-18 doctoral students who need space for research and instructional activities.

Strategic Objective T1(b). To continue to implement the AL/ESL Bylaws that were written during 1999-2000 and given initial approval by the department and the college in 2000-2001.

In a process begun in 1999, the AL/ESL faculty have agreed upon a set of Bylaws to govern the department. As a new set of procedures, the AL/ESL Bylaws will need careful faculty attention to be sure that they are implemented with the same cooperative spirit as they were designed. (See Appendix A for a copy of the Bylaws.)

Resources T1. To achieve this goal of better integrating the activities of the department’s programs, all AL/ESL faculty and staff must be housed in contiguous space. Section H of this self-study gives details about the additional space and other resources needed to achieve this first goal. (See Appendix B for Report on AL/ESL Space Needs.)

Goal T2. To create a more balanced offering of undergraduate and graduate courses in AL/ESL.

Currently, AL/ESL has large enrollments in its master’s program (with 77 students) and the IEP (with 200 students). Both are large by the standards of other such programs in the U.S. However, the department has much smaller enrollments in its other programs, especially at the undergraduate level. In AY 1999-2000, the department spearheaded the development (along with the departments of Communication, English, and Modern and Classical Languages) of an interdisciplinary major in Language Studies (LS). Now available to undergraduate students, the BIS/Language Studies provides opportunities to study language-related areas such as formal linguistics, language learning and teaching, and social aspects of language use. (See the brochure for the program in Appendix C.) AL/ESL has developed new undergraduate courses to be taught both by regular full-time departmental faculty and by doctoral students with expertise in the specific courses offered. AL/ESL will serve as the primary advising center for LS majors as well as ensure that courses are offered for LS majors in a timely way.

ESL service courses are offered at the undergraduate and graduate levels. These courses are planned to help non-native speakers of English to enhance their English proficiency and to develop academic knowledge and skills necessary for success in their degree programs. Enrollments in these courses do not yet reflect the large numbers of non-native speakers (both
resdent and international students) at GSU. (See Appendix D for enrollment data for the ESL service courses.)

**Strategic Objective T2(a). To strengthen the undergraduate interdisciplinary Language Studies program and to increase the number of students taking courses in the program.**

The Director of Undergraduate Programs will plan and implement recruitment activities to inform GSU faculty and students about the opportunities offered by these courses. The director will expand on that initial set of activities in 2001 and will work with the AL/ESL Recruitment Committee to find effective methods for increasing the number of students in the BIS program. In addition to the director, teachers in the BIS program will help with recruitment in appropriate ways as requested by the director. The department expects enrollment in the BIS courses to expand gradually in 2001 and to reach a stable level of 15-25 students per section in the third year of operation. This strategic objective is connected to Goal S1 and Strategic Objective S1(d) through the development of a course that prepares U.S. English-speaking students to be study partners for international students in undergraduate courses. In addition, department faculty will continue to contribute to undergraduate education by offering courses in the core curriculum Perspectives in Comparative Cultures, as well as sponsor a Freshman Learning Community in Language, Culture and Communication. With the addition of the BIS program in Language Studies, we now also have courses that are appropriate for the core curriculum in Humanities and will work to see that these are included in Area C.

**Strategic Objective T2(b). To increase the number of students taking courses in the ESL service courses for matriculated undergraduate and graduate students at GSU.**

The Director of the ESL Service Courses will plan and implement recruitment activities to inform GSU faculty and students about the opportunities offered by these courses. The director will expand on that initial set of activities in 2001 and will work with the AL/ESL Recruitment Committee to find effective methods for increasing the number of students in the ESL service courses program. In addition to the director, teachers in the ESL service courses program will help with recruitment in appropriate ways as requested by the Director. The department expects enrollment in the ESL service courses to expand gradually in 2001 and to reach a stable level of 18 students per section of freshman composition and graduate courses and 20 students in the sections of the Regents Test Preparation courses.

**Resources T2.** No additional resources will be needed. Faculty and doctoral students from AL/ESL will be assigned ESL service courses as part of their normal workload. Recruitment documents such as brochures will be paid for by AL/ESL as part of its budget for program development.

**Goal T3. To initiate a doctoral program in applied linguistics through which the department can expand its impact on both research and teaching focused on English for academic purposes (EAP).**

Combining the University’s strategic initiative for excellence with the College of Arts and Science’s goal of strengthening and improving graduate research and instructional programs, the Ph.D. program proposed by AL/ESL will make a substantial contribution to the department, college, university, and to applied linguistics as a profession. The new Ph.D. program has a
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primary focus on academic language teaching and learning in post-secondary settings. Because a documented need exists for Ph.D.s in applied linguistics—particularly in the planned focus area—and because few programs (and none in the Southeast) exist with this focus, the department is well-positioned to be a leader in this area.

Strategic Objective T3(a). To prepare a proposal for a doctoral program and to move that proposal through the CAS, GSU, and BOR processes.

In the fall semester, 2000, AL/ESL began the process of seeking college, university, and Board of Regents approval for a doctoral program. During the spring and summer, 2001, the department chair and associate chair will take the steps necessary to receive approval as quickly as possible so that the program can admit students for the fall, 2002.

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**Resources R3.** GSU and CAS will need to consider allocation of faculty and class size implications for reducing the teaching load for research active faculty. Departmental resources will be redirected to fund activities that increase the name recognition of AL/ESL at GSU.

### A.4. Service

**Goal S1. To participate in the internationalization of GSU.**

The University’s Strategic Plan 2000 recognizes the need to internationalize GSU with opportunities for students and faculty members to participate in study abroad programs and with increased numbers of international students and faculty members. With its emphasis on ESL and the international experience and interests of its faculty and graduate students, AL/ESL is well situated to help achieve that dual goal.

**Strategic Objective S1(a). To participate in the recruitment and retention of qualified international students through the IEP and the ESL service courses—offering international students the language study needed for academic success at GSU.**

The university’s Strategic Plan 2000 includes as one of its goals the development of “a plan to increase the international undergraduate student population on campus by 50 students per year for the next five years.” To achieve this goal, GSU needs strong ESL programming to prepare pre-matriculated students and support ESL courses for matriculated students. Without the IEP and the ESL service courses, GSU could not achieve its goal.

**Strategic Objective S1(b). To help with the institutional purpose in Goal S1, AL/ESL will not only provide ongoing ESL courses of high quality but will also participate as appropriate in CAS, GSU, and Faculty Senate committees and programs to plan more effective recruitment and retention for international students.**

AL/ESL’s representatives to the GSU Faculty Senate will seek opportunities to serve on committees where internationalization will be considered and encouraged and where issues and policies related to international students are discussed.

**Strategic Objective S1(c). To create a plan to make highly visible the department’s resources for helping with recruitment and retention of international undergraduate and graduate students.**

The directors of the IEP and the ESL service courses will work with the chair and associate chair to create and implement a plan for “internal” recruitment at GSU so that departments and faculty members are aware of the resources provided to help with international programming.

**Strategic Objective S1(d). To develop an undergraduate course in the BIS/LS program that trains U.S. English-speaking students to be study partners with international students in courses that both the U.S. and the international students take.**

The Director of Undergraduate Studies will work with the faculty to design and implement a course to prepare native speaking undergraduate students to work with non-native
speakers in academic courses in which they are jointly enrolled. In addition to providing language support for international students, the native speaking study partners will have the opportunity to expand their understandings of other languages and cultures.

**Goal S2. To participate in the development and enhancement of applied linguistics as a profession.**

Compared to many other disciplinary areas, applied linguistics is relatively young and still in the process of developing its governance system as well as the body of knowledge that underlies the area.

**Strategic Objective S2(a). To serve the profession through membership on editorial boards and governance bodies for appropriate professional organizations.**

While a few faculty members are serving in high-profile positions in the profession, everyone will be encouraged to find an appropriate role.

**Strategic Objective S2(b). To provide a forum for discussion of issues of current relevance in applied linguistics.**

The faculty will initiate programming that will increase professional awareness of AL/ESL at GSU and that will help to achieve Goal R2.
Appendix D1
Learning outcomes statements and assessment plans

Learning Outcomes Assessment Plan
Bachelor of Arts Degree in Applied Linguistics
Department of Applied Linguistics and ESL

Learning outcomes

I. Analytical Skills
   A. Students acquire the skills to analyze language structure (e.g., sound structure, word & sentence structures, discourse structure)
   B. Students acquire the skills to analyze the process of language acquisition
   C. Students acquire the skills to collect data on language structure, acquisition, and use
   D. Students are able to read and understand applied linguistics research reports/articles

II. Critical Thinking Skills
   A. Students formulate research questions and formulate testable hypotheses
   B. Students are able to analyze and interpret data (hypothesis testing, drawing inferences, formulating conclusions)
   C. Students demonstrate how to use results of analysis to formulate new research questions

III. Communication Skills
   A. Students develop effective written communication and editing skills
   B. Students show appropriate writing conventions and formats

IV. Acquisition of Knowledge
   A. Students demonstrate understanding of the core areas within linguistic study: phonetics, phonology, morphology, and syntax
   B. Students demonstrate understanding of key concepts in applied linguistics areas such as language acquisition and sociolinguistics
   C. Students demonstrate awareness of domestic and international cultural and linguistic differences

V. Analysis of Contemporary Questions
   A. Students develop the ability to apply the analytic tools of linguistics to the study of real-world language problems such as second language pedagogy, language planning and policy, and intercultural communication.

Description of Assessment Methods of Learning Outcomes

We plan to use course-embedded assessment procedures to evaluate these learning outcomes. Five upper division courses are required of all Applied Linguistics majors. These courses will be used for our embedded assessments.

The final examinations in AL 3021, AL 4011, and AL 4012 will be used to test mastery of objectives IA, IIB, IIIA, and IVC. Applied Linguistics 3041, Second Language Acquisition, is designed to be writing-intensive, following the guidelines for a Writing Across the Curriculum course. AL 3031, Language in Society, also requires a final research paper. The research papers in these two courses will be used to assess the objectives in Areas I-IV as specified in the matrix below.
# Learning Outcomes Assessment Plan

**Master of Arts Degree in Applied Linguistics**
Department of Applied Linguistics and ESL

## I. Mission Statement
The Department of Applied Linguistics and English as a Second Language is committed to excellence in the preparation of second/foreign language teachers and researchers, in the teaching of English to speakers of other languages, and in other applications of applied linguistics theory to the solution of real world problems. This goal is achieved by providing instruction, support, and inspiration to those interested in applied linguistics in general and in the teaching of English as a second or foreign language in particular. The department's instructional programs and research activities are designed for current and prospective language teachers, language learners, curriculum designers, materials and test developers, program administrators, teacher educators, and researchers in the field. All units housed within the department support this focus. Reflecting the goals of the wider university, the department seeks to provide a range of activities which prepare students to think critically, make ethical and informed choices.

---

## Matrix for Undergraduate in Applied Linguistics

<table>
<thead>
<tr>
<th>I. Analytical Skills</th>
<th>3021</th>
<th>3031</th>
<th>3041</th>
<th>4011</th>
<th>4012</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students acquire the skills to analyze language structure (e.g., sound structure, word &amp; sentence structures)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B. Students acquire the skills to analyze the process of language acquisition</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Students acquire the skills to collect data on language structure, acquisition, and use</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Students are able to read and understand applied linguistics research reports/articles</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Critical Thinking Skills</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students formulate research questions and formulate testable hypotheses</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Students are able to analyze and interpret data (hypothesis testing, drawing inferences, formulating conclusions)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C. Students demonstrate how to use results of analysis to formulate new research questions</td>
<td>X</td>
<td>X</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Communication Skills</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students develop effective written communication and editing skills</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Students show appropriate writing conventions and formats</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Acquisition of Knowledge</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students demonstrate understanding of the core areas within linguistic study: phonetics, phonology, morphology, and syntax</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B. Students demonstrate understanding of key concepts in applied linguistics areas such as language acquisition and sociolinguistics</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Students demonstrate awareness of domestic and international cultural and linguistic differences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Analysis of Contemporary Questions</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students develop the ability to apply the analytic tools of linguistics to the study of real-world language problems such as second language pedagogy, language planning and policy, and intercultural communication.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D1
Learning outcomes statements and assessment plans

appreciate diverse cultures and ideas, become creative problem-solvers, and demonstrate responsible citizenship. The department creates and maintains a multi-cultural and multi-national student population through the active recruitment of students from a variety of ethnic and international backgrounds.

2. Learning Outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Applies the basic principles of ESL/EFL learning and teaching methodology</td>
</tr>
<tr>
<td>B</td>
<td>Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse</td>
</tr>
<tr>
<td>C</td>
<td>Uses cultural knowledge in second language learning and teaching</td>
</tr>
<tr>
<td>D</td>
<td>Analyzes and critiques theory and practice of L2 teaching and learning</td>
</tr>
<tr>
<td>E</td>
<td>Communicates effectively in both written and oral language in English</td>
</tr>
<tr>
<td>F</td>
<td>Uses technology effectively in research and teaching</td>
</tr>
<tr>
<td>G</td>
<td>Conducts and participates in professional development activities</td>
</tr>
</tbody>
</table>
# Appendix D1

Learning outcomes statements and assessment plans

## 3. Description of Assessment Methods for Learning Outcomes

Data sources for assessing learning outcomes are found in the following table:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Syllabi from required courses</th>
<th>Portfolio (MA Paper, CBE, PD essays, resume)</th>
<th>Oral Presentation of MA paper</th>
<th>Teaching Performance and videotapes</th>
<th>Survey of employer perceptions</th>
<th>Survey of current students</th>
<th>Survey of alumni perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Applies the principles of ESL/EFL language teaching methodology and learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>B. Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C. Uses cultural knowledge in second language learning and teaching</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Analyzes and critiques theory and practice of L2 teaching and learning</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>E. Communicates effectively in both written and oral language in English</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>F. Uses technology in research and teaching</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>G. Conducts and participates in professional development activities</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Data source 1: Syllabi for required courses:

AL 8240: General Linguistics  
AL 8250: Second Language Acquisition  
AL 8320: Sound System of English  
AL 8330: Intercultural Communication  
AL 8450: Approaches to teaching second languages  
AL 8460: English Grammar  
AL 8900: Practicum
Appendix D1

Learning outcomes statements and assessment plans

Evaluation procedure: Course syllabi will be turned into the main office. Each fall, the Chair will review the syllabi for measurable learning outcomes.
Criteria: All syllabi will contain appropriate learning outcomes and there will be 100% coverage of outcomes A-F.

Data source 2: Portfolio (MA paper, CBE, PD essays, resume)

Data source 2A: students’ master’s papers.
Evaluation procedure: In addition to evaluating the content of the paper (as is currently the practice), the two faculty members who read each students’ master’s paper will explicitly evaluate the paper for critical analysis and the relationship of theory to practice (Outcome D) and clarity of expression, organization, grammar, use of language, and appropriate formatting and documentation. (Outcome E). A rubric has been developed for this purpose.
Criterion: 90% of student papers will be rated “excellent” or “good” in their application of critical thinking (Outcome D) and in their written communication (Outcome E).

Data source 2B: Classroom-based experience (CBE) forms and reflective essays
Evaluation procedure: Advisers will certify that students have completed 90 hours of CBE during their program and have submitted reflective essays on their teaching each semester.
Criterion: 100% of students will complete the CBE requirements (Outcome A, D)

Data source 2C: Student reflective papers on professional development (PD) in portfolio.
Evaluation procedure: Advisers will certify that graduating students have completed two professional development activities for fall and spring semesters (Outcome G).
Criterion: 100% of students will complete the PD requirement.

Data source 2D: Resume
Evaluation procedure: Advisers count the number of conference presentations and/or articles published by their graduating advisees and reports to the Director of Graduate Studies, who compiles the data for each semester. (Outcome G)
Criterion: 70% of graduating students will have made at least one conference presentation or written at least one published article.

Data Source 3: Oral presentation of student’s MA paper
Evaluation procedure: During their final semester, students will make a formal oral presentation of their master’s paper. Two faculty members will rate the presentation for clarity, organization, effective use of visual aids, and overall presentation (e.g., volume, body language). (Outcome E). A rubric has been developed for this purpose.
Criterion: 90% of students will meet the minimum standards.

Data Source 4: Teaching performance and videotapes
Data source: Videotapes of student lessons taught to their peers in AL 8900: Practicum.
Appendix D1

Learning outcomes statements and assessment plans

Evaluation procedure: A rubric for teaching effectiveness (Outcome A) and oral communication (Outcome E) has been developed. Videotaped student lessons will be rated according to this rubric by the instructor of the Practicum every semester.

Criterion: 90% of student lessons will meet the minimum standards.

Data Source 5: Survey of employer perceptions

Evaluation procedure: Every three years, a representative sample of employers of recent graduates will be surveyed by mail. Survey results will be tallied by a staff or faculty member.

Criterion: 90% of employers who responded to survey will rate graduates of our program “excellent” or “good” in the understanding and application of the basic principles of ESL/EFL language teaching methodology and learning (Outcome A); in their knowledge of the linguistic systems of English (Outcome B); their understanding of intercultural issues (Outcome C); their oral and written communication (Outcome E); their use of technology (Outcome F); and their commitment to professional growth (Outcome G).

Data Source 6: Survey of current student perceptions

Evaluation procedure: Once a year, in collaboration with the Office of Institutional Research, all graduating students will be surveyed by mail or email. Survey results will be tallied by the Office of Institutional Research.

Criterion: 90% of students who respond to survey will report that they are receiving “excellent” or “good” preparation in Outcomes A-G.

Data Source 7: Survey of alumni perceptions

Evaluation procedure: Alumni will be surveyed by mail or email approximately one year following graduation. Survey results will be tallied by a staff or faculty member.

Criterion: 90% of students who respond to survey will report that they received “excellent” or “good” preparation in Outcomes A-G.

4. A description of your data collection and analysis procedures (i.e., how program assessment data will be collected and reported – who collects which data, from which students, how often, etc.)

Each term, all faculty will submit copies of course syllabi to the main office. Each fall the Chair will review the course syllabi for appropriate measurable learning outcomes.

Each year, the Director of the MA program will compile data on student conference presentations and publications, and will ask faculty to certify that their advisees have completed the required CBE and professional development activities. The Director of the MA program will also compile performance data on MA papers and presentations annually.

The department needs to develop two surveys: a student survey that will be administered one year after graduation and an employer survey that will be administered to students’ employers one year after students have graduated. These surveys will be developed by the departmental testing committee. The testing committee also will administer the surveys every year and
analyze the data every two years. In addition, questions specific to our program will be added to the survey of graduates conducted annually by the Office of Institutional Research. On the basis of the data, changes will be made in the program.

5. A description of how you will be using the results of your analyses (i.e., how the results of the assessments will be used to improve the program)?

If the criterion is not reached for any outcome, a faculty committee will be constituted to investigate the reasons behind the failure to meet the criterion and will suggest possible remedies. The result of the analysis has the potential to change our program in several ways: it might change the content or organization of courses; it might change the courses we offer; it might change the amount of teaching students in the program do; it might change the amount of technology included; it might change the requirements for the portfolio.

Learning Outcomes Assessment Plan

PhD Degree in Applied Linguistics
Department of Applied Linguistics and ESL

1. Mission Statement

2. Learning Outcomes

<table>
<thead>
<tr>
<th>A</th>
<th>Familiarity with the current state of knowledge in applied linguistics, including the numerous questions that remain to be answered</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Ability to design studies on a range of topics in applied linguistics (e.g. second language acquisition, second language teaching, and English for academic purposes)</td>
</tr>
<tr>
<td>C</td>
<td>Experience as teachers</td>
</tr>
<tr>
<td>D</td>
<td>Understand the needs of ESL/EFL teachers and have expertise in providing educational opportunities for master's level ESL/EFL teachers</td>
</tr>
<tr>
<td>E</td>
<td>Have begun contributing to the knowledge-base of applied linguistics through presentation of papers at conferences and through publication</td>
</tr>
</tbody>
</table>

3. Description of Assessment Methods for Learning Outcomes

Data sources for assessing learning outcomes are found in the following table:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Qualifying Paper</th>
<th>Comprehensive Examination</th>
<th>Teaching Experience</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Familiarity with the current state of knowledge in applied linguistics, including the numerous questions that remain to be answered</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Appendix D1

Learning outcomes statements and assessment plans

<table>
<thead>
<tr>
<th>Answered</th>
<th>B. Ability to design studies on a range of topics in applied linguistics (e.g. second language acquisition, second language teaching, and English for academic purposes)</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C. Experience as teachers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Understand the needs of ESL/EFL teachers and have expertise in providing educational opportunities for master's level ESL/EFL teachers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Have begun contributing to the knowledge-base of applied linguistics through presentation of papers at conferences and through publication</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Data Source 1: Qualifying Paper

Evaluation Procedure: The purpose of the Qualifying Paper (QP) is for the PhD candidate to demonstrate strong writing abilities. When reading the completed QP, faculty should recognize the voice of a scholar-writer who is ready to progress to the next stages of the PhD program. Criterion: 90% of students will pass the qualifying paper requirement.

Data Source 2: Comprehensive Examination

Evaluation Procedure: The Comprehensive Exam (CE) consists of three examination questions, which the student has two weeks to answer. The questions require the student to address issues in theory, research methodology, research topics of importance in the field, and/or topics related to the student's intended dissertation research. At least one of the topics requires consideration of issues that overlap the boundaries between language, cognition and communication and language teaching and language teacher development. Criterion: 90% of students will pass their comprehensive examinations.

Data Source 3: Teaching Experience

Evaluation Procedure: Students will graduate with substantial teaching experience in the Intensive English Program and in undergraduate courses in Applied Linguistics. Criteria: 100% of students will teach at least 4 semesters at GSU. 90% of students will teach at least two undergraduate courses.

Data Source 4: Professional Development

Evaluation Procedure: Graduate students are expected to begin presenting regularly at conferences and to publish in scholarly journals.
Appendix D1

Learning outcomes statements and assessment plans

**Criterion:** At least 50% of graduate students in their second year or beyond will present at least one paper at a conference or publish a scholarly paper annually.
THE MASTER'S DEGREE IN APPLIED LINGUISTICS INTEGRATES THE STUDY OF LINGUISTIC THEORY WITH PRACTICAL APPLICATIONS AND Focuses ON THE LANGUAGE ACQUISITION NEEDS OF THE ADULT OR NEAR-ADULT LEARNER OF AN ADDITIONAL LANGUAGE. STUDENTS RECEIVE THE THEORETICAL AND PRACTICAL FOUNDATIONAL KNOWLEDGE NEEDED TO TEACH LANGUAGE AT THE POSTSECONDARY LEVEL AND TO PROGRESS TO DOCTORAL WORK IN APPLIED LINGUISTICS OR OTHER LANGUAGE-STUDY OR LANGUAGE-TEACHING RELATED AREAS.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Teaching methodology

Full Description:
Applies the basic principles of ESL/EFL learning and teaching methodology

A Student Learning Outcome?  Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 1: Syllabi
- M. 3: Classroom-based experience forms and reflections
- M. 7: Teaching performance and videotapes
- M. 8: Survey of graduating students
Outcome/Objective 2:
Knowledge of linguistic systems of English

Full Description:
Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 1: Syllabi
- M. 8: Survey of graduating students

Outcome/Objective 3:
Cultural knowledge

Full Description:
Uses cultural knowledge in second language learning and teaching

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives
Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• PRO-6: Distinctive education due to urban center of international commerce, media, and government
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
• M. 1: Syllabi
• M. 8: Survey of graduating students

Outcome/Objective 4:
Connecting theory and practice

Full Description:
Analyzes and critiques theory and practice of L2 teaching and learning

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
• A-3: Graduate Experience
• B-1: Faculty
• C-2: Interdisciplinary Programs
• C-3: International Initiatives

Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• PRO-6: Distinctive education due to urban center of international commerce, media, and government
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
• M. 1: Syllabi
• M. 2: Master’s papers
- M. 3: Classroom-based experience forms and reflections
- M. 8: Survey of graduating students

**Related Actions:**
- A. 2: Student focus groups

**Outcome/Objective 5:**
Communication

**Full Description:**
Communicates effectively in both written and oral language in English

**A Student Learning Outcome?** Yes

**Related Measures:**
- M. 1: Syllabi
- M. 2: Master`s papers
- M. 6: Oral presentation of Master`s paper
- M. 7: Teaching performance and videotapes
- M. 8: Survey of graduating students

**Related Actions:**
- A. 2: Student focus groups

**Outcome/Objective 6:**
Technology

**Full Description:**
Uses technology effectively in research and teaching

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- A-3: Graduate Experience
- B-1: Faculty
- C-1: New Academic Programs (& Modes of Delivery)
- C-2: Interdisciplinary Programs
- C-3: International Initiatives
- D-3: Technology

**Related Measures:**
- M. 1: Syllabi
- M. 6: Oral presentation of Master`s paper
- M. 8: Survey of graduating students
Related Actions:
- A. 1: Faculty development seminars
- A. 2: Student focus groups

Outcome/Objective 7:
Professional development

Full Description:
Conducts and participates in professional development activities

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity
- UNI-4: Service as a resource to local, state, and federal entities

Related Measures:
- M. 4: Professional development activities
- M. 5: Number of presentations/publications
- M. 8: Survey of graduating students

Related Actions:
- A. 2: Student focus groups

MEASURES

Measure 1:
Syllabi
Measure Full Description:
Syllabi for all required courses were collected by the Chair and examined for the presence or absence of specific learning outcomes.

Related Outcome(s)/Objective(s):
- Obj. 1: Teaching methodology
- Obj. 2: Knowledge of linguistic systems of English
- Obj. 3: Cultural knowledge
- Obj. 4: Connecting theory and practice
- Obj. 5: Communication
- Obj. 6: Technology

Target Level:
100% of syllabi for required courses will contain specific learning outcomes

Findings:
All syllabi contained specific learning outcomes and there was 100% coverage of learning outcomes across the required courses

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
Master`s papers

Measure Full Description:
Two faculty members evaluate each graduating student`s master`s papers in four areas: (a) connecting theory with practice; (b) scholarship; (c) writing; (d) appropriate formatting/referencing.

Related Outcome(s)/Objective(s):
- Obj. 4: Connecting theory and practice
- Obj. 5: Communication

Target Level:
90% of students will be rated "excellent" or "good" in connecting theory to practice and scholarship (Outcome 4) and in writing and formatting/referencing (Outcome 5).

Findings:
10 out of 11 (91%) Master`s papers received grades of "good" or "excellent" in all four areas in which they were evaluated.

Target Level Achievement: Met
Further Action Planned? No

Measure 3:
Classroom-based experience forms and reflections

Measure Full Description:
Students are required to complete 90 hours of classroom-based experience (CBE) during their program. Advisors certify that their advisees have completed this requirement by submitting two documents each semester: a form signed by the student’s supervisor certifying that the CBE has been completed, and a reflective essay in which the student draws connections between the CBE and what has been learned in coursework.

Related Outcome(s)/Objective(s):
- Obj. 1: Teaching methodology
- Obj. 4: Connecting theory and practice

Target Level:
100% of students will complete this requirement.

Findings:
100% of students graduating between Summer 2005 and Spring 2006 (N=15) completed their CBE requirement.

Target Level Achievement: Met

Further Action Planned? No

Measure 4:
Professional development activities

Measure Full Description:
Students are required to participate in two professional development (PD) activities each semester they are in the program. They document this experience by submitting a reflective essay about each PD activity to their advisor.

Related Outcome(s)/Objective(s):
- Obj. 7: Professional development

Target Level:
100% of students will complete the PD requirement.

Target Level Achievement: Met
Further Action Planned? No

Measure 5:  
Number of presentations/publications

Measure Full Description:  
Advisors count the number of conference presentations and/or publications for each student.

Related Outcome(s)/Objective(s):  
- Obj. 7: Professional development

Target Level:  
50% of graduating students will have made at least one conference presentation or written at least one published article.

Findings:  
Of 15 graduating students, 10 (75%) made at least one conference presentation or published one paper.

Target Level Achievement: Met

Further Action Planned? No

Measure 6:  
Oral presentation of Master’s paper

Measure Full Description:  
During their final semester, students make a formal oral presentation of their Master’s paper. Two faculty members rate the paper for clarity, organization, effective use of visual aids, and overall presentation.

Related Outcome(s)/Objective(s):  
- Obj. 5: Communication  
- Obj. 6: Technology

Target Level:  
90% of students will score "good" or "excellent" on their presentations.

Findings:  
8 students gave oral presentations of their Master’s papers. All 8 scored at least "good" and 6 out of 8 (75%) were given scores of "excellent" by both raters.

Target Level Achievement: Met
Further Action Planned? No

**Measure 7:**
Teaching performance and videotapes

**Measure Full Description:**
Students are videotaped teaching a lesson to their peers in AL 8900: Practicum, a required course in the program. The instructor rates the students on a rubric evaluating teaching effectiveness (outcome 1) and oral communication (outcome 5).

**Related Outcome(s)/Objective(s):**
- Obj. 1: Teaching methodology
- Obj. 5: Communication

**Target Level:**
90% of students will meet or exceed expectations for their videotaped teaching performance.

**Findings:**
19 students took the practicum from Summer 2005 through Spring 2006. All 19 (100%) met the criteria for meeting or exceeding expectations.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 8:**
Survey of graduating students

**Measure Full Description:**
Students who graduated between Summer 2005 and Spring 2006 were asked to complete a web-based survey investigating their perceptions of how confident they feel about the areas covered in the learning outcomes.

**Related Outcome(s)/Objective(s):**
- Obj. 1: Teaching methodology
- Obj. 2: Knowledge of linguistic systems of English
- Obj. 3: Cultural knowledge
- Obj. 4: Connecting theory and practice
- Obj. 5: Communication
- Obj. 6: Technology
- Obj. 7: Professional development

**Target Level:**
90% of graduating students will report confidence levels of 4 or 5 on a 5-point scale, five being highest for all learning outcomes.

Findings:
13 out of 15 (88%) graduating students completed the survey. The percentage of students rating each outcome 4 or 5 was as follows (last year’s percentages are included in parentheses for comparison): Outcome 1: 100% (94%) Outcome 2: 100% (83%) Outcome 3: 100% (83%) Outcome 4: 85% (89%) Outcome 5: 84% (100%) Outcome 6: 61% (77%) Outcome 7: 77% (75%)

Target Level Achievement: Partially Met

Further Action Planned? Yes

ACTIONS

Action 1:
Faculty development seminars

Full Description
A series of discussions/seminars related to issues surrounding the use of technology in graduate courses will be offered, and faculty will be encouraged to attend these.

Related Objectives:
- Obj. 6: Technology

Related Measures:
- M. 8: Survey of graduating students

Person/group responsible for the action Pat Byrd

Target date to implement the action November 2006

Priority Med

Action 2:
Student focus groups

Full Description
Current students and recent alumni will be invited to one or more focus groups to discuss their perceptions of targeted learning outcomes.
Related Objectives:
- Obj. 4: Connecting theory and practice
- Obj. 5: Communication
- Obj. 6: Technology
- Obj. 7: Professional development

Related Measures:
- M. 8: Survey of graduating students

Person/group responsible for the action: Sara Weigle
Target date to implement the action: March 2007
Priority: Med

ANALYSIS

Strength
This year we made two changes in our outcomes assessment process: we added the MA paper rubric and the oral presentation of the MA paper. The results of these measures demonstrate that the vast majority of our students can communicate effectively orally and in writing and can connect theory with practice. We also offered a course in technology for language teaching during the Maymester, although the outcomes of this course will not be available before next year's assessment cycle.

Attention Needed
All of our measures indicate that our program is successfully meeting the majority of our learning outcomes, with the exception of the alumni survey. Because our numbers are fairly small, we are not too concerned about fluctuations in responses to the survey, but for two years in a row the outcome "using technology effectively in research and teaching" has received the lowest rating in the student survey. We will continue to explore options for strengthening this component of our program.
MISSION

The Master's degree in Applied Linguistics integrates the study of linguistic theory with practical applications and focuses on the language acquisition needs of the adult or near-adult learner of an additional language. Students receive the theoretical and practical foundational knowledge needed to teach language at the postsecondary level and to progress to doctoral work in applied linguistics or other language-study or language-teaching related areas.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1: Teaching methodology

Full Description:
Applies the basic principles of ESL/EFL learning and teaching methodology

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
• A-3: Graduate Experience
• C-3: International Initiatives

Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• PRO-6: Distinctive education due to urban center of international commerce, media, and government
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
• M. 1: Syllabi
• M. 3: Classroom-based experience forms and reflections
• M. 7: Teaching performance and videotapes
• M. 8: Survey of graduating students
Related Actions:
• A. 2: syllabi

Outcome/Objective 2:
Knowledge of linguistic systems of English

Full Description:
Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
• A-3: Graduate Experience
• B-1: Faculty
• C-2: Interdisciplinary Programs
• C-3: International Initiatives

Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• PRO-6: Distinctive education due to urban center of international commerce, media, and government
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
• M. 1: Syllabi
• M. 8: Survey of graduating students

Related Actions:
• A. 2: syllabi
• A. 4: Instruction in linguistics

Outcome/Objective 3:
Cultural knowledge

Full Description:
Uses cultural knowledge in second language learning and teaching
A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 1: Syllabi
- M. 8: Survey of graduating students

Related Actions:
- A. 2: syllabi

Outcome/Objective 4: Connecting theory and practice

Full Description:
Analyzes and critiques theory and practice of L2 teaching and learning

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
• **PRO-4**: Interdisciplinary research and educational programs
• **PRO-5**: Global, cultural perspectives
• **PRO-6**: Distinctive education due to urban center of international commerce, media, and government
• **STU-1**: Learning-centered environment that support individual learning
• **UNI-1**: Graduate and research programs with national and global recognition
• **UNI-2**: Partnerships that have a positive impact on community
• **UNI-3**: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**
• **M. 1**: Syllabi
• **M. 2**: Master`s papers
• **M. 3**: Classroom-based experience forms and reflections
• **M. 8**: Survey of graduating students

**Related Actions:**
• **A. 2**: syllabi

**Outcome/Objective 5:**
**Communication**

**Full Description:**
Communicates effectively in both written and oral language in English

**A Student Learning Outcome?**  Yes

**Related Measures:**
• **M. 1**: Syllabi
• **M. 2**: Master`s papers
• **M. 6**: Oral presentation of Master`s paper
• **M. 7**: Teaching performance and videotapes
• **M. 8**: Survey of graduating students

**Related Actions:**
• **A. 2**: syllabi

**Outcome/Objective 6:**
**Technology**

**Full Description:**
Uses technology effectively in research and teaching

**A Student Learning Outcome?**  Yes

**Strategic Plan Initiatives:**

A-68
• A-3: Graduate Experience
• B-1: Faculty
• C-1: New Academic Programs (& Modes of Delivery)
• C-2: Interdisciplinary Programs
• C-3: International Initiatives
• D-3: Technology

Related Measures:
• M. 1: Syllabi
• M. 6: Oral presentation of Master`s paper
• M. 8: Survey of graduating students

Related Actions:
• A. 2: syllabi
• A. 3: Technology in teaching

Outcome/Objective 7:
Professional development

Full Description:
Conducts and participates in professional development activities

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
• A-3: Graduate Experience
• B-1: Faculty
• C-2: Interdisciplinary Programs
• C-3: International Initiatives

Institutional Priorities:
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• PRO-6: Distinctive education due to urban center of international commerce, media, and government
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity
• UNI-4: Service as a resource to local, state, and federal entities

Related Measures:
• M. 4: Professional development activities
• M. 5: Number of presentations/publications
• M. 8: Survey of graduating students

Related Actions:
• A. 1: professional development
• A. 2: syllabi

MEASURES

Measure 1:
Syllabi

Measure Full Description:
Syllabi for all required courses were collected by the Chair and examined for the presence or absence of specific learning outcomes.

Related Outcome(s)/Objective(s):
• Obj. 1: Teaching methodology
• Obj. 2: Knowledge of linguistic systems of English
• Obj. 3: Cultural knowledge
• Obj. 4: Connecting theory and practice
• Obj. 5: Communication
• Obj. 6: Technology

Target Level:
100% of syllabi for required courses will contain specific learning outcomes

Findings:
All syllabi for required courses except two contained appropriate learning outcomes.

Target Level Achievement: Partially Met

Further Action Planned? Yes

Measure 2:
Master`s papers

Measure Full Description:
Two faculty members evaluate each graduating student`s master`s papers in four areas: (a) connecting theory with practice; (b) scholarship; (c) writing; (d) appropriate formatting/referencing.

Related Outcome(s)/Objective(s):
- **Obj. 4**: Connecting theory and practice
- **Obj. 5**: Communication

**Target Level:**
90% of students will be rated "excellent" or "good" in connecting theory to practice and scholarship (Outcome 4) and in writing and formatting/referencing (Outcome 5).

**Findings:**
25 students completed their master’s papers in this academic year. 23/25 papers (92%) were rated "excellent" or "good" in the areas of connecting theory to practice and scholarship, 23/25 (92%) were rated "excellent or "good" in writing, and 24/25 (96%) were rated "excellent" or "good" in formatting/referencing.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 3:**
Classroom-based experience forms and reflections

**Measure Full Description:**
Students are required to complete 90 hours of classroom-based experience (CBE) during their program. Advisors certify that their advisees have completed this requirement by submitting two documents each semester: a form signed by the student’s supervisor certifying that the CBE has been completed, and a reflective essay in which the student draws connections between the CBE and what has been learned in coursework.

**Related Outcome(s)/Objective(s):**
- **Obj. 1**: Teaching methodology
- **Obj. 4**: Connecting theory and practice

**Target Level:**
100% of students will complete this requirement.

**Findings:**
100% of graduating students completed their CBE requirement.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 4:**

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A-71
Professional development activities

**Measure Full Description:**
Students are required to participate in two professional development (PD) activities each semester they are in the program. They document this experience by submitting a reflective essay about each PD activity to their advisor.

**Related Outcome(s)/Objective(s):**
- **Obj. 7: Professional development**

**Target Level:**
100% of students will complete the PD requirement.

**Findings:**
100% of graduating students completed the professional development requirement.

**Target Level Achievement: Met**

**Further Action Planned? No**

**Measure 5:**
Number of presentations/publications

**Measure Full Description:**
Advisors count the number of conference presentations and/or publications for each student.

**Related Outcome(s)/Objective(s):**
- **Obj. 7: Professional development**

**Target Level:**
50% of graduating students will have made at least one conference presentation or written at least one published article.

**Findings:**
10 out of 25 graduating students (40%) made at least one conference presentation.

**Target Level Achievement: Partially Met**

**Further Action Planned? Yes**
**Measure 6:**
Oral presentation of Master’s paper

**Measure Full Description:**
During their final semester, students make a formal oral presentation of their Master’s paper. Two faculty members rate the paper for clarity, organization, effective use of visual aids, and overall presentation.

**Related Outcome(s)/Objective(s):**
- Obj. 5: Communication
- Obj. 6: Technology

**Target Level:**
90% of students will score "good" or "excellent" on their presentations.

**Findings:**
17 students made oral presentations of their Master’s papers. 100% of students were rated "good" or excellent" on their presentations.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 7:**
Teaching performance and videotapes

**Measure Full Description:**
Students are videotaped teaching a lesson to their peers in AL 8900: Practicum, a required course in the program. The instructor rates the students on a rubric evaluating teaching effectiveness (outcome 1) and oral communication (outcome 5).

**Related Outcome(s)/Objective(s):**
- Obj. 1: Teaching methodology
- Obj. 5: Communication

**Target Level:**
90% of students will meet or exceed expectations for their videotaped teaching performance.

**Findings:**
28 students took the practicum course during this academic year. 26 of 28 (93%) met or exceeded expectations for their videotaped teaching performance.
Target Level Achievement: Met

Further Action Planned? No

**Measure 8:**
Survey of graduating students

**Measure Full Description:**
Students who graduated between Summer 2006 and Spring 2007 were asked to complete a web-based survey investigating their perceptions of how confident they feel about the areas covered in the learning outcomes.

**Related Outcome(s)/Objective(s):**
- Obj. 1: Teaching methodology
- Obj. 2: Knowledge of linguistic systems of English
- Obj. 3: Cultural knowledge
- Obj. 4: Connecting theory and practice
- Obj. 5: Communication
- Obj. 6: Technology
- Obj. 7: Professional development

**Target Level:**
90% of graduating students will report confidence levels of 4 or 5 on a 5-point scale, five being highest for all learning outcomes.

**Findings:**
22 recent graduates completed the survey (up from 13 last year). The percentage of students rating each outcome 4 or 5 was as follows (the previous two year’s percentages (2005/6, 2004/5) are included in parentheses for comparison): Outcome 1: 95% (100%, 94%) Outcome 2: 77% (100%, 83%) Outcome 3: 95% (100%, 83%) Outcome 4: 91% (85%, 89%) Outcome 5: 96% (84%, 100%) Outcome 6: 82% (61%, 77%) Outcome 7: 82% (77%, 75%)

Target Level Achievement: Partially Met

Further Action Planned? Yes

**ACTIONS**

**Action 1:**
professional development

**Full Description**
At our faculty retreat in August, we will discuss strategies to encourage more students to present at conferences. Relevant strategies may include(a)
improving advisement procedures; (b) providing more mentoring support to students in the form of abstract writing workshops, etc.; (c) providing financial support to students to present at conferences.

Related Objectives:
- **Obj. 7**: Professional development

Related Measures:
- **M. 5**: Number of presentations/publications

**Person/group responsible for the action**: Gayle Nelson

**Target date to implement the action**: August 25, 2007

**Priority**: Med

**Action 2:**
*syllabi*

**Full Description**
The chair or her designee will remind all faculty every semester to include appropriate learning outcomes statements in their syllabi.

Related Objectives:
- **Obj. 1**: Teaching methodology
- **Obj. 2**: Knowledge of linguistic systems of English
- **Obj. 3**: Cultural knowledge
- **Obj. 4**: Connecting theory and practice
- **Obj. 5**: Communication
- **Obj. 6**: Technology
- **Obj. 7**: Professional development

Related Measures:
- **M. 1**: Syllabi

**Person/group responsible for the action**: Gayle Nelson

**Target date to implement the action**: August 15, 2007

**Priority**: Med
**Action 3:**
Technology in teaching

**Full Description**
Strategies for integrating technology into courses will be discussed at the departmental retreat in August. These strategies may include (a) adding a technology course to the curriculum (we have been offering such a course as a Special Topics for two years but it has not been officially submitted to the college Curriculum Committee); (b) inviting speakers from various units on campus to make presentations on the available technological resources on campus; (c) designating a faculty member to serve as a resource to assist other faculty members in enhancing their courses through technology; (d) having informal faculty development sessions on using technology as a teaching and learning tool.

**Related Objectives:**
- **Obj. 6:** Technology

**Related Measures:**
- **M. 8:** Survey of graduating students

**Person/group responsible for the action**
Gayle Nelson

**Target date to implement the action**
August 25, 2007

**Priority**
High

**Action 4:**
Instruction in linguistics

**Full Description**
A faculty committee will be formed to review the curriculum for two required courses (General Linguistics and Grammar), particularly in light of the impending retirement of a faculty member who teaches the grammar course regularly. The committee will make recommendations to the full faculty for their approval by the end of Fall Semester, 2007.

**Related Objectives:**
- **Obj. 2:** Knowledge of linguistic systems of English

**Related Measures:**
- **M. 8:** Survey of graduating students
**Person/group responsible for the action**  
Gayle Nelson

**Target date to implement the action**  
December 1, 2007

**Priority**  
Med

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**ANALYSIS**

**Strength**
We now have data on student perceptions of the program from the past three years. The number of respondents each year has been somewhat small so that it is difficult to generalize from one year's data, but over three years students' responses to questions regarding teaching methods, intercultural communication, and oral and written communication indicate that these areas are definite strengths of the program. Virtually all students are performing at or above expectations on their written master's papers and oral presentations based on those papers, as well as on their videotaped teaching sample.

**Attention Needed**
The student survey continues to indicate that students want more instruction in technology. While the percentage of students who express confidence in their ability to use technology effectively in teaching and learning has risen over the past three years, we need to continue improving in this area. In addition, the professional development component of the program needs to be scrutinized. It may be that the current system for documenting professional development activities (two reflective essays per semester) needs to be modified or strengthened to increase students' awareness of the importance of on-going professional development in our field.
MISSION

The Master's degree in Applied Linguistics integrates the study of linguistic theory with practical applications and focuses on the language acquisition needs of the adult or near-adult learner of an additional language. Students receive the theoretical and practical foundational knowledge needed to teach language at the postsecondary level and to progress to doctoral work in applied linguistics or other language-study or language-teaching related areas.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1: Teaching methodology

Full Description:
Applies the basic principles of ESL/EFL learning and teaching methodology

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- C-3: International Initiatives

Institutional Priorities:
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
- G1-2: Global cultural perspectives infused throughout programs
- G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
- G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
- G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
- G2-1: Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
- G2-2: Learning-centered environment that supports individual styles & life circumstances of students
- G2-3: Educational support systems that foster student access and success
- G3-1: Use of our unique location and environment to offer a distinctive education to our students
- G3-2: Participation in partnerships that have a positive impact on the community, state, and nation
Related Measures:
- M. 1: Syllabi
- M. 3: Classroom-based experience forms and reflections
- M. 7: Teaching performance and videotapes
- M. 8: Survey of graduating students

Related Actions:
- A. 3: Videotaped teaching

Outcome/Objective 2:
Knowledge of linguistic systems of English

Full Description:
Demonstrates knowledge of the linguistic systems of English phonology, grammar, and discourse

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
- G1-2: Global cultural perspectives infused throughout programs
- G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
- G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
- G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
- G2-1: Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
- G2-2: Learning-centered environment that supports individual styles & life circumstances of students
- G2-3: Educational support systems that foster student access and success
- G3-1: Use of our unique location and environment to offer a distinctive education to our students
- G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
- M. 1: Syllabi
- M. 8: Survey of graduating students
Related Actions:
- A. 2: Improving instruction in linguistic systems

Outcome/Objective 3:
Cultural knowledge

Full Description:
Uses cultural knowledge in second language learning and teaching

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
- G1-2: Global cultural perspectives infused throughout programs
- G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
- G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
- G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
- G2-1: Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
- G2-2: Learning-centered environment that supports individual styles & life circumstances of students
- G2-3: Educational support systems that foster student access and success
- G3-1: Use of our unique location and environment to offer a distinctive education to our students
- G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
- M. 1: Syllabi
- M. 8: Survey of graduating students

Outcome/Objective 4:
Connecting theory and practice

Full Description:
Analyzes and critiques theory and practice of L2 teaching and learning
A Student Learning Outcome?  Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
- G1-2: Global cultural perspectives infused throughout programs
- G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
- G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
- G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
- G2-1: Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
- G2-2: Learning-centered environment that supports individual styles & life circumstances of students
- G2-3: Educational support systems that foster student access and success
- G3-1: Use of our unique location and environment to offer a distinctive education to our students
- G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
- M. 1: Syllabi
- M. 2: Master`s papers
- M. 3: Classroom-based experience forms and reflections
- M. 8: Survey of graduating students

Outcome/Objective 5:
Communication

Full Description:
Communicates effectively in both written and oral language in English

A Student Learning Outcome?  Yes

Related Measures:
- M. 1: Syllabi
- M. 2: Master`s papers
- M. 6: Oral presentation of Master`s paper
- M. 7: Teaching performance and videotapes
- **M. 8: Survey of graduating students**

**Outcome/Objective 6:**
Technology

**Full Description:**
Uses technology effectively in research and teaching

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- **A-3:** Graduate Experience
- **B-1:** Faculty
- **C-1:** New Academic Programs (\& Modes of Delivery)
- **C-2:** Interdisciplinary Programs
- **C-3:** International Initiatives
- **D-3:** Technology

**Related Measures:**
- **M. 1:** Syllabi
- **M. 6:** Oral presentation of Master’s paper
- **M. 8:** Survey of graduating students

**Outcome/Objective 7:**
Professional development

**Full Description:**
Conducts and participates in professional development activities

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- **A-3:** Graduate Experience
- **B-1:** Faculty
- **C-2:** Interdisciplinary Programs
- **C-3:** International Initiatives

**Institutional Priorities:**
- **G1-1:** Targeted programs of distinctiveness that are nationally and internationally recognized
- **G1-2:** Global cultural perspectives infused throughout programs
- **G1-3:** Undergraduate programs use writing to improve critical thinking skills in the discipline
- **G1-4:** Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
• **G1-5:** Recruitment, retention, development and promotion of high-quality faculty and staff
• **G2-1:** Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
• **G2-2:** Learning-centered environment that supports individual styles & life circumstances of students
• **G2-3:** Educational support systems that foster student access and success
• **G3-1:** Use of our unique location and environment to offer a distinctive education to our students
• **G3-2:** Participation in partnerships that have a positive impact on the community, state, and nation
• **G4-1:** Fiscal accountability that connects performance and priorities to resources

**Related Measures:**
- **M. 4:** Professional development activities
- **M. 5:** Number of presentations/publications
- **M. 8:** Survey of graduating students

**Related Actions:**
- **A. 1:** Professional development

**MEASURES**

**Measure 1:**
Syllabi

**Measure Full Description:**
Syllabi for all required courses were collected by the Chair and examined for the presence or absence of specific learning outcomes.

**Related Outcome(s)/Objective(s):**
- **Obj. 1:** Teaching methodology
- **Obj. 2:** Knowledge of linguistic systems of English
- **Obj. 3:** Cultural knowledge
- **Obj. 4:** Connecting theory and practice
- **Obj. 5:** Communication
- **Obj. 6:** Technology

**Target Level:**
100% of syllabi for required courses will contain specific learning outcomes

**Findings:**
100% of syllabi contained specific learning outcomes between summer 2007 and spring 2008.
**Measure 2:**
Master`s papers

**Measure Full Description:**
Two faculty members evaluate each graduating student`s master`s papers in four areas: (a) connecting theory with practice; (b) scholarship; (c) writing; (d) appropriate formatting/referencing.

**Related Outcome(s)/Objective(s):**
- **Obj. 4:** Connecting theory and practice
- **Obj. 5:** Communication

**Target Level:**
90% of students will be rated "excellent" or "good" in connecting theory to practice and scholarship (Outcome 4) and in writing and formatting/referencing (Outcome 5).

**Findings:**
20 of 21 students received "excellent" or "good" in Connecting Theory to Practice and Scholarship. 19 of 21 received "excellent" or "good" in Writing and Formatting/Referencing.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 3:**
Classroom-based experience forms and reflections

**Measure Full Description:**
Students are required to complete 90 hours of classroom-based experience (CBE) during their program. Advisors certify that their advisees have completed this requirement by submitting two documents each semester: a form signed by the student`s supervisor certifying that the CBE has been completed, and a reflective essay in which the student draws connections between the CBE and what has been learned in coursework.

**Related Outcome(s)/Objective(s):**
- **Obj. 1:** Teaching methodology
- **Obj. 4:** Connecting theory and practice
**Target Level:**
100% of students will complete this requirement.

**Findings:**
100% of students completed requirements.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 4:**
Professional development activities

**Measure Full Description:**
Students are required to participate in two professional development (PD) activities each semester they are in the program. They document this experience by submitting a reflective essay about each PD activity to their advisor.

**Related Outcome(s)/Objective(s):**
- **Obj. 7:** Professional development

**Target Level:**
100% of students will complete the PD requirement.

**Findings:**
100% of students completed the PD requirement.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 5:**
Number of presentations/publications

**Measure Full Description:**
Advisors count the number of conference presentations and/or publications for each student.

**Related Outcome(s)/Objective(s):**
- **Obj. 7:** Professional development

**Target Level:**
50% of graduating students will have made at least one conference presentation or written at least one published article.

Findings:
Of 21 graduating students, only 4 (19%) made conference presentations.

Target Level Achievement: Not Met
Further Action Planned? Yes

Measure 6:
Oral presentation of Master`s paper

Measure Full Description:
During their final semester, students make a formal oral presentation of their Master`s paper. Two faculty members rate the paper for clarity, organization, effective use of visual aids, and overall presentation.

Related Outcome(s)/Objective(s):
• Obj. 5: Communication
• Obj. 6: Technology

Target Level:
90% of students will score "good" or "excellent" on their presentations.

Findings:
20 of 21 students (95%) scored "good" or excellent on their presentations

Target Level Achievement: Met
Further Action Planned? No

Measure 7:
Teaching performance and videotapes

Measure Full Description:
Students are videotaped teaching a lesson to their peers in AL 8900: Practicum, a required course in the program. The instructor rates the students on a rubric evaluating teaching effectiveness (outcome 1) and oral communication (outcome 5).

Related Outcome(s)/Objective(s):
• Obj. 1: Teaching methodology
• Obj. 5: Communication
**Target Level:**
90% of students will meet or exceed expectations for their videotaped teaching performance.

**Findings:**
100% of all students who took the Practicum met the criterion.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 8:**
Survey of graduating students

**Measure Full Description:**
Students who graduated between Summer 2006 and Spring 2007 were asked to complete a web-based survey investigating their perceptions of how confident they feel about the areas covered in the learning outcomes.

**Related Outcome(s)/Objective(s):**
- Obj. 1: Teaching methodology
- Obj. 2: Knowledge of linguistic systems of English
- Obj. 3: Cultural knowledge
- Obj. 4: Connecting theory and practice
- Obj. 5: Communication
- Obj. 6: Technology
- Obj. 7: Professional development

**Target Level:**
90% of graduating students will report confidence levels of 4 or 5 on a 5-point scale, five being highest for all learning outcomes.

**Findings:**
We had a low rate of participation in our alumni survey (9/21 or 43%). The criterion was reached for 4 out of 7 outcomes; outcomes 2, 4, and 7 were lower than 90%.

**Target Level Achievement:** Partially Met

**Further Action Planned?** Yes

**ACTIONS**

**Action 1:**
Professional development

Full Description
The faculty will discuss options for encouraging students to attend and present at conferences. We may consider setting a goal for the percentage of students attending conferences and reducing our expectations for the percentage of students presenting at conferences.

Related Objectives:
- **Obj. 7**: Professional development

Related Measures:
- **M. 4**: Professional development activities

Person/group responsible for the action: MA Committee (Diane Belcher, chair)

Target date to implement the action: December 2008

Priority: High

Action 2:
Improving instruction in linguistic systems

Full Description
For the second year in a row, students have not expressed confidence in their ability to understand and describe the linguistic systems of English phonology, grammar, and discourse. Options for addressing this issue include (a) examining the content of required courses that address this outcome (specifically, although not exclusively, General Linguistics, Sound System, and Grammar); consider offering more electives that address this outcome; convening a focus group of students to discuss possible reasons for this result.

Related Objectives:
- **Obj. 2**: Knowledge of linguistic systems of English

Related Measures:
- **M. 8**: Survey of graduating students

Person/group responsible for the action: MA Committee (Diane Belcher, chair)

Target date to implement the action: Spring 2009
Priority: High

**Action 3:**
Videotaped teaching

**Full Description**
While the faculty agree that having students produce a videotape of their teaching is an effective way to address learning outcome #1, not everyone agrees that having the videotape part of the Practicum course is the best way to achieve this. The MA committee will review this issue and make recommendations to the full faculty.

**Related Objectives:**
- **Obj. 1:** Teaching methodology

**Related Measures:**
- **M. 7:** Teaching performance and videotapes

**Person/group responsible for the action**
MA Committee (Diane Belcher, chair)

**Target date to implement the action**
Spring 2009

**Priority**
High

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**ANALYSIS**

**Strength**
We now have data on student perceptions of the program from the past four years. The number of respondents each year has been somewhat small so that it is difficult to generalize from one year's data, but over three years students' responses to questions regarding teaching methods, intercultural communication, and oral and written communication indicate that these areas are definite strengths of the program. As in previous years, virtually all students are performing at or above expectations on their written master's papers and oral presentations based on those papers, as well as on their videotaped teaching sample. Furthermore, faculty have consciously included more technology-related topics in their courses in this past year and we note an increase in student satisfaction in this area.

**Attention Needed**
For the past two years the student survey continues to suggest that students are not confident about their ability to understand and describe the linguistic systems of English. This is an area that we plan to devote attention to in the coming cycle. In addition, the professional development component of the program still needs to be...
scrutinized. It may be that the current system for documenting professional development activities (two reflective essays per semester) needs to be modified or strengthened to increase students' awareness of the importance of on-going professional development in our field.
MISSION

The Department of Applied Linguistics and English as a Second Language is committed to excellence in the preparation of second/foreign language teachers, in the teaching of English to speakers of other languages, and in other applications of applied linguistics theory to the solution of real world problems. This goal is achieved by providing instruction, support, and inspiration to those interested in applied linguistics in general and in the teaching of English as a second or foreign language in particular. The department's instructional programs and research activities are designed for current and prospective language teachers, language learners, curriculum designers, materials developers, program administrators, teacher educators, and researchers in the field. All units housed within the department support this focus. Reflecting the goals of the wider university, the department seeks to provide a range of activities which prepare students to think critically, make ethical and informed choices, appreciate diverse cultures and ideas, become creative problem-solvers, and demonstrate responsible citizenship.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Analyze linguistic structure

Full Description:
Students acquire the skills to analyze language structure (e.g., sound structure, word & sentence structures, discours structure)

A Student Learning Outcome? Yes

Associated General Education Outcomes:
• 4: Critical Thinking

Related Measures:
• M. 1: examinations & final projects in required courses
• M. 2: performance on final exams & projects

Outcome/Objective 2:
Analyze Process of Language Acquisition

Full Description:
Students acquire the skills to analyze the process of language acquisition.
A Student Learning Outcome?  Yes

Related Measures:
• M. 1: examinations & final projects in required courses
• M. 2: performance on final exams & projects

Outcome/Objective 3:
Language Data Collection Skills

Full Description:
Students acquire the skills to collect data on language structure, acquisition, and use.

A Student Learning Outcome?  Yes

Related Measures:
• M. 1: examinations & final projects in required courses
• M. 2: performance on final exams & projects

Outcome/Objective 4:
Read and Understand Reports/Articles

Full Description:
Students are able to read and understand applied linguistics research reports/articles.

A Student Learning Outcome?  Yes

Related Measures:
• M. 1: examinations & final projects in required courses
• M. 2: performance on final exams & projects

Related Actions:
• A. 2: increasing research-related activities in courses

Outcome/Objective 5:
Formulate Questions and Hypotheses

Full Description:
Students formulate research questions and formulate testable hypotheses.

A Student Learning Outcome?  Yes

Related Measures:
• **M. 1**: examinations & final projects in required courses
• **M. 2**: performance on final exams & projects

**Related Actions:**
• **A. 2**: increasing research-related activities in courses

**Outcome/Objective 6:** Analyze and Interpret Data

**Full Description:**
Students are able to analyze and interpret data (hypothesis testing, drawing inferences, formulating conclusions).

**A Student Learning Outcome?** Yes

**Related Measures:**
• **M. 1**: examinations & final projects in required courses
• **M. 2**: performance on final exams & projects

**Outcome/Objective 7:** Using Results of Analysis

**Full Description:**
Students demonstrate how to use results of analysis to formulate new research questions.

**A Student Learning Outcome?** Yes

**Related Measures:**
• **M. 1**: examinations & final projects in required courses
• **M. 2**: performance on final exams & projects

**Related Actions:**
• **A. 2**: increasing research-related activities in courses

**Outcome/Objective 8:** Written Communication and Editing Skills

**Full Description:**
Students develop effective written communication and editing skills.

**A Student Learning Outcome?** Yes
Related Measures:
- M. 1: examinations & final projects in required courses
- M. 2: performance on final exams & projects

Outcome/Objective 9:
Writing Conventions and Formats

Full Description:
Students show appropriate writing conventions and formats.

A Student Learning Outcome? Yes

Related Measures:
- M. 1: examinations & final projects in required courses
- M. 2: performance on final exams & projects

Outcome/Objective 10:
Understand on Linguistics Core Areas

Full Description:
Students demonstrate understanding of the core areas within linguistic study: phonetics, phonology, morphology, and syntax.

A Student Learning Outcome? Yes

Related Measures:
- M. 1: examinations & final projects in required courses
- M. 2: performance on final exams & projects

Outcome/Objective 11:
Key Concepts in Applied Linguistics

Full Description:
Students demonstrate understand of key concepts in applied linguistics areas such as language acquisition and sociolinguistics.

A Student Learning Outcome? Yes

Related Measures:
- M. 1: examinations & final projects in required courses
- M. 2: performance on final exams & projects

Outcome/Objective 12:
Awareness of Linguistic Differences
**Full Description:**
Students demonstrate awareness of domestic and international cultural and linguistic differences.

**A Student Learning Outcome?** Yes

**Related Measures:**
- M. 1: examinations & final projects in required courses
- M. 2: performance on final exams & projects

**Outcome/Objective 13:**
Apply Analytic Tools of Linguistics

**Full Description:**
Students develop the ability to apply the analytic tools of linguistics to the study of real-world language problems such as second language pedagogy, language planning and policy, and intercultural communication.

**A Student Learning Outcome?** Yes

**Related Measures:**
- M. 1: examinations & final projects in required courses
- M. 2: performance on final exams & projects

**Related Actions:**
- A. 2: increasing research-related activities in courses

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**MEASURES**

**Measure 1:**
examinations & final projects in required courses

**Measure Full Description:**
Final examinations/projects in required courses will be examined for coverage of the learning objectives.

**Related Outcome(s)/Objective(s):**
- Obj. 1: Analyze linguistic structure
- Obj. 2: Analyze Process of Language Acquisition
- Obj. 3: Language Data Collection Skills
- Obj. 4: Read and Understand Reports/Articles
- Obj. 5: Formulate Questions and Hypotheses
- Obj. 6: Analyze and Interpret Data
- Obj. 7: Using Results of Analysis
• Obj. 8: Written Communication and Editing Skills
• Obj. 9: Writing Conventions and Formats
• Obj. 10: Understand on Linguistics Core Areas
• Obj. 11: Key Concepts in Applied Linguistics
• Obj. 12: Awareness of Linguistic Differences
• Obj. 13: Apply Analytic Tools of Linguistics

Target Level:
100% of learning outcomes will be assessed in one or more required courses.

Findings:
Complete information was available for 7 of the 9 required courses offered between summer 2007 and spring 2008. The following outcomes were clearly assessed in the final examinations: 1, 6, 10, 11, 12. The instructor for AL 3031 and AL 3041 in Fall 2007 left the university at the end of the semester without leaving behind her examination materials. Thus we can only judge the assessment of learning outcomes by examining the syllabus rather than the final projects. Between these two courses objectives 2, 3, 8, and 9 appear to be covered; it is unclear whether objectives 4, 5, 7, or 13 are assessed in these courses.

Target Level Achievement: Partially Met

Further Action Planned? Yes

Measure 2:
performance on final exams & projects

Measure Full Description:
We will examine the performance of students on the final examinations and projects for each required course.

Related Outcome(s)/Objective(s):
• Obj. 1: Analyze linguistic structure
• Obj. 2: Analyze Process of Language Acquisition
• Obj. 3: Language Data Collection Skills
• Obj. 4: Read and Understand Reports/Articles
• Obj. 5: Formulate Questions and Hypotheses
• Obj. 6: Analyze and Interpret Data
• Obj. 7: Using Results of Analysis
• Obj. 8: Written Communication and Editing Skills
• Obj. 9: Writing Conventions and Formats
• Obj. 10: Understand on Linguistics Core Areas
• Obj. 11: Key Concepts in Applied Linguistics
• Obj. 12: Awareness of Linguistic Differences
• Obj. 13: Apply Analytic Tools of Linguistics
**Target Level:**
80% of students will complete the final exams/projects with a grade of C or better.

**Findings:**
Relevant data were available for 7 of the 9 required courses taught between summer 2007 and spring 2008. In 6 of the 7 courses for which data were available, at least 80% of all students completed the final examination with a grade of C or better.

**Target Level Achievement:** Partially Met

**Further Action Planned?** Yes

**ACTIONS**

**Action 1:** reevaluate current measures

**Full Description**
In completing our assessment for the first year of our BA program, we realize that our measures are too gross to give us helpful information about improving our curriculum. Thus a committee will reassess the current measures and propose additional measures that can target specific outcomes more effectively.

**Person/group responsible for the action** Lucy Pickering/Undergraduate Committee

**Target date to implement the action** November 30th

**Priority** High

**Action 2:** increasing research-related activities in courses

**Full Description**
It is not clear from our assessment that students are gaining sufficient experience in reading published applied linguistics research and carrying out their own research. The undergraduate committee will investigate options for increasing such opportunities within courses and/or within the department in general.

**Related Objectives:**
- **Obj. 4:** Read and Understand Reports/Articles
• Obj. 5: Formulate Questions and Hypotheses
• Obj. 7: Using Results of Analysis
• Obj. 13: Apply Analytic Tools of Linguistics

Related Measures:
• M. 1: examinations & final projects in required courses

Person/group responsible for the action
Undergraduate committee (Lucy Pickering, Chair)

Target date to implement the action
Spring 2009

Priority
High

ANALYSIS

Strength
It is clear from the assessment that our students are getting appropriate training in linguistic analysis and are able to apply the principles of analysis to unfamiliar data. Students also gain a broad perspective on cultural and linguistic differences domestically and internationally.

Attention Needed
The following outcomes need particular attention in the next cycle: 4, 5, 7, 13. These outcomes relate specifically to understanding and carrying out research in applied linguistics.
MISSION

The Department of Applied Linguistics and English as a Second Language at Georgia State University, one of the few departments of its kind in the United States, offers a PhD in applied linguistics to prepare students to conduct research on adult language learning and teaching and to function as graduate-level educators in programs training language education professionals. Students in the program have an opportunity to work with graduate faculty who specialize in various areas of applied linguistics. The faculty are committed to teaching and research productivity, and are especially interested in mentoring and collaborating with novice members of the profession.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Familiarity with Applied Linguistics

Full Description:
Graduates of the program will be familiar with the current state of knowledge in applied linguistics, including the numerous questions that remain to be answered.

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-1: New Academic Programs (& Modes of Delivery)
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**
• M. 1: Qualifying papers
• M. 2: Comprehensive examinations
• M. 4: Professional development

**Outcome/Objective 2:**
Research methodology

**Full Description:**
Graduates will be able to design studies on a range of topics in applied linguistics (e.g. second language acquisition, second language teaching, and English for academic purposes)

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
• A-3: Graduate Experience
• B-1: Faculty
• C-2: Interdisciplinary Programs
• C-3: International Initiatives

**Institutional Priorities:**
• PRO-1: Targeted programs of distinctiveness
• PRO-2: Excellence in the liberal arts and sciences
• PRO-3: Quality professional programs
• PRO-4: Interdisciplinary research and educational programs
• PRO-5: Global, cultural perspectives
• STU-1: Learning-centered environment that support individual learning
• UNI-1: Graduate and research programs with national and global recognition
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**
• M. 2: Comprehensive examinations
• M. 4: Professional development

**Outcome/Objective 3:**
Teaching experience

**Full Description:**
Graduates will be experienced teachers

**A Student Learning Outcome?** Yes
Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 3: Teaching experience

Related Actions:
- A. 1: Compile data on student teaching

Outcome/Objective 4:
Teacher mentoring

Full Description:
Graduates will understand the needs of ESL/EFL teachers and have expertise in providing educational opportunities for master’s level ESL/EFL teachers

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
• **STU-1**: Learning-centered environment that support individual learning  
• **UNI-1**: Graduate and research programs with national and global recognition  
• **UNI-2**: Partnerships that have a positive impact on community  
• **UNI-3**: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**  
• **M. 3**: Teaching experience

**Outcome/Objective 5:**  
Professional development

**Full Description:**  
Graduates will have begun contributing to the knowledge-base of applied linguistics through presentation of papers at conferences and through publication

**A Student Learning Outcome?**  
Yes

**Strategic Plan Initiatives:**  
• **A-3**: Graduate Experience  
• **B-1**: Faculty  
• **C-2**: Interdisciplinary Programs

**Institutional Priorities:**  
• **PRO-1**: Targeted programs of distinctiveness  
• **PRO-2**: Excellence in the liberal arts and sciences  
• **PRO-3**: Quality professional programs  
• **PRO-4**: Interdisciplinary research and educational programs  
• **PRO-5**: Global, cultural perspectives  
• **PRO-6**: Distinctive education due to urban center of international commerce, media, and government  
• **STU-1**: Learning-centered environment that support individual learning  
• **UNI-1**: Graduate and research programs with national and global recognition  
• **UNI-2**: Partnerships that have a positive impact on community  
• **UNI-3**: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**  
• **M. 4**: Professional development

**MEASURES**

**Measure 1:**  
Qualifying papers

**Measure Full Description:**
The purpose of the Qualifying Paper (QP) is for the PhD candidate to demonstrate strong writing abilities. When reading the completed QP, faculty should recognize the voice of a scholar-writer who is ready to progress to the next stages of the PhD program.

Related Outcome(s)/Objective(s):
- **Obj. 1**: Familiarity with Applied Linguistics

Target Level:
90% of students will pass the qualifying paper requirement.

Findings:
Three students wrote qualifying papers in 2005/06 and all three (100%) passed the requirement.

**Target Level Achievement:** Met

Further Action Planned? No

**Measure 2:**
Comprehensive examinations

**Measure Full Description:**
The Comprehensive Exam (CE) consists of three examination questions, which the student has two weeks to answer. The questions require the student to address issues in theory, research methodology, research topics of importance in the field, and/or topics related to the student’s intended dissertation research. At least one of the topics requires consideration of issues that overlap the boundaries between language, cognition and communication and language teaching and language teacher development.

Related Outcome(s)/Objective(s):
- **Obj. 1**: Familiarity with Applied Linguistics
- **Obj. 2**: Research methodology

Target Level:
90% of students will pass their comprehensive examinations.

Findings:
In 2005/06, three students took and passed their comprehensive examinations (100% pass rate).

**Target Level Achievement:** Met

Further Action Planned? No
**Measure 3:**
Teaching experience

**Measure Full Description:**
Students will graduate with substantial teaching experience in the Intensive English Program and in undergraduate courses in Applied Linguistics.

**Related Outcome(s)/Objective(s):**
- Obj. 3: Teaching experience
- Obj. 4: Teacher mentoring

**Target Level:**
100% of students will teach at least 4 semesters at GSU. 90% of students will teach at least two undergraduate courses.

**Findings:**
The program does not have any graduates as of 05/06. 90% of all current PhD students who have been at GSU at least a year have had teaching experience in either the IEP or the undergraduate program.

**Target Level Achievement:** Partially Met

**Further Action Planned?** No

**Measure 4:**
Professional development

**Measure Full Description:**
Graduate students are expected to begin presenting regularly at conferences and to publish in scholarly journals

**Related Outcome(s)/Objective(s):**
- Obj. 1: Familiarity with Applied Linguistics
- Obj. 2: Research methodology
- Obj. 5: Professional development

**Target Level:**
At least 50% of graduate students in their second year or beyond will present at least one paper at a conference or publish a scholarly paper annually.

**Findings:**
In 2005/06, 7 of our 9 PhD students past their first year presented papers at conferences and/or published papers.
Target Level Achievement: Met

Further Action Planned? No

**ACTIONS**

**Action 1:**
Compile data on student teaching

**Full Description**
A spreadsheet will be compiled that lists all PhD students and the courses that they have taught, both in the IEP and in the undergraduate program. Any students who are getting close to the dissertation stage without having had the requisite teaching experience will be given appropriate teaching assignments in the coming year.

**Related Objectives:**
- **Obj. 3:** Teaching experience

**Related Measures:**
- **M. 3:** Teaching experience

**Person/group responsible for the action**
Sara Weigle

**Target date to implement the action**
October 2006

**Priority**
Med

**ANALYSIS**

**Strength**
Our PhD program is relatively new, and we do not yet have any students who have completed the program. However, the assessments that we have in place (the qualifying paper at the end of the first year and the comprehensive examinations) indicate that our students are meeting expectations for PhD level work.

**Attention Needed**
We will continue to monitor students as they progress to the dissertation stage and beyond, particularly as they enter the job market upon completion.
MISSION

The Department of Applied Linguistics and English as a Second Language at Georgia State University, one of the few departments of its kind in the United States, offers a PhD in applied linguistics to prepare students to conduct research on adult language learning and teaching and to function as graduate-level educators in programs training language education professionals. Students in the program have an opportunity to work with graduate faculty who specialize in various areas of applied linguistics. The faculty are committed to teaching and research productivity, and are especially interested in mentoring and collaborating with novice members of the profession.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Familiarity with Applied Linguistics

Full Description:
Graduates of the program will be familiar with the current state of knowledge in applied linguistics, including the numerous questions that remain to be answered

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-1: New Academic Programs (& Modes of Delivery)
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
• UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**
- M. 1: Qualifying papers
- M. 2: Comprehensive examinations
- M. 4: Professional development

**Outcome/Objective 2:**
Research methodology

**Full Description:**
Graduates will be able to design studies on a range of topics in applied linguistics (e.g. second language acquisition, second language teaching, and English for academic purposes)

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs
- C-3: International Initiatives

**Institutional Priorities:**
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

**Related Measures:**
- M. 2: Comprehensive examinations
- M. 4: Professional development

**Outcome/Objective 3:**
Teaching experience

**Full Description:**
Graduates will be experienced teachers

**A Student Learning Outcome?** Yes
Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 3: Teaching experience

Outcome/Objective 4:
Teacher mentoring

Full Description:
Graduates will understand the needs of ESL/EFL teachers and have expertise in providing educational opportunities for master's level ESL/EFL teachers

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity
Related Measures:
- M. 3: Teaching experience

Related Actions:
- A. 1: Teacher mentoring

Outcome/Objective 5:
Professional development

Full Description:
Graduates will have begun contributing to the knowledge-base of applied linguistics through presentation of papers at conferences and through publication

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

Institutional Priorities:
- PRO-1: Targeted programs of distinctiveness
- PRO-2: Excellence in the liberal arts and sciences
- PRO-3: Quality professional programs
- PRO-4: Interdisciplinary research and educational programs
- PRO-5: Global, cultural perspectives
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning
- UNI-1: Graduate and research programs with national and global recognition
- UNI-2: Partnerships that have a positive impact on community
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 4: Professional development

MEASURES

Measure 1:
Qualifying papers

Measure Full Description:
The purpose of the Qualifying Paper (QP) is for the PhD candidate to
demonstrate strong writing abilities. When reading the completed QP, faculty should recognize the voice of a scholar-writer who is ready to progress to the next stages of the PhD program.

**Related Outcome(s)/Objective(s):**
- **Obj. 1:** Familiarity with Applied Linguistics

**Target Level:**
90% of students will pass the qualifying paper requirement.

**Findings:**
In the current academic year, 3 students wrote qualifying papers and all 3 passed (100%).

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 2:**
Comprehensive examinations

**Measure Full Description:**
The Comprehensive Exam (CE) consists of three examination questions, which the student has two weeks to answer. The questions require the student to address issues in theory, research methodology, research topics of importance in the field, and/or topics related to the student's intended dissertation research. At least one of the topics requires consideration of issues that overlap the boundaries between language, cognition and communication and language teaching and language teacher development.

**Related Outcome(s)/Objective(s):**
- **Obj. 1:** Familiarity with Applied Linguistics
- **Obj. 2:** Research methodology

**Target Level:**
90% of students will pass their comprehensive examinations.

**Findings:**
In this academic year 3 students took their comprehensive examinations and all 3 passed (100%).

**Target Level Achievement:** Met

**Further Action Planned?** No
Measure 3:
Teaching experience

Measure Full Description:
Students will graduate with substantial teaching experience in the Intensive English Program and in undergraduate courses in Applied Linguistics.

Related Outcome(s)/Objective(s):
- Obj. 3: Teaching experience
- Obj. 4: Teacher mentoring

Target Level:
100% of students will teach at least 4 semesters at GSU. 90% of students will teach at least two undergraduate courses.

Findings:
As yet there are no graduates of our Ph.D. program. However, of the four students who are currently writing their dissertations, all four (100%) have taught for at least four semesters, including at least two undergraduate courses.

Target Level Achievement: Met
Further Action Planned? No

Measure 4:
Professional development

Measure Full Description:
Graduate students are expected to begin presenting regularly at conferences and to publish in scholarly journals.

Related Outcome(s)/Objective(s):
- Obj. 1: Familiarity with Applied Linguistics
- Obj. 2: Research methodology
- Obj. 5: Professional development

Target Level:
At least 50% of graduate students in their second year or beyond will present at least one paper at a conference or publish a scholarly paper annually.

Findings:
8 of 11 Ph.D. students in their second year or beyond presented at conferences and/or published papers during this academic year, with a combined total of 16 conference presentations/publications.
Target Level Achievement: Met
Further Action Planned? No

ACTIONS

Action 1:
Teacher mentoring

Full Description
A faculty committee will work with the IEP Director, Director of Undergraduate Studies, and other relevant people to survey the opportunities that are currently available to Ph.D. students for mentoring MA-level teachers (e.g., teaching the Practicum course) and make recommendations for increasing these opportunities.

Related Objectives:
- Obj. 4: Teacher mentoring

Related Measures:
- M. 3: Teaching experience

Person/group responsible for the action Gayle Nelson
Priority Med

ANALYSIS

Strength
Our assessments have demonstrated that our Ph.D. students are making satisfactory progress towards their degrees and that those who are nearing the end of their Ph.D. program are positioning themselves well for academic positions, with regular conference presentations and substantial teaching at the undergraduate level.

Attention Needed
All of our targets for our Ph.D. students were met this year; however, we have not yet graduated any Ph.D. students from the program. We will be adding new outcomes and objectives over the coming years specifically related to how our students fare in the job market and in their early career years as an additional way of assessing the success of the Ph.D. program.
MISSION

The Department of Applied Linguistics and English as a Second Language at Georgia State University, one of the few departments of its kind in the United States, offers a PhD in applied linguistics to prepare students to conduct research on adult language learning and teaching and to function as graduate-level educators in programs training language education professionals. Students in the program have an opportunity to work with graduate faculty who specialize in various areas of applied linguistics. The faculty are committed to teaching and research productivity, and are especially interested in mentoring and collaborating with novice members of the profession.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Familiarity with Applied Linguistics

Full Description:
Graduates of the program will be familiar with the current state of knowledge in applied linguistics, including the numerous questions that remain to be answered

A Student Learning Outcome? Yes

Strategic Plan Initiatives:
• A-3: Graduate Experience
• B-1: Faculty
• C-1: New Academic Programs (& Modes of Delivery)
• C-2: Interdisciplinary Programs
• C-3: International Initiatives

Institutional Priorities:
• G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
• G1-2: Global cultural perspectives infused throughout programs
• G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
• G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
• G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
• G2-1: Applied focus based upon a strong foundation of excellence in the
liberal arts and sciences

- **G2-2**: Learning-centered environment that supports individual styles & life circumstances of students
- **G2-3**: Educational support systems that foster student access and success
- **G3-1**: Use of our unique location and environment to offer a distinctive education to our students
- **G3-2**: Participation in partnerships that have a positive impact on the community, state, and nation

**Related Measures:**
- **M. 1**: Qualifying papers
- **M. 2**: Comprehensive examinations
- **M. 4**: Professional development

**Related Actions:**
- **A. 1**: curriculum review
- **A. 2**: review of program milestones

**Outcome/Objective 2:**
Research methodology

**Full Description:**
Graduates will be able to design studies on a range of topics in applied linguistics (e.g. second language acquisition, second language teaching, and English for academic purposes)

A Student Learning Outcome? Yes

**Strategic Plan Initiatives:**
- **A-3**: Graduate Experience
- **B-1**: Faculty
- **C-2**: Interdisciplinary Programs
- **C-3**: International Initiatives

**Institutional Priorities:**
- **G1-1**: Targeted programs of distinctiveness that are nationally and internationally recognized
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• **G3-2**: Participation in partnerships that have a positive impact on the community, state, and nation

**Related Measures:**
- M. 2: Comprehensive examinations
- M. 4: Professional development

**Related Actions:**
- A. 1: curriculum review
- A. 2: review of program milestones

**Outcome/Objective 3:**
Teaching experience

**Full Description:**
Graduates will be experienced teachers

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

**Institutional Priorities:**
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
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- G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

**Related Measures:**
- M. 3: Teaching experience
**Outcome/Objective 4:**
Teacher mentoring

**Full Description:**
Graduates will understand the needs of ESL/EFL teachers and have expertise in providing educational opportunities for master's level ESL/EFL teachers

**A Student Learning Outcome?** Yes

**Strategic Plan Initiatives:**
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

**Institutional Priorities:**
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
- G1-2: Global cultural perspectives infused throughout programs
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**Related Measures:**
- M. 3: Teaching experience

**Outcome/Objective 5:**
Professional development

**Full Description:**
Graduates will have begun contributing to the knowledge-base of applied linguistics through presentation of papers at conferences and through publication

**A Student Learning Outcome?** Yes
Strategic Plan Initiatives:
- A-3: Graduate Experience
- B-1: Faculty
- C-2: Interdisciplinary Programs

Institutional Priorities:
- G1-1: Targeted programs of distinctiveness that are nationally and internationally recognized
- G1-2: Global cultural perspectives infused throughout programs
- G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
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- G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
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- G3-1: Use of our unique location and environment to offer a distinctive education to our students
- G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
- M. 4: Professional development

MEASURES

Measure 1:
Qualifying papers

Measure Full Description:
The purpose of the Qualifying Paper (QP) is for the PhD candidate to demonstrate strong writing abilities. When reading the completed QP, faculty should recognize the voice of a scholar-writer who is ready to progress to the next stages of the PhD program.

Related Outcome(s)/Objective(s):
- Obj. 1: Familiarity with Applied Linguistics

Target Level:
90% of students will pass the qualifying paper requirement.

Findings:
In 2007/08, eight students completed their qualifying paper; all 8 students passed the requirement.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 2:**
Comprehensive examinations

**Measure Full Description:**
The Comprehensive Exam (CE) consists of three examination questions, which the student has two weeks to answer. The questions require the student to address issues in theory, research methodology, research topics of importance in the field, and/or topics related to the student's intended dissertation research. At least one of the topics requires consideration of issues that overlap the boundaries between language, cognition and communication and language teaching and language teacher development.

**Related Outcome(s)/Objective(s):**
- **Obj. 1:** Familiarity with Applied Linguistics
- **Obj. 2:** Research methodology

**Target Level:**
90% of students will pass their comprehensive examinations.

**Findings:**
Three students took their comprehensive examinations during the past year and all three passed.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 3:**
Teaching experience

**Measure Full Description:**
Students will graduate with substantial teaching experience in the Intensive English Program and in undergraduate courses in Applied Linguistics.

**Related Outcome(s)/Objective(s):**
- **Obj. 3:** Teaching experience
- **Obj. 4:** Teacher mentoring
**Target Level:**
100% of students will teach at least 4 semesters at GSU. 90% of students will teach at least two undergraduate courses.

**Findings:**
3 students graduated with their PhDs in 2007/08. All three taught at least four semesters and at least two undergraduate courses.

**Target Level Achievement:** Met

**Further Action Planned?** No

**Measure 4:**
Professional development

**Measure Full Description:**
Graduate students are expected to begin presenting regularly at conferences and to publish in scholarly journals

**Related Outcome(s)/Objective(s):**
- Obj. 1: Familiarity with Applied Linguistics
- Obj. 2: Research methodology
- Obj. 5: Professional development

**Target Level:**
At least 50% of graduate students in their second year or beyond will present at least one paper at a conference or publish a scholarly paper annually.

**Findings:**
This year 9 out of 10 full-time PhD students in their second year and beyond presented at least one conference or published a scholarly paper.

**Target Level Achievement:** Met

**Further Action Planned?** No

**ACTIONS**

**Action 1:**
curriculum review

**Full Description**
Now that we have graduated our first cohort of PhD students we would like to review our curriculum to ensure that students are getting the training they need
to successfully complete a dissertation and become active scholars in the field.

**Related Objectives:**
- **Obj. 1:** Familiarity with Applied Linguistics
- **Obj. 2:** Research methodology

**Related Measures:**
- **M. 1:** Qualifying papers
- **M. 2:** Comprehensive examinations

**Person/group responsible for the action**
PhD Committee (Stephanie Lindemann, Chair)

**Target date to implement the action**
Spring 2009

**Priority**
High

**Action 2:**
review of program milestones

**Full Description**
At present our PhD students have three important milestones to reach before their dissertation: the qualifying paper, the comprehensive exams, and the dissertation proposal. We would like to review these milestones to make sure that they are accomplishing their purposes and that students are not having undue difficulties at any particular stage in their program.

**Related Objectives:**
- **Obj. 1:** Familiarity with Applied Linguistics
- **Obj. 2:** Research methodology

**Related Measures:**
- **M. 1:** Qualifying papers
- **M. 2:** Comprehensive examinations

**Person/group responsible for the action**
PhD Committee (Stephanie Lindemann, Chair)

**Target date to implement the action**
Spring 2009

**Priority**
High
Appendix D2

Current Course Syllabi for all Approved Writing Intensive Courses

The Department of Applied Linguistics does not offer a writing intensive course at this time.
### Appendix D2a

Curricula for applied linguistics programs at peer institutions

#### BA Applied Linguistics requirements at two peer institutions

<table>
<thead>
<tr>
<th>University</th>
<th>Course Requirements</th>
</tr>
</thead>
</table>
| Portland State     | • Total # of Hours: 50  
• Required Courses for BA in Applied Linguistics (20 hours):  
  o LING 390: Introduction to Linguistics  
  o LING 407: Senior Seminar  
  o LING 411: Syntax  
  o LING 435: Applied Linguistics  
  o LING 490: History of the English Language  
• 10 hours of a non-Indo-European language (Arabic, Japanese, Chinese, Korean, Turkish, Hungarian, Hebrew, Vietnamese, and American Sign Language)  
• 20 hours of upper division electives  
• All courses used to satisfy the department major requirements, whether taken in the department or elsewhere, must be graded C or above. |
| SUNY Buffalo       | • Applied Linguistics (36 credit hours)  
  o Required Courses (24 credits) LIN 205, 207, 301, 302; 315 or 355 or 356; 405 or 421 or 493; and 496 teaching internship (6 cr. hrs.)  
  o Electives (12 cr): Four additional Linguistics Department courses; may include one course from another department with approved linguistic content.  
• Required Courses for Applied Linguistics:  
  o LIN 205: Introduction to Linguistic Analysis  
  o LIN 207: Language Society, and the Individual  
  o LIN 301: Structure of English: The Sound System  
  o LIN 302: Structure of English: Grammar and Lexicon  
  o LIN 315: Language in its Social Setting or 355: Child Language Development or 356: An Introduction to Contemporary Theories of Metaphor  
  o LIN 405: Bilingualism and Language Contact or 421: Linguistic Anthropology or 493: Sociolinguistics  
  o LIN 496: Internship |
## Appendix D2a
Curricula for applied linguistics programs at peer institutions

### Comparison of GSU's MA Curriculum with 3 Peer Institutions

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>Georgia State University</th>
<th>Northern Arizona University</th>
<th>Penn State University</th>
<th>Michigan State University</th>
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<tbody>
<tr>
<td>General Linguistics</td>
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<td>PREREQ</td>
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<td>Grammar of English</td>
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<td>R</td>
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<td>Sound System of English</td>
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<td>Intercultural Communication</td>
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<td>Sociolinguistics</td>
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<td>Classroom Practices</td>
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<td>Total Credit Hours</td>
<td>36</td>
<td>37</td>
<td>36</td>
<td>33</td>
</tr>
</tbody>
</table>

### OTHER REQUIREMENTS

| MA Paper                                               | R                        |                              |                       | O                         |
| Thesis                                                 |                          |                              |                       | O                         |
| Comprehensive Exam                                     | R                        |                              |                       | O                         |
| Portfolio                                              | R                        |                              |                       | O                         |

**Key:**
- **PREREQ:** Prerequisite
- **R:** Required
- **E:** Course offered as an elective
- **O:** Choose one of two options
- **T:** Teaching track (NAU only)
- **AL:** Applied Linguistics track (NAU only)
Appendix D2a
Curricula for applied linguistics programs at peer institutions

**PhD Program Requirements for 3 Peer Institutions**

<table>
<thead>
<tr>
<th>University</th>
<th>Course Requirements</th>
</tr>
</thead>
</table>
| Northern Arizona | • Total # of Hours: 81 hours (divided as per the 3 following bullets)  
  o Taking 36 semester hours of MA level work in TESL, applied linguistics, linguistics, or related fields.  
  o Taking 9 semester hours of statistics.  
  o Taking at least 21 semester hours of additional graduate course work, including:  
    o At least three applied linguistics seminars (normally taking a seminar each semester for the first four semesters of study)  
    o Four other advanced courses in English and/or other departments which further the student's knowledge of the specialization chosen and prepare him or her to do a dissertation;  
    o Any additional courses required by the dissertation committee as a basis for dissertation research.  
  o Taking 15 semester hours of dissertation research credit. These hours can be taken any time during or after the semester in which the student undertakes the PhD qualifying exam.  
  • Other Requirements:  
    o Passing the Ph.D. Screening Process, which comprises completion of the NAU M.A. TESL Comprehensive Examination plus completion of an original empirical research paper within three semesters of provisional admission. Any three areas can be taken on the Comprehensive Exam. Passing the Screening Process requires an overall assessment of high pass on the Comprehensive Exam and Empirical Research Paper.  
    o Satisfying the Ph.D. language requirement. (Score of 75/100 on PhD Language Examination; demonstrates that candidate can use a natural language other than English to do research)  
    o Preparation of Ph.D. Qualifying Exam Papers based on questions provided by the student's dissertation committee members.  
    o Preparation and oral defense of a dissertation proposal.  
    o Preparation and oral defense of a dissertation.  
    o Presentation of a public lecture based on the dissertation, preferably immediately preceding the oral defense. |
| Penn State       | • Core Courses: 7 hours (3 courses)  
  • Electives: 12 hours from one of two areas of concentration and 6 hours from either concentration for a minimum of 18 hours; minimum of 12 hours in research methodology  
  • Total # Hours: minimum of 45 hours beyond MA degree  
  • Other Requirements:  
    o Expected to participate in regularly scheduled departmental roundtable sessions and guest lecture series, the purpose of which is to provide regular opportunities for engagement in scholarly pursuits with faculty members  
    o Must pass a candidacy exam in 3rd semester of full-time graduate study  
    o Expected to take comprehensive exam during 3rd year |
Appendix D2a

Curricula for applied linguistics programs at peer institutions

| Written component: produce 2 scholarly papers based on questions/problems posed by committee |
| Oral component: question-answer session based on the 2 papers and the student’s work-to-date in the program |
| Must demonstrate competency in two additional languages other than English. One of these languages must reflect intermediate speaking proficiency; the other language may reflect reading proficiency only |
| Dissertation and oral defense |

| UCLA |
| Core Courses: 4 credits (1 course: Introduction to Doctoral Studies in Applied Linguistics (graded on S/U scale, must be taken during first quarter in PhD program)); 32 hours (8 courses) relevant to the research focal area |
| Total # Hours: 36 hours |
| Other Requirements: |
| 2 qualifying papers – original research papers of publishable quality; these must: |
| Be prepared after admission to PhD program |
| Draw on different research literatures |
| Be based on different sets of data; and |
| Employ different research approaches/methodologies |
| Each paper will be evaluated by 2 faculty members |
| Must demonstrate proficiency in one foreign language via: |
| Reading examination; |
| Research paper based on extensive sources in the language; |
| Conversation examination showing knowledge in depth; |
| UCLA Foreign Language Department Placement exam, showing equivalency to completion of level 6; or |
| Completion of the sixth quarter of instruction in a foreign language at UCLA with a minimum grade of Satisfactory or a letter grade of B- or better |
| Non-native speakers of English may use English to fulfill this requirement |
| Doctoral dissertation |
| Committee: minimum of 4 professors (3 within department of applied linguistics, 1 from department not officially affiliated with applied linguistics); nominated by student, approved by department chair, officially nominated by Dean of the Graduate Division |
| Preliminary oral exam |
| Dissertation must be read by minimum of 3 members of doctoral committee (2 in-department, 1 out of department) |
Appendix D2a
Curricula for applied linguistics programs at peer institutions

Requirements for other TEFL/TESOL Certificate Programs of similar length (15 credit hours)

American University

- TESL-500 Principles of Linguistics
- TESL-501 English Language Teaching I (Prerequisite for TESL-502)
- TESL-502 English Language Teaching II
- Six credits of approved elective courses from TESOL offerings

Mississippi State University

- EN 4403/6403, Introduction to Linguistics (fall/spring)
- EN 4443/6443, English Syntax (spring)
- EN 4463/6463, Studies in Second Language Acquisition (fall)
- EN 4433/6433, Approaches to TESOL (spring)*
- EN 4453/6453 Methods in TESOL (fall)*
- * EN 4990/6990, TESOL Practicum can be substituted for either of these classes. The TESOL Practicum class is a study abroad class (Mexico) offered in the summer.

Florida Atlantic University

- LIN 4680 Structure of English
- LIN 6720 Second Language Acquisition
- LIN 4620 Bilingualism
- TSL 4251 Applied Linguistics and TESOL
- TSL 5345 Methods of Teaching TESOL (or ENC 6700 for English GTA's)

San Diego State University

- Introductory linguistics: Ling. 420 (Linguistics and English) or Ling. 520 (Fundamentals of Linguistics)
- Language acquisition and processing: Ling. 452 (Language Acquisition), Ling. 454 (Intro to Second Language Acquisition) or Ling. 552 (Psycholinguistics)
- Language variation: Ling. 524 or Ling. 551
- ESL teaching: Ling. 550 (Theory and Practice of Teaching ESL)
- Elective: Ling. 530 (English Grammar) or Ling. 555 Practical Issues in ESL Teaching
Appendix D3

AL/ESL Degree Requirements

Ph.D. Program in Applied Linguistics

Ph.D. Program: Components and Requirements
The Ph.D. program in applied linguistics consists of five main components and requirements:
1. Required and elective coursework, with a GPA of 3.5 or higher
2. Language requirement
3. Qualifying paper
4. Comprehensive exams
5. Dissertation

Coursework
In the first two years of doctoral study, students will take five required core courses (15 semester hours) in conjunction with an additional 15 semester hours of coursework and 21 semester hours of dissertation credit. For students whose M.A. is not in Applied Linguistics, check the website for prerequisite courses.
The courses in the program over three content areas include the following:

Area I: Research Methods and Applications
Area II: Language, Cognition, and Communication
Area III: Language Teaching and Teacher Development

The five required core courses (15 hours) from Areas I to III are the following:
AL 8960 Quantitative Research Methods (Area I)
AL 8961 Qualitative Research Methods (Area I)
AL 8970 Current Issues in Linguistic Analysis (Area II)
AL 8980 Current Issues in Adult Second Language Acquisition (Area II)
AL 8990 Current Issues in Preparation of Second Language Teachers (Area III)

Language Requirement
Teacher-scholars who work in the field of applied linguistics need to experience second language study and use. This experience may take different forms.
- Successful completion (a grade of “B” or higher) in a minimum of four semesters of university language study, or
- A minimum of one year living in a country where English is not the primary language and learning and using a language of the country, or
- The acquisition of additional language(s) as a child or adult.

Students whose language study does not fit one of these three categories are required to successfully complete four semesters of language study or an intensive program that covers at least four semesters of work.

Qualifying Paper
A Qualifying Paper demonstrating strong writing abilities must be submitted following completion of six courses in the program. It may be either a research study or a literature review and is usually based on a paper completed in a course within the program.

Comprehensive Examination
After students complete their coursework, they take comprehensive exams. Students receive three topics and have two weeks to write responses to all three. The questions will require the student to
address issues in theory, research methodology, research topics of importance in the field, and/or topics related to the student’s intended dissertation research. At least one of the topics will require consideration of issues that overlap the boundaries between language, cognition & communication and language teaching & language teacher development.

Dissertation
When students have passed their comprehensive exams, they officially begin work on their dissertation. The dissertation process consists of three stages: a proposal, research and writing, and an oral defense.

Master's Degree in Applied Linguistics

Program Degree Requirements
1. The following core courses:
   - AL 8240 General Linguistics (3)
   - AL 8250 Second Language Acquisition (3)
   - AL 8320 The Sound System of English (3)
   - AL 8330 Intercultural Communication (3)
   - AL 8450 Approaches to Teaching Second/Foreign Languages (3)
   - AL 8460 English Grammar for ESL/EFL Teachers (3)
   - AL 8900 Practicum in Teaching English to Speakers of Other Languages (3)
2. Fifteen hours (5 courses) of elective courses from within the department.
3. Portfolio that includes (a) Table of Contents, (b) Résumé, (c) Classroom-Based Experience and Teaching Documentation, (d) Master’s Paper/Project, and (e) Professional Development Documentation.
4. Language Requirement that is intended to ensure that all graduates have had the experience of studying a second or foreign language. The requirement can be met in one of the following ways:
   a. Successful completion of one academic year of a university-level foreign language sequence (three quarters or two semesters of the same language), or
   b. Successful completion of two quarters or one semester of a non-Western language, or
   c. One year living/studying abroad as an adult, or
   d. Acquisition of English as a second language for international students.

Bachelor of Arts in Applied Linguistics

Program Degree Requirements
Alternatives are available to some core and major requirements. Please see a degree program adviser for specific guidelines. In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements (see section 3030) and the University Degree Requirements (see section 1400).

Area F: Courses Appropriate to the Major Field (18)
1. Required courses (6)
   - AL 2101 Introduction to Language (3)
   - AL 2102 Languages of the World (3)
2. The foreign language requirement for the degree is as follows.
Appendix D3

AL/ESL Degree Requirements

(a) Students must complete foreign languages courses through level 2002 in one foreign language or demonstrate equivalent proficiency through examination (e.g., Advanced Placement, CLEP, or other approved examination procedures). (b) Students must complete at least one semester of a less commonly taught language (i.e., any language other than French, German, Latin, Spanish, or Italian) and are strongly encouraged to study a non-Indo-European language to fulfill this requirement.

Lang 1001 Beginning Foreign Language I* (0-6)
Lang 1002 Beginning Foreign Language II (0-3)
Lang 2001 Intermediate Foreign Language I (0-3)
Lang 2002 Intermediate Foreign Language II (0-3)

* At least one course at the 1001 level must be a Less Commonly Taught Language.
A student may include foreign language study through course 1002 in area C; in this case additional electives may be taken in Area F to attain 18 credit hours.

3. Electives (0-12)*

Lang 1001-1002 Beginning Foreign Language I & II (3-6)
Lang 2001-2002 Intermediate Foreign Language I & II (3-6)
Anth 1102 Introduction to Anthropology (3)
Anth 2020 Introduction to Cultural Anthropology (3)
Econ 2100 Global Economy (3)
Engl 2110 World Literature (3)
Phil 2010 Great Questions of Philosophy (3)
Psyc 1101 Introduction to General Psychology (3)
Spch 1010 Voice and Articulation (3)
Spch 2650 Interpersonal Communication (3)

* Students who complete their foreign language requirement through examination must choose additional electives at the 1000-2000 level to reach 18 credit hours in Area F.

Area G: Major Courses (30)
1. The following course is a prerequisite for all other 3000/4000 level courses:
   AL/ForL 3021 Introduction to Linguistics (3)*
2. Major Requirements (12)
   AL 3031 Language in Society (3)
   AL 3041 Introduction to Second Language Acquisition (3)*
   AL 4011 Phonetics and Phonology (3)
   AL 4012 Morphology and Syntax (3)
3. Electives in the Department of Applied Linguistics and ESL. (9)
   AL 3051 Methods of Teaching English as a Foreign Language (3)*
   AL 3101 English Grammar in Use (3)
   AL 4111 Semantics and Pragmatics (3)
   AL 4121 Historical Linguistics (3)
   AL 4131 Bilingualism (3)
   AL 4141 Special Topics (3)
   AL 4151 Culture and Language Learning (3)*
   AL 4161 English as a Foreign Language Practicum (3)*
   AL 4980 Language Partner Field Experience (3)
   AL 4999 Directed Reading (3)

* Students completing the five courses marked with an asterisk (*) will also receive the certificate in Teaching English as a Foreign Language.
Appendix D3

AL/ESL Degree Requirements

4. Electives in other departments. Other relevant electives may be taken with the approval of the student’s advisor. Study abroad courses offered through any department may be used as electives with adviser approval. (6)

- AAS 3240 Peoples and Cultures of Africa (3)
- AAS/Engl 3955 Language in the African-American Community (3)
- Anth 4040 Gender, Race, and Class in Complex Societies (3)
- Anth 4490 Global and Local Culture (3)
- Econ 3610 Economy of South Africa (3)
- EXC 4370 Survival Level American Sign Language (3)
- EXC 4380 Intermediate Level Am Sign Language (3)
- Engl 3100 20th Century Composition Theory and Practice (3)
- Engl 3200 Introduction to English Language (3)
- Engl 3210 Advanced Grammar (3)
- Engl 3220 History of the English Language (3)
- ForL 3022 Foundations of Second Language Teaching (3)
- Grmn 4401 Phonetics and Phonology (3)
- Hist 4820 Cross-Cultural Encounters in World History (4)
- Jour 4650 International Communication (3)
- Lang 3xxx Chosen from 3000-level courses in your foreign language
- Phil 4530 Philosophy of Language (3)
- Psyc 4030 Cross-Cultural Psychology (3)
- Psyc 4100 Cognitive Psychology (3)
- RelS 3270 World Religions (3)
- Soci 3212 Race and Ethnic Relations (3)
- Soci 3340 Population Problems (3)
- Span 4401 Introduction to Spanish Linguistics (3)
- Spch 3450 Non-Verbal Communication (3)
- Spch 3750 Intercultural Communication (3)
- Spch 4400 Development of Communication and Language across the Lifespan (3)
- Spch 4410 Communication Disorders (3)
- Spch 4490 Communication and Gender (3)

Certificate in Teaching English as a Foreign Language

Courses Required for the TEFL certificate

The TEFL certificate requirements consist of the following five courses:

1. AL/ForL 3021 Introduction to Linguistics (3)
2. AL/ForL 3041 Second Language Acquisition (3)
3. AL 3051 Methods of Teaching EFL (3)
4. AL/ForL 4151 Culture and Language Learning (3)
5. AL 4161 EFL Practicum (3)
### DEPARTMENTAL COURSES TAUGHT BY FISCAL YEAR, COURSE LEVEL, NUMBER OF SECTIONS, FY 2006-2008

**NUMBER OF STUDENTS AND AVERAGE NUMBER OF STUDENTS APPLIED LINGUISTICS**

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N = 19 (response rate = 39.6 percent)
University (28 departments) N = 3641 (response rate = 40.2 percent)

Table 1

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<th>Don't know/NA</th>
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<th>Univ. Mean*</th>
<th>% Rank**</th>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 29 Departments
Faculty members in the department are interested in the academic development of undergraduate majors.

The undergraduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the undergraduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.
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<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>3 15.8</td>
<td>3 15.8</td>
<td>8 42.1</td>
<td>4 21.1</td>
<td>1 5.3</td>
<td>0 .0</td>
<td>2.84 3.04</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>0 .0</td>
<td>3 15.8</td>
<td>11 57.9</td>
<td>4 21.1</td>
<td>1 5.3</td>
<td>0 .0</td>
<td>3.16 3.36</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>1 5.3</td>
<td>3 15.8</td>
<td>4 21.1</td>
<td>8 42.1</td>
<td>3 15.8</td>
<td>0 .0</td>
<td>3.47 3.69</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable (NA)” excluded from analysis.

**Percentile Ranking based on 29 Departments

---

### Graphs

**Graph 7**

Academic advisement available in the department

**Graph 8**

Career advisement available in the department

**Graph 9**

Availability of faculty to students outside the classroom
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>47.1</td>
</tr>
</tbody>
</table>
Supplemental Questions Provided by the Department of Applied Linguistics and ESL

Table 4
Please indicate your current degree objective:

<table>
<thead>
<tr>
<th>Degree Objective</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Applied Linguistics</td>
<td>16</td>
<td>84.2</td>
</tr>
<tr>
<td>BIS in Language Studies</td>
<td>3</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Graph 16

Table 5
Are you pursuing a TEFL certificate?

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17</td>
<td>89.5</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10.5</td>
</tr>
</tbody>
</table>
Table 6
How did you find out about the program you are in?

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>Department website</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>Major Matters/Major Fair</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>University catalog</td>
<td>4</td>
<td>21.1</td>
</tr>
<tr>
<td>University of Arts and Sciences advisor</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Meeting a current or former Georgia State student</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Took Introduction to Language</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Actively sought out department</td>
<td>1</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Graph 18

How did you find out about the program you are in?
The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

The problem I hear about the most is what BIS/BA courses are required. I would think that students would like more and clear information regarding the courses we need to take as well as when they will be offered. Thanks.

Grad student teachers need to lighten up a little bit but other then that I loved getting my Applied Linguistics Degree at State!

the classes have been great. For the most part though, i haven't felt terribly challenged. I'm not saying it sure be harder for the sake thereof, but rather that the pace could either be picked up, or the subjects more delved into.

I would love to see improvements in advisements and course availability.

The Linguistics Department is very student centered and easy to communicate with.

Instructor skills are and have been very good. With the exception of one, the teachers in the department are qualified. The course work is fascinating and challenging. Overall interest in student development, including career development and academic advisement is and always has been very weak. The departmental focus on linguistic graduates becoming 'teachers' is very limiting. There are ample linguistic students interested in a broader career path. Another area of weakness is communication. Students can't know what they are not told. Access to avenues of information can be very motivational. There is a lack of leadership and organizational skills in the way the Linguistics Society is managed.

It doesn't seem like careers other than teaching ESL are really explored in any of my classes. Not only that, but those teaching opportunities haven't really been addressed except for a few instances. I think the department could do more to encourage students about careers after their BA as well as graduate school etc.
N = 8 (response rate = 9.9 percent)
University (28 departments) N = 1551 (response rate = 32.0 percent)

Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Don't know/NA</th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Faculty members in the department were interested in the academic development of undergraduate majors.</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>25.0</td>
<td>0</td>
<td>.0</td>
<td>2</td>
</tr>
<tr>
<td>The undergraduate program of study was academically challenging.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>5</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>I feel the undergraduate program prepared me for my professional career and/or further study.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>14.3</td>
<td>2</td>
<td>28.6</td>
<td>1</td>
</tr>
<tr>
<td>There was open communication between faculty and undergraduate students about student concerns.</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; "Don’t know/not applicable“ excluded from analysis.
**Percentile Ranking based on 29 Departments

Graph 1

Faculty members in the department were interested in the academic development of undergraduate majors.

Graph 2

The undergraduate program of study was academically challenging.

Graph 3

Faculty in the department were appropriately prepared for their courses.
I feel the undergraduate program prepared me for my professional career and/or further study.

There was open communication between faculty and undergraduate students about student concerns.

Class size was suitable for effective learning.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Univ. Mean*</th>
<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>25.0</td>
<td>50.0</td>
<td>37.5</td>
<td>0</td>
<td>4</td>
<td>1.43</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>3</td>
<td>37.5</td>
<td>3</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
<td>25.0</td>
<td>4</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
<td>25.0</td>
<td>4</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>37.5</td>
<td>2</td>
<td>25.0</td>
<td>3</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>12.5</td>
<td>2</td>
<td>25.0</td>
<td>1</td>
<td>12.5</td>
<td>4</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable excluded” from analysis.
**Percentile Ranking based on 29 Departments
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Supplemental Questions Provided by the Department of Applied Linguistics and ESL

Table 4

<table>
<thead>
<tr>
<th>Please indicate your degree.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA in Applied Linguistics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BIS in Language Studies</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 5

<table>
<thead>
<tr>
<th>Did you earn a TEFL certificate?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Table 6

<table>
<thead>
<tr>
<th>Please describe your current work situation.</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Working in a field related to language</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Working, but in an unrelated field</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Not working</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Part-time in language field &amp; full-time in unrelated field</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>
Department of Applied Linguistics and ESL
Undergraduate Alumni Survey Comments

The following statements are in response to the comment section in the undergraduate alumni survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

Dr Weigle, Dr Luidemann, and Dr Eisterhold were EXCELLENCE personified - knowledgeable, passionate, enthusiastic and gifted instructors. The whole experience was wonderful, but they are standouts! Only suggestion I have is to make Phonetics Phonology a prerequisite for Historical Linguistics-I lost out on a lot by not having that knowledge to bring with me to Historical Linguistics.

I would like to see GSU ALESL become more connected with the local refugee agencies and refugee community. This could occur via practicum placements or volunteer referrals at the undergraduate level; at the graduate level it could involve research, developing programs or materials, etc.

Dr Nelson seemed very removed from undergraduate experiences, if not dismissive. This seemed to make it difficult for undergrads to legitimately participate in the department. Dr Weigh was the only saving grace.

I loved the program but have not been able to find steady work with reasonable pay. I wish I were still receiving emails from the department about jobs in the Atlanta Area. Carolineeshemtov@hotmail.com

I greatly enjoyed my studies at GSU. Great faculty, great program. There was a nice variety of courses. I thought the choices were well-balanced too. I still look at the textbooks and assignments from GSU when need inspiration. The program prepared me well for my graduate studies also. I felt like I was ahead in class (regarding linguistics); of course, I enrolled in graduate school before getting any experience in teaching English, so I felt that I was behind when I studied with classmates who’ve already spent some years teaching English.
N = 37 (response rate = 46.3 percent)
University (31 departments) N = 1271 (response rate = 44.2 percent)

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. N</th>
<th>Univ. N</th>
<th>Mean*</th>
<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>2 5.4 0 .0</td>
<td>2 5.4 8 21.6</td>
<td>25 67.6 0 .0</td>
<td>4.46 4.20</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>2 5.4 0 .0</td>
<td>3 8.1 8 21.6</td>
<td>24 64.9 0 .0</td>
<td>4.41 3.95</td>
<td>91</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>1 2.7 1 2.7</td>
<td>1 2.7 6 16.2</td>
<td>28 75.7 0 .0</td>
<td>4.59 4.22</td>
<td>88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>2 5.4 2 5.4</td>
<td>1 2.7 8 21.6</td>
<td>24 64.9 0 .0</td>
<td>4.35 4.03</td>
<td>89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>2 5.4 3 8.1</td>
<td>2 5.4 5 13.5</td>
<td>25 67.6 0 .0</td>
<td>4.30 3.99</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>2 5.4 0 .0</td>
<td>1 2.7 1 29.7</td>
<td>23 62.2 0 .0</td>
<td>4.43 4.40</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 32 Departments
Faculty members in the department were interested in the academic development of graduate majors.

The graduate program of study was academically challenging.

Faculty in the department were appropriately prepared for their courses.

I feel the graduate program prepared me for my professional career and/or further study.

There was open communication between faculty and graduate students about student concerns.

Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean**</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
<td>5.4</td>
<td>5</td>
<td>13.5</td>
<td>11</td>
<td>29.7</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>29.7</td>
<td>18</td>
<td>48.6</td>
<td>0</td>
<td>.0</td>
<td>4.16</td>
<td>3.66</td>
<td>81</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>1</td>
<td>2.7</td>
<td>5</td>
<td>13.5</td>
<td>3</td>
<td>8.1</td>
<td>17</td>
<td>45.9</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>24.3</td>
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<td>5.4</td>
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<td>.0</td>
<td>3.80</td>
<td>3.23</td>
<td>91</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>8.1</td>
<td>9</td>
<td>24.3</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>62.2</td>
<td>0</td>
<td>.0</td>
<td>4.32</td>
<td>3.66</td>
<td>4.58</td>
<td>4.06</td>
<td>97</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>4.54</td>
<td>4.06</td>
<td>97</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
<td>5.4</td>
<td>13</td>
<td>35.1</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>54.1</td>
<td>1</td>
<td>2.7</td>
<td>4.44</td>
<td>4.03</td>
<td>4.44</td>
<td>4.03</td>
<td>94</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>5.4</td>
<td>3</td>
<td>8.1</td>
<td>18</td>
<td>48.6</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>37.8</td>
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<td>.0</td>
<td>4.19</td>
<td>3.64</td>
<td>4.19</td>
<td>3.64</td>
<td>94</td>
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<tr>
<td>Variety of graduate course offerings</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>10.8</td>
<td>17</td>
<td>45.9</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>43.2</td>
<td>0</td>
<td>.0</td>
<td>4.32</td>
<td>3.66</td>
<td>4.32</td>
<td>3.66</td>
<td>100</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>2.7</td>
<td>1</td>
<td>2.7</td>
<td>7</td>
<td>18.9</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>75.7</td>
<td>0</td>
<td>.0</td>
<td>4.68</td>
<td>4.22</td>
<td>4.68</td>
<td>4.22</td>
<td>94</td>
</tr>
</tbody>
</table>

*Mean range: 1-poor to 5-excellent; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 32 Departments

Graph 7

Graph 8

Graph 9

A-149
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>25</td>
<td>75.8</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>24.2</td>
</tr>
</tbody>
</table>
Table 4

Please describe your current work situation:

<table>
<thead>
<tr>
<th>Status</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td>Teaching</td>
<td>23</td>
<td>67.6</td>
</tr>
<tr>
<td>Working in field related to language</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Working, but in an unrelated field</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td>Not working</td>
<td>3</td>
<td>8.8</td>
</tr>
<tr>
<td>Teaching and working in field related to language</td>
<td>1</td>
<td>2.9</td>
</tr>
</tbody>
</table>

Graph 16

Please describe your current work situation:

- Graduate student
- Teaching
- Working in field related to language
- Working, but in an unrelated field
- Not working
- Teaching and working in field related to language
The following statements are in response to the comment section in the graduate alumni survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

In many of my classes, student presentations dominated class time. On the first or second class, a schedule of presentations would be arranged, and from that point on, the amount of professor-led discussion or lecture was drastically reduced. As a student, I often found myself longing to be taught by the professor—the expert in the subject.

In general, I think it is important for students to take classes from as many different professors as possible. I found that, despite the fact that same professor as a previously taken course, the format and routine and even information was repetitive.

1. Number of students should be less than 20 per class.
2. There should be technology-related classes for AL/ESL students.
3. There should be thesis-option.

I truly enjoyed my time at GSU in the Dept of Applied Linguistics. I felt the workload was appropriate and the projects suitable for the courses.

I would highly recommend courses in this department to anyone wishing to pursue a degree (or just take a course or two) in Applied Linguistics.

-I loved every minute of my time in the AL-ESL grad program. The department is genuinely interested & involved in students academic lives, often going above or beyond the call of duty. For example, Dr Belcher sponsored an independent study for me my last semester so I could graduate on time when there weren’t enough available classes for me to take. That might not happen elsewhere!

-My only regret is not presenting on any conferences. I wish the department had made this a requirement. I was a working mom while completing my grad work & I didn’t take the time to apply to present. If it were a requirement, I would have done it!

Thanks!

When I answered this questionnaire, I strongly felt, “It depends on the courses and/or professors who taught the courses. There are a few, (I mean) several professors who were so great in teaching and helping students, but a few also who seemed not interested in students’ problems or concerns.

I was lucky to have great professors for the courses I had taken and they were so helpful for me to handle my problems. I had heard complaints about a few professors from classmates though. Generally, this was a great experience for me and very helpful program for teaching career.
I feel the MA program was a great preparation for teaching ESL in a higher education setting. I believe the program is excellent, faculty committed, and many opportunities are available - with IEP, ESL, grad program - for students to learn from a variety of mentors + educators. It might be good to have a track that helps students also prepare for secondary school teaching, but that is not a huge concern.

My advisor was less than satisfactory when it came to academic + career advice. The advisor was even unsure that I had graduated 6 months after graduation. More work needs to be done to ease the communication for the Masters International program students. Communication was often not made (during service) in a timely manner.

I had a great experience and as a non-traditional, part-time student I felt the faculty supported and assisted me greatly throughout my time at GSU.

The only thing I regret after graduating is that I didn’t defend a thesis instead of a project. I did not know that was an option in our department. Now I am not allowed to teach at college level in my country because I didn’t prepare a thesis. Advisers in the department should have a meeting to talk to the students to find out what their goals are and provide appropriate information.

I enjoyed studying in AL/ESL, it is the most unforgettable learning experience in my life.

I continue to have highest regard for the faculty of the Dept. It is hard to imagine a more talented, helpful, and likeable group of professors together in one Dept.

Excellent, well-rounded, program! My only major concern is that program applicants be made aware of the extremely competitive job market (for those desiring to teach adult ESL, which I understand does not include all). Institutions are improving, but there are still too many part-time, extremely low paying positions (in the U.S.) for MA grads!

I would first like to say that I gained a great deal from doing my MA in Applied Linguistics at GSU, and I will be forever grateful to the faculty members who helped me to establish a firm professional foundation and equipped me with the skills to be a successful teacher. One aspect of the program that I believe could be enhanced is direct instruction on teaching methodologies. While we spent a great deal of time in class sharing experiences, as a newcomer to the field of teaching, I felt it would have been helpful in my classes to receive instruction on specific methods I could use to effectively teach discrete grammar and vocabulary points and learning strategies. It would be helpful, if possible, to have a course dedicated to “how to teach reading”, “how to teach writing”, etc. I was rather disappointed that my “Approaches to Teaching ESL” course did not provide direct instruction in these areas. Rather, we looked at case studies, and while somewhat helpful, they did not allow me to walk away from the course with a concrete “tool set” of different teaching methods. While I think the department dose a wonderful job of embracing the latest
teaching methodologies, I think it would be helpful to also offer students instruction in the more “traditional” methodologies (even if they are not in fashion in the West”), since they still have merit and are still used and favored in a number of different places around the world. I think it would also be helpful to offer a course on the fundamental of English teaching in different areas of the world, i.e. the Middle East, Far East, and the West, since many students who go to teach in different parts of the world may benefit from being familiar with “local” teaching and learning strategies. In such a way, graduates from the AL/ESL program will better understand the expectations of students, co-workers, and administrators in the part(s) of the world where they choose to work. Again, I had a wonderful experience in the GSU AL/ESL program, and I would like to express my sincere thanks to all faculty members and administrators who make the program so special.

The program was wonderful! Thank you all!

It’s been 3 long years since I left Atlanta, but I remember being very inspired by the faculty as people, thinkers, teachers, and citizens. The only concern was it often seemed that many of your were under so much administrative, bureaucratic pressure that the high level thinking you were so capable of wasn’t always fed or given room. At times I felt it would be too selfish of me to visit you with my ideas, concerns because your own lives were under such stress. I felt protective of you.

I greatly enjoyed participating in this excellent, well-designed, and intellectually stimulating program. I found it excellent preparation and use lessons I learned in all of my courses in my own teaching.

The program wasn’t designed or geared for part-time/or evening only students. There were many courses I really wanted to take but couldn’t because they were only available during the day. Likewise, there were many classes I took that weren’t of particular interest to me but were the only ones offered in the evening & available to me. The Practicum class was extremely complicated to fit in w/my full-time job. It would have been nice to have had an “Option 2” for those who do hold a full-time job. My graduate advisor was not helpful at all and never knew who I was. Though, the faculty members with whom I did connect with were extraordinarily helpful and truly took the time when I sought them out outside the classroom. I remember on one occasion, I made an appt w/ my advisor, no easy task considering it was during the day and I took time off work, however when I got to my advisor’s office, he wasn’t there. He completely forgot about our scheduled appt.

I feel that the training and preparation I got from my time in the Department of Applied Linguistics and ESL more than prepared me for my current situation - and for what I want to achieve in my future career. All the faculty I met were not only extremely knowledgeable in the field (and in their particular specialty/interest) but they were also approachable, supportive, and helpful. The variety of courses was incredible – I only wish I could have taken more while there! The bonding of theory and practice throughout the coursework was also extremely beneficial for me in my continuity development as a teacher. The only suggestion I have is in regards to the portfolio – perhaps the program could consider a thesis option for the Master’s candidates,
instead of the portfolio. Although, it done properly, the portfolio is a valuable experience as well.

I very much enjoyed this program. It prepared me for working in a language related field.
I have nothing but good to say about the Mt program and always recommend it those seeking a degree in ESL.

I have nothing but great things to say about the MA PGM. In AL/ESL – in particular, the faculty is of the highest caliber from a scholarly standpoint and was incredibly accessible to me as a student. It’s my belief that the GSU AL/ESL MA PGM is one of the top 5 such programs in the nation.

I miss the collegiality of GSU. My current institution is highly competitive and stressful. Continuing in graduate school made me wish I had done a thesis rather than or in addition to a portfolio – it would have better prepared me for my dissertation work. Compared to any current institution, some of the classes at GSU were a bit large for effective graduate study.
Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean</th>
<th>Univ. Mean</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic</td>
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<td>1</td>
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<td>24 55.8</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate program of study is</td>
<td>1 2.3</td>
<td>1</td>
<td>2</td>
<td>3.7</td>
<td>10 23.3</td>
<td>27 62.8</td>
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<tr>
<td>Faculty in the department are</td>
<td>1 2.3</td>
<td>0</td>
<td>2</td>
<td>4.7</td>
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<td>31 72.1</td>
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<td>appropriately prepared for their courses.</td>
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<td></td>
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<tr>
<td>I feel the graduate program is</td>
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<td>2</td>
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<td>preparing me for my professional career and/or further study.</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is open communication between</td>
<td>1 2.3</td>
<td>4</td>
<td>9</td>
<td>3.6</td>
<td>9 20.9</td>
<td>21 48.8</td>
<td>4.05</td>
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<td>85</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>Class size is suitable for</td>
<td>0 .0</td>
<td>1</td>
<td>2</td>
<td>3.3</td>
<td>15 34.9</td>
<td>26 60.5</td>
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<td></td>
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</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/Not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 34 Departments
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the graduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.
Table 2

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<th>3</th>
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<th>Don't know/NA</th>
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<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
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<td>18.6</td>
<td>13</td>
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<td>16</td>
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<td>9.3</td>
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<td>18</td>
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<td>4</td>
<td>9.3</td>
<td>7</td>
<td>16.3</td>
<td>13</td>
<td>30.2</td>
<td>19</td>
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<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
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<td>1</td>
<td>2.3</td>
<td>3</td>
<td>7.0</td>
<td>18</td>
<td>41.9</td>
<td>21</td>
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<td>0</td>
<td>.0</td>
<td>5</td>
<td>11.9</td>
<td>18</td>
<td>42.9</td>
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<td>2</td>
<td>4.8</td>
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<td>35.7</td>
<td>18</td>
<td>42.9</td>
<td>18</td>
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<tr>
<td>Variety of graduate course offerings</td>
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<td>.0</td>
<td>1</td>
<td>2.3</td>
<td>12</td>
<td>27.9</td>
<td>20</td>
<td>46.5</td>
<td>10</td>
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<tr>
<td>Clarity of degree requirements</td>
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<td>2.4</td>
<td>7</td>
<td>16.7</td>
<td>13</td>
<td>31.0</td>
<td>21</td>
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</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 34 Departments

Graph 7
Graph 8
Graph 9
Graph 10

Effectiveness of teaching methods used by faculty

Graph 11

Procedures used to evaluate student performance

Graph 12

Frequency of graduate course offerings

Graph 13

Variety of graduate course offerings

Graph 14

Clarity of degree requirements

Graph 15

Gender

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
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<tr>
<td>Male</td>
<td>4</td>
<td>10.0</td>
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</tbody>
</table>

A-159
Supplemental Questions Provided by the Department of Applied Linguistics and ESL

Table 4

<table>
<thead>
<tr>
<th>Degree Objective</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>MA</td>
<td>24</td>
<td>64.9</td>
</tr>
<tr>
<td>PhD</td>
<td>13</td>
<td>35.1</td>
</tr>
</tbody>
</table>

Graph 16

Please indicate your current degree objective:

Graph 17

Graduate students in our program have sufficient opportunities to teach.

Table 5

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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<tr>
<td>Graduate students in our program have sufficient opportunities to teach.</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>7.1</td>
<td>10</td>
<td>23.8</td>
</tr>
<tr>
<td>Graduate students in our program have sufficient opportunities to work with faculty on research.</td>
<td>2</td>
<td>4.9</td>
<td>3</td>
<td>7.3</td>
<td>11</td>
<td>26.8</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/Not applicable (NA)” excluded from analysis.

Graph 18

Graduate students in our program have sufficient opportunities to work with faculty on research.
Table 6
How did you hear about the program you are in?

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
<td>7</td>
</tr>
<tr>
<td>Department website</td>
<td>17</td>
</tr>
<tr>
<td>Advertisement</td>
<td>0</td>
</tr>
<tr>
<td>Faculty member at another institution recommended GA State.</td>
<td>5</td>
</tr>
<tr>
<td>Meeting a current or former Georgia State Student</td>
<td>5</td>
</tr>
<tr>
<td>Peace Corps</td>
<td>2</td>
</tr>
<tr>
<td>Internet search</td>
<td>1</td>
</tr>
<tr>
<td>Faculty member in the department</td>
<td>1</td>
</tr>
<tr>
<td>GATESOL Conference</td>
<td>1</td>
</tr>
<tr>
<td>Friend who completed an AL program elsewhere</td>
<td>1</td>
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<tr>
<td>Other</td>
<td>3</td>
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</table>

Table 7
Why did you decide to enroll at Georgia State?

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University reputation</td>
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<tr>
<td>Faculty reputation</td>
<td>7</td>
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<tr>
<td>Scholarships offered</td>
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</tr>
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<td>Assistantships offered</td>
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<td>Location in Atlanta</td>
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<tr>
<td>Tuition/Fees</td>
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</tr>
<tr>
<td>Personal reason</td>
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</tr>
<tr>
<td>Strong linguistic program</td>
<td>1</td>
</tr>
</tbody>
</table>
Cross Tabulations By Degree Objective

Table 8

<table>
<thead>
<tr>
<th>Categorical Description</th>
<th>MA Mean*</th>
<th>PhD Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>4.33</td>
<td>4.31</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>4.33</td>
<td>4.46</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>4.67</td>
<td>4.46</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>4.61</td>
<td>4.38</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>4.21</td>
<td>3.85</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>4.46</td>
<td>4.62</td>
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</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/Not applicable (NA)” excluded from analysis.

Table 9

<table>
<thead>
<tr>
<th>Categorical Description</th>
<th>MA Mean*</th>
<th>PhD Mean*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
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</tr>
<tr>
<td>Career advisement available in the department</td>
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<tr>
<td>Availability of faculty to students outside the classroom</td>
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</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>4.50</td>
<td>4.08</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>4.45</td>
<td>4.08</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3.82</td>
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</tr>
<tr>
<td>Variety of graduate course offerings</td>
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</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>4.25</td>
<td>4.33</td>
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</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable (NA)” excluded from analysis.

Table 10

<table>
<thead>
<tr>
<th>Categorical Description</th>
<th>MA Mean</th>
<th>PhD Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate students in our program have sufficient opportunities to teach.</td>
<td>3.88</td>
<td>4.38</td>
</tr>
<tr>
<td>Graduate students in our program have sufficient opportunities to work with faculty on research.</td>
<td>4.26</td>
<td>3.54</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/Not applicable (NA)” excluded from analysis.
### Table 11
**How did you hear about the program you are in?**

<table>
<thead>
<tr>
<th></th>
<th>MA</th>
<th></th>
<th>PhD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>4</td>
<td>16.7</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Department website</td>
<td>9</td>
<td>37.5</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Advertisement</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Faculty member at another institution recommended GA State.</td>
<td>2</td>
<td>8.3</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Meeting a current or former Georgia State Student</td>
<td>4</td>
<td>16.7</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Peace Corps</td>
<td>2</td>
<td>8.3</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Internet search</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Faculty member in the department</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>GATESOL Conference</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Friend who completed an AL program elsewhere</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4.2</td>
<td>2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

### Table 12
**Why did you decide to enroll at Georgia State?**

<table>
<thead>
<tr>
<th></th>
<th>MA</th>
<th></th>
<th>PhD</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>University reputation</td>
<td>2</td>
<td>8.3</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Faculty reputation</td>
<td>3</td>
<td>12.5</td>
<td>4</td>
<td>30.8</td>
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<tr>
<td>Scholarships offered</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Assistantships offered</td>
<td>2</td>
<td>8.3</td>
<td>5</td>
<td>38.5</td>
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<tr>
<td>Location in Atlanta</td>
<td>15</td>
<td>62.5</td>
<td>3</td>
<td>23.1</td>
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<tr>
<td>Tuition/Fees</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Personal reason</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Strong linguistic program</td>
<td>1</td>
<td>4.2</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>
I wish there would be more opportunity for new students to learn the department. For example, how to apply for assistantship, what's the employment prospective for the graduates, etc.

Master's Portfolio requirements are overly elaborate. There needs to be more assistance with arranging CBE opportunities. Wonderful program.

I've been in the program for 5 years and during all these years the faculty were extremely supportive, helpful, and caring. The professors also provide high quality teaching and provide guidance in research. I am just lucky to work with the faculty and be in that department.

It would be beneficial to have more opportunities for Applied Linguistics for languages other than English. The major focus seems to be on ESL.

I love this community. The faculty members are all very supportive and helpful.

The best PhD seminars had specific rather than general topics. There were too few of this type. In addition, some topics were given a much more thorough coverage through course offerings (i.e. corpus linguistics- multiple courses were offered in this area) than others. Student input on what types of seminars or courses they would like to be offered has not seemed to be a factor in decision making (this may be in part because the program is small). However, many students have expressed interest in topics like critical pedagogy, yet, to date, no courses have been offered in this area. Comprehensive exams should have a time limit of three weeks rather than two weeks. The majority of the faculty is supportive, helpful, and encouraging to students. Most faculty are not only extremely knowledgeable in their area, they are also very effective teachers and communicators. The opportunity to teach in different programs (IEP, ESL, undergrad) while studying is invaluable for students. I would strongly recommend this program to any prospective Applied Linguistics PhD student.

I have been frustrated by several specific issues with this department. The first is availability of my advisor to meet with me. I work full time and am unable to meet during usual hours, and my advisor is not very accommodating. The second is course offerings, especially in the summer. Because I work full time, I look to summer to take the heaviest course load, and inevitably the offerings are scant. The third issue is the mixed information I frequently receive from the department regarding pre requisite coursework or who is qualified to enroll in a class. Finally, I must express disappointment as I conclude my coursework at GSU that I was not able to enroll in several of the most interesting classes I wished to take, and was not able to experience the teaching from a wider range of the faculty members. In fact, I was forced to have a doctoral student as a professor for
three of my classes, rather than the faculty members acclaimed by my classmates.

I think that the degree requirement for 'Professional Development Activities' should be re-thought. Some of them seem to be haphazard, and usually scheduled in the middle of the day when students who work full-time away from campus cannot attend. The only one I have been able to attend so far was one about completing a CV and job hunting, and that was during my very first semester, and therefore not especially relevant for me. So I ended up missing three hours at work which I had to make up, for something that was not very helpful. It seems to me that successful course completion coupled with extensive CBE ought to be sufficient to meet degree requirements.

I think this program is fantastic and I recommend it to anyone who mentions interest in the teaching field. I feel this program has made me very prepared for any teaching position in the world. The components of the program (CBEs, PDs, courses) have not only prepared me for teaching, but have helped me build an impressive resume that would allow me to get my foot in the door for a variety of positions.

I enjoy and appreciate the program and I had a great experiences in all my classes, with all my professors!

I would like to have the opportunity to learn more about research method as a graduate student. Also, although I understand the difficulty to provide all student assistantships, I hope the situation will improve in the future.

It would be nice if the department took into consideration that all students in the program are not full time teachers. There are some non-traditional students who work full time and would benefit from classes and even professional development opportunities offered in the evening. I am one of these students and every semester have a difficult time rearranging my work schedule to attend class, class observationn and academic advisement sessions. In addition, I am never able to attend any of the professional development sessions held in the department because they all seem to be held in the middle of the day when I'm at work.
Table 1

<table>
<thead>
<tr>
<th></th>
<th>Poor N</th>
<th>2 N</th>
<th>3 N</th>
<th>4 N</th>
<th>Excellent N</th>
<th>Don't know/NA N</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>0.0</td>
<td>0.0</td>
<td>1.0</td>
<td>8.3</td>
<td>4.33</td>
<td>7.58</td>
<td>4.50</td>
<td>4.26</td>
<td>75</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
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<td>0.0</td>
<td>1.0</td>
<td>8.3</td>
<td>2.16</td>
<td>7.58</td>
<td>4.60</td>
<td>4.20</td>
<td>88</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
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<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>6.50</td>
<td>4.33</td>
<td>4.40</td>
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<td>79</td>
</tr>
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<td>Level of clerical staff support</td>
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<td>0.0</td>
<td>1.0</td>
<td>8.3</td>
<td>4.33</td>
<td>4.33</td>
<td>3.75</td>
<td>3.65</td>
<td>50</td>
</tr>
<tr>
<td>Clarity of departmental goals</td>
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<td>0.0</td>
<td>0.0</td>
<td>3.25</td>
<td>6.50</td>
<td>2.16</td>
<td>3.91</td>
<td>3.70</td>
<td>59</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>2.16</td>
<td>1.83</td>
<td>9.75</td>
<td>4.58</td>
<td>4.09</td>
<td>90</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “NA” (Don’t know/not applicable) excluded from analysis.

**Percentile Ranking based on 34 Departments

Graph 1

Scholarship of the faculty in the department

Graph 2

Frequency of required course offerings

Graph 3

Variety of advanced course offerings
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Dept.</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is academically challenging.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In our department, faculty feel comfortable expressing different views and opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “NA” (Don’t know/not applicable) excluded from analysis.

**Percentile Ranking based on 34 Departments
The department's program of study is academically challenging.

Faculty in the department work together toward program goals.

In our department, faculty feel comfortable expressing different views and opinions.

I have adequate opportunities to influence decisions made in the department about our programs.

Guidelines regarding job performance are clear to faculty in the department.
Table 3

<table>
<thead>
<tr>
<th></th>
<th>Significantly</th>
<th></th>
<th>Significantly</th>
<th></th>
<th>Don't know/NA</th>
<th>Dept. Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>too little</td>
<td>2</td>
<td>too much</td>
<td>4</td>
<td>mean*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis</td>
<td>%</td>
<td>emphasis</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Research tasks</td>
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<td>.0</td>
<td>0</td>
<td>.0</td>
<td>5</td>
<td>45.5</td>
</tr>
<tr>
<td>Service to department</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>8.3</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Teaching</td>
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<td>8.3</td>
<td>0</td>
<td>.0</td>
<td>10</td>
<td>83.3</td>
</tr>
</tbody>
</table>

*Mean range: 1-significantly too little emphasis to 5-significantly too much emphasis; "NA" (Don’t know/not applicable) excluded from analysis.

**Percentile Ranking based on 34 Departments

Graph 12

Graph 13

Graph 14

Graph 15
Table 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>47.5 52.5</td>
</tr>
<tr>
<td>boards in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>63.2 36.8</td>
</tr>
<tr>
<td>support research in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>69.2 30.8</td>
</tr>
<tr>
<td>State University to support research in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>76.1 23.9</td>
</tr>
<tr>
<td>of one or more articles submitted to journal(s) in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graph 16

Graph 17

Graph 18
During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0%</td>
<td>80.0%</td>
<td>0.0%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Table 5

<table>
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<tr>
<th></th>
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<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7 or more</th>
<th>NA</th>
<th>Dept.</th>
<th>Univ.</th>
<th>Mean*</th>
<th>Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you</td>
<td>1</td>
<td>8.3%</td>
<td>5</td>
<td>41.7%</td>
<td>2</td>
<td>16.7%</td>
<td>2</td>
<td>16.7%</td>
<td>1</td>
<td>8.3%</td>
<td>1.73</td>
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<td>published in the last five years?</td>
<td>8.3%</td>
<td>41.7%</td>
<td>5</td>
<td>41.7%</td>
<td>2</td>
<td>16.7%</td>
<td>2</td>
<td>16.7%</td>
<td>1</td>
<td>8.3%</td>
<td>2.71</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in</td>
<td>4</td>
<td>33.3%</td>
<td>7</td>
<td>58.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8.3%</td>
<td>88</td>
</tr>
<tr>
<td>the last five years?</td>
<td>33.3%</td>
<td>58.3%</td>
<td>7</td>
<td>58.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8.3%</td>
<td></td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in</td>
<td>3</td>
<td>25.0%</td>
<td>6</td>
<td>50.0%</td>
<td>1</td>
<td>8.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td>the last five years?</td>
<td>25.0%</td>
<td>50.0%</td>
<td>6</td>
<td>50.0%</td>
<td>1</td>
<td>8.3%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>8.3%</td>
<td>1</td>
<td>8.3%</td>
<td>4</td>
<td>33.3%</td>
<td>6</td>
<td>50.0%</td>
<td>0.64</td>
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<tr>
<td>meetings over the last five years?</td>
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<td>0%</td>
<td>1</td>
<td>8.3%</td>
<td>1</td>
<td>8.3%</td>
<td>4</td>
<td>33.3%</td>
<td>6</td>
<td>50.0%</td>
<td>0.64</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges</td>
<td>3</td>
<td>25.0%</td>
<td>3</td>
<td>25.0%</td>
<td>2</td>
<td>16.7%</td>
<td>1</td>
<td>8.3%</td>
<td>3</td>
<td>25.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>or institutions over the last five years?</td>
<td>25.0%</td>
<td>25.0%</td>
<td>3</td>
<td>25.0%</td>
<td>2</td>
<td>16.7%</td>
<td>1</td>
<td>8.3%</td>
<td>3</td>
<td>25.0%</td>
<td>0.0</td>
</tr>
<tr>
<td>*Mean range: 0-0, 1-1-2, 2-3-4, 3-5-6, 4-7 or more; “NA” (Not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>applicable) excluded from analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Percentile Ranking based on 34 Departments”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How many professional articles or chapters in books have you published in the last five years?

How many authored books or edited books have you published in the last five years?

How many monographs, manuals, or reviews have you published in the last five years?

How many formal presentations have you given at professional meetings over the last five years?

How many formal presentations have you given at other colleges or institutions over the last five years?
Supplemental Questions Provided by the Department of Applied Linguistics and ESL

Table 6

<table>
<thead>
<tr>
<th>Please indicate your faculty status:</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-stream</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Lecturer</td>
<td>5</td>
<td>50.0</td>
</tr>
</tbody>
</table>

![Graph 25](image)

Table 7

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>My workload (advising, teaching, service) allows me sufficient time to pursue my research goals.</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>33.3</td>
<td>4</td>
</tr>
<tr>
<td>The department promotes collaboration between faculty in different programs (undergraduate, graduate, IEP, ESL).</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>16.7</td>
<td>1</td>
</tr>
<tr>
<td>Graduate students in our program have sufficient opportunities to teach.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>8.3</td>
<td>0</td>
</tr>
<tr>
<td>Graduate students in our program have sufficient opportunities to work with faculty on research.</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>25.0</td>
<td>2</td>
</tr>
</tbody>
</table>

*Mean range: 1—strongly disagree to 5—strongly agree; “Don’t know/NA” (not applicable) excluded from analysis.
My workload (advising, teaching, service) allows me sufficient time to pursue my research goals.

The department promotes collaboration between faculty in different programs (undergraduate, graduate, IEP, ESL).

Graduate students in our program have sufficient opportunities to teach.

Graduate students in our program have sufficient opportunities to work with faculty on research.
Department of Applied Linguistics and ESL
Faculty Survey Comments

The following statements are in response to the comment section in the online survey.

All responses are exported directly into a Word document without any changes to wording, punctuation, or grammar.

As I understand it, the primary responsibility of lecturers is teaching. Why, then, are they asked to show evidence of service/development in the field '(if appropriate)' during reviews? It seems that there is a lot of pressure to perform at the level of the Professor though the scope and duties of the positions is significantly different. '(If appropriate)' is not taken lightly in this department. In fact, the message is if lecturers don't consistently present/publish/serve the field/etc, then they aren't good teachers.

There is a strong sense of collegiality and cooperation that really contributes to a strong department. I feel totally supported by administration and other faculty members in relation to teaching, service, and my own professional growth. The department is strong, dynamic, and growing -- as is the university -- and I feel very fortunate to be part of this academic community. My only complaints would have to do with policies at a university/board of regents/legislature level -- involving the pay (too low for the workload and professional training required), challenges of dealing with an intricate and somewhat opaque bureaucracy, lack of domestic partnership benefits, etc.

Doctoral students need a more secure source of funding and they need it for more than 4 years; also teaching 4 courses a year is too much teaching. Department needs more of an academic focus (e.g., faculty presentations of research either every other week or monthly).

I don't believe that this instrument effectively elicited information about all programs in the department. In my opinion, the majority of questions seemed geared toward the graduate programs and graduate faculty. I am interested in exploring additional ways to gather information about all of the various programs within our department so that we, as a faculty group, can determine our strengths and the areas in which we could further develop.

Since we now have a brand new chair in the department, some of the issues raised in the survey are in flux and it is difficult to form an opinion at this point. In general, things are going well in the department. The faculty is becoming younger with some recent retirements and the hiring of new faculty. Change is inevitable.
Appendix D6

Undergraduate and graduate advisement procedures

**Undergraduate Advisement**

The Department of Applied Linguistics and ESL appoints a department faculty member to advise undergraduate students on the following issues:

- Advise undergraduates regarding their major and minor courses in Applied Linguistics
- Advise undergraduates regarding their electives for their major or minor in Applied Linguistics
- Advise undergraduates on a range of issues regarding their ongoing progress toward their completion of their BA
- Be available through regular office hours and by telephone and email throughout the semester to meet with students requiring advisement in the BA program
- Work with the Department of Student Advisement in coordinating the degree programs of BA students in Applied Linguistics as regards college and university wide requirements

**Graduate Advisement**

An academic advisor from the graduate faculty is assigned (by the AL/ESL Director of Graduate Studies) to each MA and PhD student to advise them on coursework and other degree and career related activities appropriate for each term in their respective programs, monitor the student’s progress toward the degree, and in doing so contribute to maintenance of a consistently strong curriculum in each graduate degree program.
## Appendix E1

### Selected professional development activities—PhD students

<table>
<thead>
<tr>
<th>PhD Students</th>
<th>Selected Professional Development Activities (2005-present)</th>
</tr>
</thead>
</table>
| Jason Litzenberg | - March 2007: TESOL Arabia "Written Instructions: Formulate, Don't Intimidate"
|                 | - January, 2007: UAEU-UGRU Professional Development Day "Written Instructions: Formulate, Don't Intimidate" |
|                 | - June 2004: UAEU-UGRU Professional Development Day "How much prosody do our students need?" |
|                 | - March 2006: TESOL International "Teaching Awareness of Intonation and Discourse Domain" |

<table>
<thead>
<tr>
<th>Joseph Lee</th>
<th>Publications:</th>
</tr>
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<tr>
<th></th>
<th>Presentations:</th>
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<tbody>
<tr>
<td></td>
<td>- Professor-speak: Preliminary findings on the rhetorical and lexico-grammatical features of university lecture introductions. Paper presented at the GTA Pedagogy Conference, Center for Teaching and Learning, Georgia State University, Atlanta, GA, January 26, 2008.</td>
</tr>
</tbody>
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<tr>
<th></th>
<th>Professional Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Proposal Reader, TESOL Speech, Pronunciation, and Listening Interest Section (SPLIS), 42nd Annual TESOL Convention, New York, NY.</td>
</tr>
<tr>
<td></td>
<td>- Proposal Reader, 2007 Georgia TESOL Conference, Atlanta, GA.</td>
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<table>
<thead>
<tr>
<th>Amanda Baker</th>
<th>Publications:</th>
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<tr>
<th></th>
<th>Presentations/Workshops:</th>
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## Appendix E1

### Selected professional development activities—PhD students

<table>
<thead>
<tr>
<th>Conference, Washington, DC.</th>
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<tbody>
<tr>
<td>Other: Abstract Reader: Speech, Pronunciation and Listening Interest Section -TESOL (2007-Present)</td>
</tr>
</tbody>
</table>

### Eliana Hirano

<table>
<thead>
<tr>
<th>Presentations</th>
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<tbody>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Proposal reader for ISCAR (2008)</td>
</tr>
</tbody>
</table>

### Pam Pearson

| “A corpus-based study of mandative subjunctive triggers in published research articles” Refereed paper at AACL in Provo, UT, March 2008 |

### Yanbin Lu

<table>
<thead>
<tr>
<th>Publication:</th>
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<tr>
<td>Presentation:</td>
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### Appendix E1

Selected professional development activities—PhD students

<table>
<thead>
<tr>
<th>Amanda Lanier</th>
<th>Presentations</th>
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<tr>
<th>Caroline Payant</th>
<th>Presentation</th>
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<table>
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<tr>
<th>Cheongmin Yook</th>
<th>Publications</th>
<th>Professional services</th>
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<td></td>
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</table>

- Different expectations of teachers and students in U.S. and Chinese universities. 16th Sino-American Education Consortium at Kennesaw State University, Atlanta, 2005.
Appendix F1
Definition of Graduate Faculty and Criteria for Selection of Graduate Faculty

DEPARTMENT OF APPLIED LINGUISTICS/ESL

GRADUATE FACULTY MEMBERSHIP

Policies and Procedures

Approved by the Graduate Faculty—December 2, 2008

Preamble

Since graduate programs are only good as the faculty who offer them, appointment of the graduate faculty is crucial to the quality of the graduate programs. In order to ensure the quality of graduate education, it is imperative that faculty involved with graduate programs possess the appropriate academic credentials or otherwise have special expertise to offer graduate students, that they be current and active in their engagement with research or other scholarship. (Source: The appointment and review of graduate faculty, Organization and administration of graduate education: A policy statement, published by the Council of Graduate School, 1990)

The regional accrediting association for Georgia State University, the Commission on Colleges of the Southern Association of Colleges and Schools, maintains that “the effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interacts with faculty…for this reason, graduate, faculty members should be productive, creative scholars readily accessible to their students.” (Source: Criteria for Accreditation, COC/SACS, 1996, p.38) Moreover COC/SACS also mandates that “eligibility requirements for faculty members teaching graduate courses be clearly defined and publicized” (Ibid, p.47). COC/SACS requires that “each faculty member teaching courses at the master’s and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. …All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline” (Ibid, p.48). These requirements also apply to part-time faculty (Ibid, p.49).

Georgia State University’s Strategic Plan (approved by the University Senate, March 1995) calls for the development of standards and guidelines for graduate faculty membership. In April, 1997, the University Senate approved policies and guidelines for graduate faculty membership (See Section 306.07 of the Georgia State University Faculty Handbook.)

The following Graduate Faculty membership guidelines and criteria for the Department of Applied Linguistics/English as a Second Language are consistent with all of the above.

Duties/Responsibilities of Graduate Faculty

A faculty member in the Department of Applied Linguistics/ESL must hold graduate faculty membership in order to be assigned to:

(1) Teach any course at the graduate level, including graduate courses which may be cross-listed with undergraduate courses.
(2) Devise and design graduate curricula.
Appendix F1

Definition of Graduate Faculty and Criteria for Selection of Graduate Faculty

(3) Direct or serve on a master’s thesis or a doctoral dissertation committee or act as supervisor or second reader on a master’s level research project or portfolio.
(4) Advise graduate students on their academic programs.
(5) Serve as chair of the department, or director of graduate studies.
(6) Serve on tenure and promotion committee of the department.

Criteria for Regular Membership on the Graduate Faculty

Criteria for regular membership on the graduate faculty shall include all of the following:

(1) Hold an earned doctorate in a relevant discipline, with doctoral level course work in relevant areas;
(2) Full-time tenured or tenure-track appointment in the Department, at the rank of Assistant Professor or above;
(3) Current scholarly productivity;
(4) Current involvement with graduate level teaching;

For the purposes of (1) above, the following shall count as relevant disciplines or areas: Linguistics, Applied Linguistics, Second Language Acquisition, TESOL, Educational Psychology, Foreign Language Education, English, and Intercultural Communication. Faculty with degrees in other areas may be considered on a case-by-case basis.

For the purposes of (3) above, current scholarly productivity shall be defined as at least three primary and/or secondary research publications within the last five years in the form of refereed publications (refereed journal articles, edited books, and/or single/multiple authored volumes) of significant quality in recognized and reputable publication sources (i.e., commercial or university presses, professional journals). In addition, there should also be some evidence of other forms of scholarship and professional development (e.g., research proposals, journal editorial boards, research paper presentations).

For the purposes of (4) above, current involvement with graduate level teaching shall be required only for reappointments to the graduate faculty, and shall consist of teaching at least two graduate courses within the previous five years.

Materials and Procedures for Appointments to the Graduate Faculty

All new tenure-track faculty, because they are hired under the requirement of “current scholarly competence,” will be appointed to full Graduate Faculty status until their tenure review. Review for subsequent appointments to the graduate faculty shall occur in conjunction with (in terms of timing and documentation) review for tenure and/or promotion and post-tenure review.

Review of the faculty member for graduate faculty membership shall be conducted by the promotion and tenure committee of the department. The committee shall sign a written recommendation to the
Appendix F1

Definition of Graduate Faculty and Criteria for Selection of Graduate Faculty

Department Chair, who shall in turn endorse that recommendation and forward it to the Dean for action. Supporting materials shall also be forwarded with the committee’s recommendation. Negative recommendations for graduate faculty membership shall also be forwarded to the Department Chair and the Dean.

Faculty members denied graduate faculty membership may reapply no sooner than the next academic year.

Materials to be included for the review shall include, at minimum:

- A current CV
- Copies of all publications during the last five years
- Materials documenting teaching effectiveness in graduate courses, especially a teaching portfolio, including syllabi and student evaluations for graduate courses.

Ad Hoc and Courtesy Appointments to the Graduate Faculty

Other faculty, including PTIs, adjunct, non-tenure track and other non-regular or non-full-time faculty may request ad hoc appointment to the graduate faculty for the performance of a specific graduate faculty responsibility (e.g., teaching a graduate course, service on a specific doctoral committee). Faculty requesting ad hoc appointment must have expertise relevant to the specific graduate faculty function to warrant this type of exceptional appointment. An ad hoc appointment to the graduate faculty must be approved by the departmental Executive Committee, and is granted only for the performance of the specific graduate faculty function for which it is requested. An ad hoc appointment shall expire after the function is completed or in three years, whichever occurs first.

Full-time members from other units (i.e., other departments or colleges) of the University may be granted a courtesy graduate faculty appointment in the Department in their home unit and provided that the criteria for graduate faculty membership in that unit are comparable to those of this Department. In order to hold such a courtesy appointment, the faculty member in question must be performing a graduate faculty function for the Department of Applied Linguistics/ESL (e.g., teaching a graduate course in the department). The courtesy appointment is effective only for the duration of the performance of that graduate faculty function, and shall be approved by the departmental Executive Committee.

Candidates for ad hoc or courtesy appointments to the graduate faculty shall be requested to provide relevant documentation to support their applications, as determined by the departmental Executive Committee on a case-by-case basis.

Faculty holding ad hoc or courtesy appointments are not granted the right to vote.
### Appendix F2

List of Graduate Faculty
8 Current Members of AL/ESL Graduate Faculty
(Plus, 3 former members active during the review period)

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Rank</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Belcher</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>Director of Graduate Studies</td>
</tr>
<tr>
<td>* Pat Byrd</td>
<td>Ph.D.</td>
<td>Professor Emerita</td>
<td>Retired end of fall, 2007</td>
</tr>
<tr>
<td>Viviana Cortes</td>
<td>Ph.D.</td>
<td>Assistant Professor</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; appointed fall, 2008</td>
</tr>
<tr>
<td>* Jodi Eisterhold</td>
<td>Ph.D.</td>
<td>Assistant Professor</td>
<td>Resigned end of fall, 2007</td>
</tr>
<tr>
<td>Eric Friginal</td>
<td>Ph.D.</td>
<td>Assistant Professor</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; appointed fall 2008</td>
</tr>
<tr>
<td>* Nan Jiang</td>
<td>Ph.D.</td>
<td>Associate Professor</td>
<td>Resigned end of summer, 2008</td>
</tr>
<tr>
<td>Stephanie Lindemann</td>
<td>Ph.D.</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>John Murphy</td>
<td>Ed.D.</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Gayle Nelson</td>
<td>Ph.D.</td>
<td>Professor</td>
<td>Past Chair; Current Director of International Programs, Dean’s office</td>
</tr>
<tr>
<td>Lucy Pickering</td>
<td>Ph.D.</td>
<td>Assistant Professor</td>
<td>Director of Undergrad Studies</td>
</tr>
<tr>
<td>Sara Weigle</td>
<td>Ph.D.</td>
<td>Associate Professor</td>
<td>Chair</td>
</tr>
</tbody>
</table>

* As of fall 2008, no longer member of AL/ESL graduate faculty
Appendix F3
Vitas for All Current AL/ESL Full Time Faculty

Diane Dewhurst Belcher

Education
Ph.D. The Ohio State University, English
M.A. The Ohio State University, English
B.A. The George Washington University, English (with Distinction and Special Honors)

Teaching and Administrative Experience
Georgia State University
Professor, Applied Linguistics / ESL, 2008-
Director of Graduate Studies, Applied Linguistics / ESL, 2004-
Associate Professor, Applied Linguistics / ESL, 2003-2008

The Ohio State University
Adjunct Associate Professor, Foreign and Second Language Education, 2001-2003
Adjunct Assistant Professor, Foreign and Second Language Education, 1994-2001
Director, ESL Composition Program, 1994-2003
Acting Director, ESL Composition Program, 1993-1994
Associate Director, ESL Composition Program, 1991-1993
Coordinator, ESL Composition Program, 1986-1991
Lecturer, Department of English and ESL Composition Program, 1983-1986

Beijing Normal College of Foreign Languages
Foreign Expert, Department of English, 1982-1983

The Ohio State University
Lecturer, Department of English, 1980-1982
Graduate Teaching Associate, Department of English, 1974-1980

Courses Taught
Teaching Methods and Theory Courses
Approaches to Teaching ESL/FL
Genre Theory
Intercultural Communication
Issues in L2 Literacy: Reading/Writing Relationships
Issues in L2 Writing
EFL Practicum (for undergraduates)
Practicum (for MA students)
Qualitative Research Methods
Teaching of College Composition in ESL
Writing across Languages and Cultures
English as a Second/Foreign Language Courses
Proposal, Thesis, and Dissertation Writing for Nonnative Speakers
Academic Writing in ESL (for advanced ESL writers)
Advanced ESL Composition (for intermediate/advanced ESL writers)
Classroom English for International Graduate Teaching Associates
Technical Communication (on-site for Bell Labs employees)
Intermediate EFL Composition (in the People’s Republic of China)
Introduction to American and British Literature (in the People’s Republic of China)

Other Composition and Literature Courses
Introduction to English Literature
Introduction to Fiction
Advanced Composition
Freshman Composition

Publications
Edited Books

Solicited Article

Articles in Refereed Journals


**Chapters in Edited Books**


**Book Reviews and Short Communications**


**Book Forewords**


**Plenary, Featured, Invited Presentations**


Belcher, D. (2005, October). The promise and perils of computer-assisted academic literacy acquisition. Invited talk at National University of Kaohsiung, Kaohsiung, Taiwan.


Belcher, D. (1992, May). Nonnative speaker graduate student writing. Invited talk at the GTASE (Graduate Test of Academic Skills in English) Workshop, University of Michigan, Ann Arbor, MI.


Refereed Presentations


**Editorships**
Associate co-editor (with Alan Hirvela) of *TESOL Quarterly*, 2009. (Co-editorship beginning 2010).

Guest co-editor (with Alan Hirvela), special issue, *Writing scholars as teacher educators*, *Journal of Second Language Writing*, 16.3 (2007).


Series co-editor (with Jun Liu), *Michigan Series on Teaching Multilingual Writers*, University of Michigan Press, appointed 1999; series now includes 9 published books:
3. Canagarajah, A. S. (2002). *Critical academic writing and multilingual students*
5. Goldstein, L. (2005). *Teacher written feedback*
8. Liu, J., & Hansen, J. (2002). *Peer response in second language writing classrooms*


**Grants**
Recipient of Fulbright Senior Specialist grant: Hong Kong award, May-June 2007, $5,100.
Recipient of Ohio State University College of Education Staff Professional Development Matching Grant as co-chair for Ohio State Conference on L2 Reading/Writing Connections, July 1998, $500.
Recipient of Ohio State University Office of Research Travel Grant to present “Nonnative writing in the corporate setting” at the 24th IATEFL Conference, Dublin, Ireland, March 1990, $500.
Recipient of Ohio State University Office of Research Travel Grant to present “Teaching the rhetoric of academic discourse communities in the advanced ESL classroom” at the 22nd IATEFL Conference, Edinburgh, Scotland, April 1988, $500.

**Professional Activities**

**Professional Consulting**
External Program Reviewer for the MA TESL Program and ESL Program, Department of English, Bowling Green State University, Bowling Green, OH, April 2003.
TOEFL Essay topic development consultant for ETS (Educational Testing Service)
    - February 2003, Oakland, CA
    - April 2000, Miami Beach, FL
    - June 1999, San Ramon, CA
November 1998, Princeton, NJ
TOEFL 2000 Project consultant for ETS
June 2000, Princeton, NJ
May 2000, Kalamazoo, MI
EAP (English for academic purposes) consultant to the ESL program at Indiana/Purdue University at Indianapolis, Aug. 20-21, 1993.

Offices Held
Member of Publications Committee, TESOL, 2002-2005
Member of Higher Education Interest Section Steering Committee, TESOL, 2001-2002
Member of TOEFL Committee of Examiners, 1997-2001.
Chair of TOEFL Test of Written English Committee, 1997-1998.
Member of TOEFL Test of Written English Committee, 1994-1997

Reviewing
Grant Proposal Reviewer
City University of Hong Kong

Editorial Board Membership
ESAP 2006-
Review of Applied Linguistics in China—Issues in Language Learning and Teaching 2004-
English for Specific Purposes 1995-1998

Book Proposal/Manuscript Reader
Bedford / St. Martin=s Press
Cambridge University Press
Continuum
Elsevier
ERIC Clearinghouse on Adult, Career, and Vocational Education
Lawrence Erlbaum
Macmillan
Prentice Hall
Routledge, Taylor and Francis
TESOL
University of Michigan Press
Wadsworth

Occasional Article Manuscript Reader
Canadian Modern Language Review
Educational Testing Service (TOEFL research report series)
Journal of Asian Pacific Communication
Journal of English for Academic Purposes (JEAP)
Journal of Second Language Writing
Language Learning and Technology
Language Testing

Abstract Reviewer for National Conferences
Abstracts for the 2nd Symposium on Second Language Writing, 2000

External Reviewer for Promotion and Tenure
Chinese University of Hong Kong (Promotion Documents)
Indiana/Purdue University (Promotion Documents)
New York Institute of Technology (Tenure and Promotion Documents)
Purdue University (Tenure and Promotion Documents)
University of Alabama (Promotion Documents)
University of British Columbia (Tenure and Promotion Documents)
University of California, Santa Barbara (Promotion Documents)
University of San Francisco (Promotion Documents)
University of South Alabama (Tenure and Promotion Documents)
University of South Florida (Tenure and Promotion Documents)
University of Toledo (Tenure and Promotion Documents)
University of Washington (Tenure and Promotion Documents)

External Reviewer for Hiring Committee
City University of Hong Kong

External doctoral dissertation examiner
Student: Mohammed Ali Kassem, Dept. of Curriculum & Instruction, Assiut University, Assiut, Egypt (in progress).
Student: LuxinYang, Dept. of Curriculum, Teaching, and Learning, OISE, University of Toronto, 2005-6.
Student: Becky Kwan, Dept. of English and Communication, City University of Hong Kong, China, 2005.

Other Service to the Profession
Participated in TESOL journal editors panel: How to get published in ESOL and applied linguistics serials. 42nd Annual TESOL Convention, New York, NY, April 2008.
Organized invited colloquium, Redefining the specific in language for specific purposes: Insights from genre theory, corpus linguistics, and critical ethnography. Participants: Vijay Bhatia, John Flowerdew, Lynne Flowerdew, Ken Hyland, Ann Johns, Brian


Presented workshop on designing writing prompts and responding to second language undergraduate writing, University of Utah, Salt Lake City, September, 2007.

Served as discussant for panel The Future of ESP at the 2006 International Symposium on ESP and Its Application in Nursing and Medical English Education. Fooyin University, Kaohsiung, Taiwan, November 2006.


Participated in consultation session on Issues related to second language writing, Conference on College Composition and Communication (CCCC) 2006 Annual Convention, Chicago, IL.


Participated in panel: Curricula in Master’s degree programs. 40th Annual TESOL Convention, Tampa, FL, March 2006.


Served as discussant for AILA symposium: Multilingual scholars interacting with gatekeepers of English academic publishing, Madison, WI, July 2005

Organized discussion group: Analyzing genres across cultures and media; 39th Annual TESOL Convention, San Antonio, TX, March/April 2005

Participated in TESOL Publications Committee panel: Getting started, getting published with TESOL publications, 39th Annual TESOL Convention, San Antonio, TX, March/April 2005

Participated in journal editors panel: How to get published in a TESOL publication, 39th Annual TESOL Convention, San Antonio, TX, March/April 2005

Presented workshop on teaching L2 writing, Shantou University, Shantou, China, August 2004.

Participated in Elsevier journal editors meeting, Boston, MA, May 2004.


Participated in journal editors panel: Demystifying academic publication, 38th Annual TESOL Convention, Long Beach, CA, April 2004

Participated in journal editors panel: Demystifying academic publication, 37th Annual TESOL Convention, Baltimore, MD, March 2003

Organized colloquium: Current/recurrent issues in teaching multilingual writers, 37th Annual TESOL Convention, Baltimore, MD, March 2003

Organized colloquium: Computers and academic literacy, Ohio TESOL Fall Conference, Columbus, OH, November 2002.

Organized sequel to preceding year=s colloquium: Current/recurrent issues in teaching multilingual writers, 36th Annual TESOL Convention, Salt Lake City, UT, April 2002.


Served as respondent for TESOL colloquium: *Current Research on Peer Review in ESL Composition*, Chicago, IL, March 1996.


Served as respondent for TESOL Research Interest Section's Academic Session: *Classroom-centered research: Perspectives from teachers, teacher-researchers, and researchers*, 26th Annual TESOL Convention, Vancouver, BC, March 1992.

Participated as discussant in Roundtable on ESL Composition Programs, Ohio TESOL Spring Conference, Columbus, OH, April 1990.

Trained as reader for ETS's Test of Written English, San Antonio, TX, March 1989.

Chaired and participated as discussant in Roundtable on Composition Materials, Ohio TESOL Fall Conference, Canton, OH, November 1988.

Chaired and participated as discussant in Roundtable on Responding to Student Writing, Ohio TESOL Spring Conference, Columbus, OH, April 1987.

**Service at Georgia State University**

Involvement in Graduate Student Research

Alternate PhD Qualifying Paper (QP) reader, QP Committee 2004-2008

PhD Qualifying Paper advisor

Amanda Baker, Teacher cognition and pronunciation instruction in the ESL classroom, Fall 2007

Vincci Kwan, Beliefs of Hong Kong residents on the current views of English. Fall 2007

Brent Poole, Chatting about chat: A look at peripheral participation. Spring 2005

**MA Paper 1st reader commitments**

Gena Bennett, Teaching in Japan: An introductory guide for foreigners. Fall 2004

Bouraima Berte, An ethnographic report on some African and American spouses for an intercultural content-based curriculum for adult ESL/EFL learners. Fall 2006

Kazushige Cho, Adjusting Japanese communication style to the culture of the US. Fall 2005

Giang Dang, Vietnamese student sojourners in the US: Adaptation to a new culture. Spring 2007

Lukas Faber, The cultural sojourner: El Salvador. Fall 2006

Lindsey Gulley, Reliability and validity in second language writing assessment. Summer 2004

Sophia Lane, Teaching English in Kratovo, Macedonia. Summer 2007
Mindy McCauley, Japanese business sojourners. Fall 2005
Francisco Javier Oaxaca, U.S. History through a Corpus Linguistic Lens: Examining Middle School History Texts. Fall 2007
James Petzke, Gender inequality in Turkish public education. Summer 2006
Carol Silver, An analysis of the effects of the United States’ immigration policy on ESL students’ acquisition of English. Fall 2008.
Jessica Tackett, Computer mediated communication in L2 instruction. Summer 2006
Amy Tillman, A love affair with pidgin: An account of a private language. Spring 2007
Paige Welch, The impact of America on Albanian teenagers. Summer 2006

MA Paper 2nd reader commitments
Mokhtar Al-Zuraiki, Academic speaking and writing: An advanced course for high diploma students at Taiz University, Yemen. Spring 2004
Eudes Aoulou, Materials design and development in Benin: Rationale and challenges. Spring 2006
Holly Berman, Pronunciation instruction in adult basic English. Spring 2006
Rachel Da Silva, Leave-taking on a university campus. Spring 2006
Amy Gerhiser, Business English communications in the UAE. Spring 2007
Kate Hardeman, Pronunciation lessons for Korean ESL students. Summer 2006
Bradley Hodges, Trans-Atlantic transitions: An EAP course for French students preparing to study in the United States. Fall 2006
Chiaki Kajiro, A pronunciation course in a teacher education program in Japan. Fall 2004
Amanda Lanier, Learning with or without Legitimacy: One Japanese Student’s Experience of a Graduate Community of Practice. Spring 2008
Colin Large, Effects on language planning: Ukraine and its Soviet legacy. Summer 2006
Marciana Lobo, Sexism in the Brazilian Portuguese: Who’s to blame? Spring 2005
Eva Medin, A qualitative study of newcomer Turkish PhD students’ participation in US academic environments. Spring 2008
Tri Nguyen, The vocational English as a second language program at Atlanta Technical College. Summer 2006
Laura Rios, Language learner/teacher autobiography. Spring 2006
Beverly Scholz, Conversations in Atlanta: An eight-week course in conversation and pragmatics in leisure organizations. Summer 2004
Jamie Solesbee, Test revision of Cambridge New Interchange Intro Test 3. Spring 2006
John Stowe, English for social workers: Proposal for a preparatory course for interns in Mexico. Spring 2005
Dara Suchke, Personal reflections on my life as a teacher and language learner. Fall 2005
Kelly Taylor, Salient features of academic prose: Understanding and teaching the passive voice, the present tense, and complex noun phrases. Summer 2006
Jon Valentine, Strategic Reading Course: Applying Strategic Reading Strategies to an Eighth Grade German Course. Fall 2004
Clark Wisenbaker, Lessons learned: An autobiography of a language learner and teacher. In progress
Jing Zhang, Teaching Chinese to American students. Spring 2005

Doctoral candidacy examination and/or dissertation committee member:

Current
Myrnelle Gregory-Bryan, Teaching and Learning, College of Education
Liang Guo, Applied Linguistics/ESL
Eliana Hirano, Applied Linguistics/ESL
Magdi Kandil, Applied Linguistics/ESL
Theresa Kotlar, Teaching and Learning, College of Education
Joseph Lee, Applied Linguistics/ESL
Yanbin Lu, Applied Linguistics/ESL
Lauren Lukkarila, Applied Linguistics/ESL
Katherine Moran, Applied Linguistics/ESL
Azusa Uchihara, Teaching and Learning, College of Education
Margo Williams, Teaching and Learning, College of Education

Completed
Luciana Diniz, Applied Linguistics/ESL
Jennifer Greene, Teaching and Learning, College of Education
Iryna Kozlova, Applied Linguistics/ESL
Weimin Zhang, Applied Linguistics/ESL

Committee Membership: University, college and departmental
Member, AL/ESL Ad Hoc Committee on Oral Proficiency for ITAs, 2008-2009
Chair, AL/ESL Tenure-track Faculty Search Committee (2 searches), 2007-2008
Member, College of Arts and Sciences Graduate Petitions Committee, 2007-2008
Chair, AL/ESL MA Studies Committee, 2007-2008
Member, AL/ESL PhD Studies Committee, 2007-2008
Member, AL/ESL Undergraduate Studies Committee, 2006-2007
Member, AL/ESL MA Recruitment Committee, 2005
Member, College of Arts and Sciences Graduate Studies Committee, 2004-2005
Chair, AL/ESL Tenure-track Faculty Search Committee (2 searches), 2004-2005
Member, AL/ESL PhD Learning Outcomes Committee, 2004-2005
Chair, AL/ESL Digital Portfolio Committee, 2003-2004
Member, AL/ESL MA Learning Outcomes Committee, 2003-2004

Other Service Activities at Georgia State
Advising
three Ph.D. students, 2008-2009
five Ph.D. students, 2007-2008
six Master’s students, 2007-2008
three Ph.D. students, 2006-2007
nine Master’s students, 2006-2007
one Ph.D. student, 2005-2006
six Master’s students, 2005-2006
seven Master’s students, 2004-2005
four Master’s students, 2003-2004

Guest Speaker
Spoke (with Gayle Nelson) to visiting Chinese English instructors on academic publishing, July 30, 2007
Spoke to AL/ESL MA students on preparing to apply to PhD programs to Applied Linguistics MA students, October 2005, 2006, 2007
Spoke (with Sara Weigle) to AL/ESL doctoral students on presenting conference papers, September 2003
Spoke on coping with stress to AL/ESL doctoral students, November 2003

Service at Ohio State University
Involvement in Graduate Student Research
Doctoral Dissertation Co-advisor (with George Newell):
    Hsing-I Lin, English Education (completed)

Member of Doctoral Dissertation Committee:
In Progress
Hyunju Lee, Foreign and Second Language Education
Completed
Megumi Abe, Foreign and Second Language Education
Janet Bausser, English
Michele Bowman, Foreign and Second Language Education
Janina Brutt-Griffler, Foreign and Second Language Education
Seon-hwa Eun, Foreign and Second Language Education
Maria Garriga, Foreign and Second Language Education
Dong-Hoon Lee, Foreign and Second Language Education
Jun Liu, Foreign and Second Language Education
Ludmila Marchenkova, Foreign and Second Language Education
Pornsiri Muangsamai, Foreign and Second Language Education
Mazemba Nzwanga, Foreign and Second Language Education
Junko Otoishi, Foreign and Second Language Education
Suzanne Panferov, Foreign and Second Language Education
Kathleen Romstedt, Foreign and Second Language Education
John Shannon, Foreign and Second Language Education
Ling Miao Yeh, Foreign and Second Language Education
Cynthia Zeki, English Education

Member of Doctoral Candidacy Examination Committee:
Completed
Michele Bowman, Foreign and Second Language Education
Janina Brutt-Griffler, Foreign and Second Language Education
Jette Hansen, Foreign and Second Language Education
Jocelyn Hardman, Foreign and Second Language Education
Hyungmi Joo, Foreign and Second Language Education
Soonhyang Kim, Foreign and Second Language Education
Dong-Hoon Lee, Foreign and Second Language Education
Hsing-I Lin, English Education
Pornsiri Muangsamai, Foreign and Second Language Education
Junko Otoshi, Foreign and Second Language Education
Suzanne Panferov, Foreign and Second Language Education
Susan Peterson, Foreign and Second Language Education
Ooyoung Che Pyun, Foreign and Second Language Education
Kathleen Romstedt, Foreign and Second Language Education

Reader for M.A. Thesis Alternative Option:
Jill Wilder, Integrated Teaching and Learning (completed)

Other Service Activities at Ohio State University

University Committee Membership
Member of K-12/Postsecondary Systems Group, 1998-2000.
Member of International Recruitment Advisory Group, 1998-1999.
Member of Learning Support Center Advisory Group, 1996-1998

Guest Speaker
Spoke on teaching international students at a session sponsored by Faculty and T.A. Development, February 2003
Spoke to English 110 GTAs-in-training on ESL student needs and expectations, August 29, 2002.
Addressed staff of OSU=s Writing Center on tutoring nonnative speakers, June 7, 2002
Spoke (with Akhila Ramnarayan) on responding to student writing, a session sponsored by Faculty and T.A. Development, May 2002.
Spoke (with Melissa Dunbar) on helping ESL writers across the curriculum, a session sponsored by Faculty and T.A. Development, January 2002.
Spoke to visiting South African teachers about Ohio State=s second language writing courses, July 2001
Spoke on second language writing assessment to ESL Composition Teaching Methods class, May 2000.
Spoke on contrastive rhetoric to Nonnative Speaker Professionals seminar, Feb. 18, 1999.
Spoke on the new computer-based TOEFL to ESL Composition Teaching Methods class May 26, 1998.
Participated in panel discussion (with Alan Hirvela and Anna Soter) for College of 
Education seminar, Classroom-oriented L2 Research, February 1998.
Spoke on contrastive rhetoric to Issues in Communicative Language Teaching class, 
November 1997.
Participated in panel discussion (with Amy Shuman and Amy Zaharlick) for College of 
Education seminar, Language, Literacy, and Multiculturalism, November 1996.
Spoke (with Terence Odlin) to First-Year Composition Teaching Methods class on 
meeting the needs of ESL students, November 1995 and November 1997.
Addressed (with Alan Hirvela) staff of OSU=s Writing Center on tutoring nonnative 
speakers, September, 1995; February 1994.
Spoke (with coordinators of ESL Composition Program) to OSU=s First-Year 
Composition staff on responding to ESL writing, April, 1995.
Addressed (with Srivalli Sastry-Kuppa) staff of OSU=s Writing Center on tutoring 
nonnative speakers, September 1993, October 1992, October and November 
Addressed (with Scott Miller and Tim Barnett) Biomedical Engineering faculty on 
plagiarism in graduate student writing, February 1993
Addressed staff of OSU=s Writing Center on tutoring nonnative speakers, October 1990.
Proposed, coordinated, and served as speaker for a Faculty Forum for OSU=s Center for 
Teaching Excellence: "Helping all students communicate: Meeting the needs of 
native speakers," February 1990.

Conference Coordination
Co-coordinator (with Louis W. Holschuh) of the first Ohio State Conference on L2 
Reading/Writing Connections, held July 31 and August 1, 1998

Professional Organization Membership
American Association of Applied Linguistics (AAAL)
Georgia TESOL
Teachers of English to Speakers of Other Languages (TESOL)
International Association of Teachers of English as a Foreign Language (IATEFL) 
(former member) (former member)
National Council of Teachers of English (NCTE) (former member)

Honors
Associate Research Fellow, The Indiana Center for Intercultural Communication: Division for 
Research on Health Discourse, 2007-
Fulbright Senior Specialist grant, 2007.
Fulbright Senior Specialist designation, 2006.
I. Academic Background

Ph.D. (with Honors) Applied Linguistics, Northern Arizona University, 2002

M.A. (with Distinction) TESL, California State University, Los Angeles, 1997


II. Professional Experience

a. Teaching Positions

August 2008—Present Assistant Professor, Department of Applied Linguistics and ESL, Georgia State University.
Courses taught:
AL8760 Corpus Linguistics
ESL 7350 Academic Writing for Graduate Students.

August 2002 – May 2008 Associate Professor, TESL/Applied Linguistics Program, English Department, Iowa State University (promoted May 2008), tenured.
Assistant Professor, TESL/Applied Linguistics Program, English Department, Iowa State University.
Courses taught:
English 537/437, Grammatical Analysis
English 528, English for Specific Purposes
English 527, Discourse Analysis
English 220, Descriptive Grammar
English 219, Introduction to Linguistics
English 101D, Advanced academic writing for International graduate students

July 2002- August 2002 Instructor, TESOL/Applied Linguistic Program, Northern Arizona University (NAU). Teaching Eng 528, Grammatical Foundations, a graduate grammar class required for the M.A. TESOL program, and Eng 321, English Grammars, a basic grammar class for undergraduate students majoring in English Education.

August 2001 – May 2002 Teaching Assistant, TESL/Applied Linguistics Program, English Department, NAU. Course Instructors: Prof. Jean Zukowski-Faust, Prof. William Grabe. English 121, The Story of English, an
introductory course on English and English-speaking communities and cultures and Eng 321, English Grammars, a basic grammar class for undergraduate students majoring in English Education. Responsibilities: lecturing, paper correction, class planning, class web-page design, and student conferences.


August 1998 - August 1999  Teaching Assistant, English Composition, NAU. English 105 – Critical reading and writing, basic freshman composition course. Three semesters: fall, spring, and summer.

1996 - 1998  Instructor. Instituto Cultural Argentino Norteamericano Escuela Superior (ICANAES), Teacher Training College, Buenos Aires, Argentina. Teaching undergraduate courses (Teaching the two-year language arts and Content-based instruction in the EFL class) in a teaching certification program for EFL instructors.

1994 - 1998  Head of the English Department and English Instructor. Colegio de Asis, Buenos Aires, Argentina. Responsibilities: coordinating and supervising a group of seven English teachers at the high school level (200 students). Teaching Content-based and skill-based courses.


1982-1986  English Instructor at several State elementary and high schools that depend on the Gobierno de la Ciudad de Buenos Aires, Argentina.

b. Special Teaching Positions

March 2007  Invited professor. Universidad Juárez Autónoma de Tabasco (UJAT), Villahermosa, Mexico. Introduction to Corpus-based research for faculty.
May 2005 Invited professor. Universidad de Castilla, La Mancha, Spain. Corpus-based course on Text Analysis for faculty and graduate students.

c. POS Committees

Iowa State University

MA

Completed

Chair

Scott Hanel, English, TESL/ Applied Linguistics
A corpus study of move functions in collection letters. May 2007

Pamela Pearson, English, TESL/ Applied Linguistics
A corpus-based study of mandative subjunctive triggers in published research articles. May 2007

Bethany Ekle Gray, English, TESL/ Applied Linguistics
This and these as pronouns and determiners: A corpus-based study of published academic research articles. May 2006

Adrian Florea, English, TESL/ Applied Linguistics.
PATTERNS OF ADVERBIAL STANCE MARKING IN UNITED NATIONS POLITICAL DISCOURSE: A CORPUS-BASED STUDY. MAY 2006

Rahime Nur Aktas, English, TESL/Applied Linguistics

Brenda Daisy, English, TESL/Applied Linguistics – RCPC
The mental verbs thing and believe in authorial evaluative that statements: A corpus study of four academic disciplines. May 2005.

Member

Monica Lopez Ceballos, English, TESL/ Applied Linguistics, 2007
Krysta Nibe, English, RCPC, 2006
Moises Perales Escudero, English, TESL/Applied Linguistics, 2005
Silke Wettegren, English, TESL/Applied Linguistics, 2005
Jagdish Kaur, English, TESL/Applied Linguistics, 2004
Megan Broberg, English, TESL/Applied Linguistics, 2004
Dave Adkins, Interdisciplinary Graduate Studies, 2004
Doctoral POS Committees

Completed

Member

Maria Noelia Ruiz Madrid, Departamento de Filología Inglesa, Universidad Jaume I, Castellón, España – June 2005

c. Research Positions

March 2008 – Present
Consultant, Indiana Center for Intercultural Communication, Indiana University Purdue University Indianapolis. Research Project on Health Literacy. Responsibilities: Supervising the transcriptions of the English Corpus of Diabetic Patient Surveys and Supervising the collection, transcription, and translation of the Spanish Corpus of Hispanic Diabetic Patient Surveys.

August 2000 - May 2001

May 1999 - July 2000

III. Research

1. Publications, presentations, and grants

a. Monograph

b. Chapters in books


c. Articles in refereed journals


Cortes, V. (2006). Teaching lexical bundles in the disciplinary class: An example from history. Manuscript accepted for publication. *Linguistics and Education* 17, 391-406.


d. Articles submitted for publication


e. Articles in preparation


f. Sections in books


g. Refereed conference presentations

*National and International Conferences*

2008 Using corpora to investigate academic writing. Pre-conference workshop. California TESOL Conference. Sacramento, California (April)


2008 Positioning lexical bundles in university lectures (with Eniko Csomay). Paper presented at the Conference for AAAL. Washington, DC (March)

2008 Positioning lexical bundles in university class sessions (with Eniko Csomay). Paper presented at the Conference for the American Association for Corpus Linguistics, Provo, Utah (March)

2007  Analyzing lexical bundles in English and Spanish history writing. Paper presented at the Conference for AAAL. Costa Mesa, California (April)


2006  A comparative analysis of lexical bundles in history writing in English and Spanish. Paper presented at the AAACL Conference, Flagstaff, Arizona (October)

2006  Exploring genre and corpora in the English for academic writing class. Paper presented at the ESP Interest Section Colloquium, TESOL Conference, Tampa, Florida (March)

2005  *Using corpora in the disciplinary writing class.* Paper presented at the AAACL/ICAME Conference, Ann Arbor, Michigan. (May)

2004  *Promoting autonomous learning in the English for academic writing class through corpus-assisted instruction.* Paper presented at the International Congress of TIC and Autonomy applied to language learning, Castellón, Spain. (May)

2004  *Key issues in corpus-based research for learner language.* Paper Presented at the AAAL Conference, Portland, Oregon. (May)

2003  *Computers and phraseology: Lexical bundles in disciplinary writing.* Paper presented at the EUROCALL Conference, Limerick, Ireland. (September)


2002  *Lexical bundles in published and student academic writing.* Paper presented at the International Symposium in Corpus Linguistics, Indianapolis, Indiana. (November)

2002  *Lexical bundles in ESP reading and writing.* (with Fredricka Stoller and James Jones). Paper presented at TESOL Conference, Salt Lake City, Utah. (April)

2002  *Lexical bundles in academic discourse.* Paper presented as part of a colloquium presentation at AAAL Conference, Salt Lake City, Utah. (April)


2001  *A look at lexical bundles: Going beyond collocations.* Paper presented as part of the Materials Designers colloquium at TESOL. St. Louis, Missouri. (February)
<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Conference/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td><em>Lexical bundles in context: A new taxonomy.</em></td>
<td>Paper presented at AAAL Conference, St. Louis, Missouri. (February)</td>
</tr>
<tr>
<td>1995</td>
<td><em>Do it yourself with HyperCard.</em></td>
<td>Presentation at TESOL International Conference, Long Beach, California. (April)</td>
</tr>
</tbody>
</table>

**Invited Papers**

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Conference/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>Write like a scientist: Analyzing genre and corpora in the academic writing class.</td>
<td>Plenary at the 10th ESP Latin American Colloquium. Río Cuarto, Córdoba, Argentina. (August)</td>
</tr>
<tr>
<td>2007</td>
<td>The contribution of corpus-based research to the study of grammar and language teaching: From prescription to description.</td>
<td>Keynote speaker presentation at the EPLE Conference, Villahermosa, Mexico. (March)</td>
</tr>
<tr>
<td>2007</td>
<td>Teaching academic writing with corpora.</td>
<td>Invited Colloquium at the CATESOL conference. San Diego, California. (April)</td>
</tr>
<tr>
<td>2005</td>
<td><em>The use of corpora in the teaching of academic skills.</em></td>
<td>Invited paper presented at the EPLE Conference, Villahermosa, Mexico. (November)</td>
</tr>
<tr>
<td>2004</td>
<td><em>A corpus-based academic writing class.</em></td>
<td>Invited paper presented at the Universidad Complutense, Madrid, Spain. (May)</td>
</tr>
<tr>
<td>2003</td>
<td><em>From the communicative approach to corpus linguistics: Teaching and researching in EFL/ESL. Keynote Speaker presentation. Professional development seminar.</em></td>
<td>Instituto Cultural Argentino-Norteamericano. Buenos Aires, Argentina. (May)</td>
</tr>
<tr>
<td>1997</td>
<td><em>Key curricular issues in computer-assisted instruction.</em></td>
<td>Paper presented at Argentina TESOL Conference, Buenos Aires, Argentina. (July)</td>
</tr>
</tbody>
</table>
Local Presentations

2008  From prescription to description: The use of corpora in the English language class. Paper presented for the Linguistics Society, Georgia State University. Atlanta, Georgia (October).


2004  Promoting autonomy in the English for academic writing class through corpus-assisted instruction. Paper presented at the CALL club meeting, Iowa State University, Ames, Iowa. (April)

2002  Technology in the classroom. Workshop presented at the MidTESOL 2002 Pre-Conference (with Volker Hegelheimer). Ames, Iowa (October)


2000  Instructors’ reactions to students’ errors. Paper presented at the Graduate Symposium, Northern Arizona University, Flagstaff, Arizona. (March)

h. Book Reviews


i. Other publications


j. Grants

Funded Grants

1. Source of funding: Iowa State University, Faculty Senate. Foreign Travel Grants
   Project Title: *Latin American ESP Colloquium presentation*
   Requested amount: $1280
   Dates for project: winter 2007
   Amount funded: $821

2. Source of funding: Iowa State University, College of Liberal Arts and Sciences. LAS Small Grants
   Project Title: *Trip to Montreal. Help in the organization of Conference for the American Association of Applied Linguistics.*
   Requested amount: $490
   Dates for project: summer 2006
   Amount funded: $490

3. Source of funding: Iowa State University, Liberal Arts and Sciences Computer Advisory Committee (LASCAC)
   Project Title: *Enhancing EAP (English for Academic Purposes) writing classes through corpus-assisted instruction.*
   Requested amount: $24,527
   Dates for project: spring/summer 2004
   Role: Principal Investigator
   Percent of time: 40%
   Amount funded: $19,338

4. Source of funding: Iowa State University, College of Liberal Arts and Sciences. LAS Small Grants
   Project Title: *Spanish academic wiring in history corpus collection*
   Requested amount: $750
   Dates for project: spring 2004
   Role: Principal Investigator
Percent of time: 10%
Amount funded: $750

5. Source of funding: Iowa State University, Faculty Senate. Foreign Travel Grants
   Project Title: *Trip to Eurocall Conference, Limerick, Ireland*
   Requested amount: $750
   Dates for project: fall 2003
   Amount funded: $750

6. Source of funding: College of Liberal Arts and Sciences, Summer Support
   Project Title: *Teaching lexical bundles in the history class*
   Role: Principal Investigator
   Dates for project: summer 2003
   Amount funded: one month of summer salary

7. Source of funding: University Honors Committee
   Project Title: *Lexical bundles in Spanish academic writing.*
   Requested amount: $250
   Role: Principal Investigator
   Dates for project: fall 2003
   Amount funded: $250

**Not funded grants**

1. Source of funding: Iowa State University, Center for Excellence in the Arts and Humanities
   Project Title: *Spanish academic writing in history corpus collection*
   Requested amount: one summer salary
   Dates for project: summer 2006
   Role: Principal Investigator

2. Source of funding: Iowa State University, Liberal Arts and Sciences Computer Advisory Committee (LASCAC)
   Project Title: *Improving EAP (English for Academic Purposes) writing classes*
   Requested amount: $14,631
   Dates for project: spring/summer 2006
   Role: Principal Investigator

3. Source of funding: Cargill
   Project Title: *Improving integral communication skills and academic performances of Engineering students*
   Requested amount: 15,000
   Dates for project: spring and summer 2005
Role: Co-Principal Investigator (with Dr. Halil Ceylan (Co-PI), Asst. Prof, Construction and Environmental Engineering)

4. Source of funding: Iowa State University, Faculty Senate. Foreign Travel Grants
   Project Title: *Trip to Congress on Autonomy and Technology Applied to Language Learning*
   Requested amount: $750
   Dates for project: summer 2004

5. Source of funding: Plant Sciences Institute
   Project Title: *Mining MEDLINE for Interactions*
   Requested amount: $59,531
   Dates for project: To be arranged
   Role: Co-Principal Investigator
   (with Daniel Bearlant (PI), Assoc. Profess., Electrical and Computer Engineering; Carol Chapelle, Prof., English; Julie Dickerson (Co-PI), Assoc. Prof., Electrical and Computer Engineering; James Reecy (Co-PI), Asst. Prof., Animal Science; Roger Wise (Co-PI), Collab. Prof., Plant Pathology, and Eve Wurtele (Co PI), Prof., Botany)

IV. Service

a. Service to the Profession

Reviewer and Consultant

Applied Linguistics – June 2008
Language Learning – March 2008
*English Text Construction* – July 2007
*Conference Proceedings*, University of Melbourne – January 2007
Journal of English for Academic Purposes – October 2006
*BELL* (Belgian Journal of English Language and Literatures) – June 2004
*TESOL Quarterly* – Spring 2006 issue – October 2005
*TESOL Quarterly* – Special Issue on Corpus Linguistics – September 2003
*TESOL Quarterly* – Spring 2003 issue – March 2003
*TESOL Quarterly* – Fall 2002 issue – November 2003
Pearson Education – Project LEA grammar consulting – 2003

Member

AAAL – American Association of Applied Linguistics
TESOL – Teachers of English to Speakers of Other Languages
AAACL – American Association of Applied Corpus Linguistics  
IPRA – International Pragmatics Association  
NAFSLA – North American Systemic Functional Linguistics Association  

Other services  

Local Chair, Conference for the American Association for Applied Linguistics, 2010, Atlanta, Georgia.  
NASFLA (North American Systemic Functional Linguistics Association) – Newsletter editor – 2006 to present  
AAAL – Program Committee member for the 2006 AAAL Conference, Montreal, Canada.  

b. Service to the University  

Iowa State University  
University Honors Mentor Program  
Year, Mentee, and Project  
Daniel Murphy, Accounting: Designing a new Lexical Bundles Program (LBP) in Perl  
2006 – Christina Demuth, Industrial Engineering: Spanish History Corpus Collection  
Kristina Daggett, World Languages and Cultures, Spanish: Spanish History Corpus Collection  
2005 – Rachel Goeb, World Languages and Cultures, Spanish: Spanish History Corpus Collection  
2003 – Elizabeth Blankenship: Organizing a corpus: An example from the CCCorpus.  

3. Service to the Department  
Georgia State University  

Ph D committee member  
Undergraduate program committee member  

Iowa State University  
Director, TESL Graduate Certificate Program  
PhD Portfolio Evaluation Committee Member  
Professional Development Committee Member
d. Advising

Georgia State University

PhD
Kate Moran, Department of Applied Linguistics and ESL – 2008
John Bunting, Department of Applied Linguistics and ESL – 2008

MA
Ma Hong, Department of Applied Linguistics and ESL – 2008
Oksana Waugh, Department of Applied Linguistics and ESL – 2008
Lauren Larson, Department of Applied Linguistics and ESL – 2008
Laura Martinez, Department of Applied Linguistics and ESL – 2008
Michelle Kleinhans, Department of Applied Linguistics and ESL – 2008

Iowa State University

PhD
Dessie Bekrieva-Grannis, Applied Linguistics and Technology Program – 2005

MA
Jessica Butterfield, TESL/Applied Linguistics Program – 2007
Elisa Guyader-Jofre, TESL/Applied Linguistics Program – 2007
Stephanie Kirkman, TESL/Applied Linguistics Program – 2007
Lei Shang, TESL/Applied Linguistics Program – 2007
Erica Snodgrass, TESL/Applied Linguistics Program – 2006 - present
Ruslan Suvorov, TESL/Applied Linguistics Program – 2006 - present

V. Contact Information

Campus Address: 34 Peachtree St. Suite 1200
Atlanta, GA 30324
USA

Telefonee: #1-404-413-5179
Fax: #1-404-413-5201
e-mail: vcortes@gsu.edu
EDUCATION AND TRAINING

May 2008

NORTHERN ARIZONA UNIVERSITY, Flagstaff, Arizona
PhD in Applied Linguistics
Dissertation Title: The Language of Outsourced Call Centers: A Corpus-Based, Multidimensional Study of Cross-Cultural Interaction

May 2000

NORTHERN ARIZONA UNIVERSITY, Flagstaff, Arizona
M.A. in Teaching English as a Second Language (TESL)
With Distinction
FULBRIGHT Scholarship
1999 Recipient: AT&T Leadership Award for Asia-Pacific

June 1996 to March 1998

UNIVERSITY OF THE PHILIPPINES, Diliman, Quezon City, Philippines
M.A. Ed. in Language Education (completed 36 credits)
Commission on Higher Education (CHED) National Scholarship
Academic Scholarship for 4 Semesters (1.19 GPA; 1.0 highest grade)

March 1993

SAN BEDA COLLEGE OF LAW, Mendiola, Manila, Philippines
Bachelor of Laws, completed 26 credits (Legal Research and Legal Writing)
Dean’s Scholarship

March 1992

UNIVERSITY OF THE EAST, CM Recto, Manila, Philippines
B.A. in English
Cum Laude (1.44 GPA; 1.0 highest grade)
1992 Recipient: Distinguished Graduate Award, University of the East

WORK EXPERIENCE

August 2008 to present

Assistant Professor, Department of Applied Linguistics and ESL
Georgia State University
August 2007 to May 2008

Lecturer (full-time appointment), LITERACY, TECHNOLOGY, AND PROFESSIONAL WRITING, English Department, Northern Arizona University

- Teaches undergraduate and graduate courses in Technical and Professional Writing (ENG 302W), Advanced Technical Writing (ENG 502), Professional Editing (ENG 517), and Rhetoric and Writing in Professional Communities (ENG 522) (courses delivered online and on-campus)
- Advises online and on-campus undergraduate and graduate students in the Literacy, Technology, and Professional Writing area of the English Department, Northern Arizona University
- Coordinates with discipline faculty in Health Sciences, Engineering, Construction Management, Business, and Arts and Humanities in the design and pilot testing of Technical and Professional Writing (ENG 302W) courses for undergraduate students

August 2005 to May 2007

Writing Consultant/Instructor, FOR 215, “Writing in Forestry” (Graduate Teaching Assistantship) School of Forestry, Northern Arizona University

- Developed and taught FOR 215, “Writing in Forestry,” a technical writing class designed for forestry majors
- Collaborated with the faculty coordinator of the juniors’ class in the design, development, and implementation of the junior-level writing requirement for forestry majors
- Advised graduate and undergraduate students in the School of Forestry in the writing of research papers, theses, management plans, and preparation of job application materials such as resumes and application letters

August 2004 to May 2005

Research Assistant, AMERICAN NATIONAL CORPUS PROJECT (ANC) Under the supervision of Dr. Randi Reppen, English Department, Northern Arizona University

- Conducted computational/corpus processing, data collection, and part of speech tagging/fix-tagging of corpora for the ANC; trained and supervised two part-time research assistants in fix-tagging ANC data
- The ANC is a project funded by the National Science Foundation and supported by the Linguistic Data Consortium; see the ANC website at www.americannationalcorpus.org

July 2003 to April 2004

English Monitoring and Assessment Supervisor, SYKES ASIA, INC. Manila, Philippines

- Supervised the English Sustaining Program of a US-owned call center company, Sykes Asia, Inc. (operating in the Philippines, India, China, and Costa Rica); worked closely with human resources and quality assurance departments in the hiring and training of call center representatives; worked within established policies from Sykes Corporate (Tampa, FL) and regional policies and procedures
- Responsible for ensuring the enhancement of English as a communication tool within call center operations; designed and developed English training and assessment materials and processes
- Responsible for client and customer presentations concerning the English training and assessment processes of Sykes Asia, Inc.

June 2003 to

Lecturer, ATENEO DE MANILA UNIVERSITY, Manila, Philippines
May 2004

English Department, School of Humanities

- Taught L2 composition and technical writing courses in English for advanced engineering, business, and computer science students
- Presented short lectures in corpus linguistics and TESL to master’s level graduate students in English Language and Literature Teaching (MA ELLT)
- Developed modules and materials and taught two courses for the Bridge to the MBA Program, an advanced business English course for MBA students

June 2000 to May 2003

Designated Director of the Information and Communication Technology Center (Official Rank: Instructor II) Aurora State College of Technology (ASCOT), Baler, Aurora Province, Philippines

- Planned and implemented provincial and regional programs dealing with information technology, agricultural, and livelihood projects of ASCOT
- Managed the Information and Communication Technology Center (ICTC) of ASCOT; acquired government and private funding for the establishment of a 25-unit computer/internet laboratory in 2001 - one of the first community-based internet access centers in rural Philippines
- Part-time Lecturer, ASCOT Graduate Department (Instructor in Methods of Educational Research and TESL)
- Chaired the research unit of ASCOT Graduate Department

May 1994 to June 1998

Designated Director of External Affairs and Community Relations (Official Rank: Instructor II) Aurora State College of Technology (ASCOT), Baler, Aurora Province, Philippines

- Coordinated with local and regional media for the dissemination of public information programs of ASCOT; implemented student recruitment and retention programs and policies
- Edited and managed the publication of ASCOT’s annual reports, project proposals, and development plans
- Taught college-level ESP, L2 composition and technical writing courses

PUBLICATIONS

Peer-reviewed publications:


Other publications:


**SELECTED CONFERENCE PRESENTATIONS**

**July 2007**

“The Discourse of Outsourced Call Centers: A Corpus-Based, Multidimensional Analysis” at the *Corpus Linguistics Conference 2007, University of Birmingham, Birmingham, England*

**April 2007**

“Dimensions in Blogs,” at the *American Association of Applied Linguistics (AAAL) Conference 2007, Costa Mesa, CA*

**October 2006**


**October 2006**

“Assessment of L2 Oral Performance in Outsourced Customer Service,” at the *Second Language Research Forum (SLRF) 2006, University of Washington, Seattle, WA*

**September 2006**

“Discipline and Classroom Management in ESL: A Multi-Context Discussion” with Nicole Tracy, Gina Iberri-Shea, and Sharon Saternus at the *Arizona-TESOL Northern Regional Conference, 2006, Flagstaff, AZ*

**June 2006**

“Outsourced Call Centers and the Philippine Bilingual Education Policy,” at the *American Association of Applied Linguistics/Canadian Association of Applied Linguistics (AAAL/CAAL) Conference 2006, Montreal, Canada*

**March 2006**

“Gender and Age in American Blogs,” at the *Peaks Conference 2006, Northern Arizona University, Flagstaff, AZ*

**February 2005**

“Current Status of Schooled Bilingualism in the Philippines: Panel in Language Policy and Planning, moderated by Dr. McGroarty,” at the *Peaks Conference 2005, Northern Arizona University, Flagstaff, AZ*
April 2000  “Corpus-Based Analysis of Service Encounters,” with Victoria Clark at the North American Corpus Linguistics Conference, Northern Arizona University, Flagstaff, AZ

November 2000  “Subjunctive Instruction Enhanced with Syntactic Instruction,” with Joseph Collentine, Victoria Clark, and Karina Collentine at the Fourth Hispanic Linguistics Symposium 2000, Indiana University, Bloomington, IN

SELECTED PROFESSIONAL AWARDS AND MEMBERSHIPS

August 1998 to May 2000  Fulbright Scholar, Northern Arizona University, Flagstaff, Arizona

February 1999  AT&T Asia-Pacific Leadership Award - Annual competitive selection award given by AT&T to students in the US coming from the Asia-Pacific region; awarded $5,000.00, trophy and certificate

June 1996  Commission on Higher Education (CHED) National Scholarship - Competitive Scholarship Award for Graduate Studies in the Philippines

March 1992  University of the East, Manila, Philippines, CUM LAUDE, Distinguished Graduate Award/College of Arts and Sciences Scholarship Foundation Scholar

1998-2000  Member: American Association of Applied Linguistics (AAAL) and Teachers of English to Speakers of Other Languages (TESOL) International

2004-2007  Member: AZTESOL (Arizona branch of TESOL), PALT (Philippine Association of Language Teachers), Linguistic Society of the Philippines

Last update: 10/20/08
Stephanie Lindemann  
Associate Professor  
Department of Applied Linguistics and ESL

EDUCATION
Dissertation title: Non-native speaker “incompetence” as a construction of the native listener: Attitudes and their relationship to perception and comprehension of Korean-accented English 


TEACHING EXPERIENCE
Georgia State University, Department of Applied Linguistics and ESL  
2007-present  Associate Professor  
2001-2007  Assistant Professor  

University of Michigan, Department of Linguistics  
2000-2001  Adjunct Assistant Professor  
1997-1999  Graduate Student Mentor  
1995-1997  Graduate Student Instructor  

University of Michigan, English Language Institute  
1997-1998  Graduate Student Instructor  

Davidson College, Department of German  
1991-1992  Assistant Teacher (German 101, 102)  

COURSES TAUGHT
Georgia State University, Department of Applied Linguistics and ESL  
AL 2102 Introduction to Language  
AL 3021 Introduction to Linguistics  
AL 4011 Phonetics and Phonology  
AL 8240 General Linguistics  
AL 8470 Sociolinguistics  
AL 8770 Conversation Analysis  
AL 8970 Linguistic Analysis  
AL 8972 Seminar in Language & Communication: Perceptions, Attitudes, and Ideologies about Non-Native Language

A-221
AL 8992 Seminar in Language Teaching: Critical Pedagogy
PERS 2001 Perspectives on Comparative Culture: Understanding Miscommunication
ESL 7450 Academic Writing for Graduate Students II

University of Michigan, Department of Linguistics
Languages of the World, Investigating Problems in Communication
Co-taught: Graduate Student Instructor Training

University of Michigan, English Language Institute
Writing Clinic, Voice and Articulation, Academic Writing I

INTELLECTUAL CONTRIBUTIONS

Publications – Journal Articles


Publications – Chapters


Professional Presentations


2007 Integrating freshman learning communities into a large lecture course. University of Alabama at Birmingham, March 15.


**Editorial/ Reviewer Projects**


Dissertation grant proposal reviewer, National Science Foundation (2008)

PROFESSIONAL ACTIVITIES

Memberships

American Dialect Society
American Association for Applied Linguistics
Linguistic Society of America
Teachers of English to Speakers of Other Languages

Committees and other service

Department of Applied Linguistics and ESL
  PhD Committee (chair, Spring 2007-present)
  CTW Departmental Ambassador (Fall 2007-present)
  Search Committee for Tenure-Track Positions (Spring 2002; chair, Fall 2008-present)
  PhD Qualifying Paper Evaluation Committee (alternate member, Fall 2003; chair, Fall 2008)
  Executive Committee (Fall 2001-Summer 2002; Spring 2005; Spring 2008-present)
  Committee for data collection on new chair (chair, Fall 2007)
  Applied Linguistics Graduate Student Association Advisor (Spring 2006-present)
  Undergraduate Committee (Fall 2001-Spring 2002, Spring 2003-present)
  Participation in IEP/ESL Classes Committee (Fall 2002-present)
  Graduate faculty policy committee (Summer 2006)
  Admissions Committee for PhD program (Spring 2002-2004; chair, Spring 2004)
  PhD Handbook Committee (chair, Spring-Summer 2003)
  Ad Hoc New Faculty Handbook Committee (Spring-Summer 2003)
  Ad Hoc Curriculum Committee (chair, Fall 2002)

College of Arts and Sciences
  Humanities Center Executive Committee (Spring 2006-present)

Conferences

Linguistic Society of America, Local Organizing Committee (Fall 2002)
Mid-Continental Workshop On Phonology 4, Organizing Committee (Fall 1998)
Comprehensive Exam and Dissertation Committees

Current

Jayoung Choi, College of Education, Department of Middle-Secondary Education and Instructional Technology Guiling Hu (advisor), Applied Linguistics/ESL
Eliana Hirano, Applied Linguistics/ESL
Joseph Lee, Applied Linguistics/ESL
Lauren Lukkarila, Applied Linguistics/ESL
Katherine Moran, Applied Linguistics/ESL
Price Webb, College of Education, Department of Middle-Secondary Education and Instructional Technology
Lijuan Ye, Applied Linguistics/ESL
Cheongmin Yook, Applied Linguistics/ESL

Completed

Lori Fredricks, College of Education, Department of Middle-Secondary Education and Instructional Technology
Iryna Kozlova (co-advisor), Applied Linguistics/ESL
Yesim Canga-Ozbarlas, College of Education, Department of Middle-Secondary Education and Instructional Technology

Honors, Awards, and Recognition

Research Equipment Grant (co-investigator), Georgia State University (2003).
Research Team Grant (co-investigator), Georgia State University (2002).
Outstanding Graduate Student Instructor Award, University of Michigan (1999).
Linguistic Institute Fellowship, Linguistic Society of America (1997).
Regents Fellowship, University of Michigan (awarded 1994).
CURRICULUM VITAE

(Revised 1/15/08)

Name:    John M. Murphy
Rank:    Professor
Department:  Applied Linguistics and English as a Second Language
Institution:  Georgia State University

I.    EDUCATION
Teachers College, Columbia University
    Department of Curriculum and Teaching
Program in Teaching English to Speakers of Other Languages (TESOL)
    Master of Arts (1979); Master of Education (1983)
    Doctor of Education (1985)
    Dissertation: An Investigation into the Listening Strategies of ESL
    College Students, Specializations in:
    (a) Teaching English to Speakers of Other Languages
    (b) Second Language Teacher Education

Saint Joseph's University, Philadelphia, Pa.
    Bachelor of Arts (1974), Literature (with K-12 certification to teach English and
    Spanish)

II.    PROFESSIONAL CREDENTIALS
    Professor, 2004-present, Georgia State University
    Associate Professor, 1994-2004, GSU
    Assistant Professor, 1998-1994, GSU
    Assistant Professor, 1986-1988, Brooklyn College, CUNY
    Lecturer, 1979-1985, Brooklyn College, CUNY
    Lecturer, 1974-1977, Pontificia Universidad Católica Madre y Maestra,
    Santiago, Dominican Republic

III.    TEACHING EXPERIENCE
    1988-Present, Georgia State University,
    Department of Applied Linguistics and ESL
    1979-1988, Brooklyn College of the City University of New York, English as a Second
    Language Program of the Department of Educational Services
    1977-1988, Public School Teacher of English to Speakers of Other Languages,
    Pemberton Township Junior High School; Pemberton, New Jersey (full time)
    1974-1977, Lecturer, Pontificia Universidad Católica Madre y Maestra,
    Department of English as a Second Language (ESL), Santiago, Dominican Republic
Short Term Teaching Experience:

- Summer 1995, ESADE University, Department of Languages Barcelona, Spain, MATESOL Teacher Development Courses Barcelona, Spain

- Summer 1996, Academy for Educational Development Invited Consultancy In collaboration with Fulbright Commission Short-term professional consultancy; two plenary addresses as professional symposia, Cairo, Egypt

IV. ADMINISTRATIVE EXPERIENCE (ACADEMIC)

- Director of Graduate Studies, AL/ESL (Spring 2000-Fall 2004)

- Co-Director (with Dr. H. Dangle) of GSU's Center for Teaching and Learning (1995-1998)

A. Departmental Services

- Third Year Review of Department Chair, Chair (2005-2006, 2003)

- Executive AL/ESL Committee, Member, (1997-2000; 2002-2007)

- Reappointment Committee for Tenure-track Associate Professor(s) for 2003-2005, Member

- Proposal to initiate AL/ESL Master’s International Program in collaboration with the Peace Corps, sole committee member (successful) (1999-2000)

- Acting Chair, several times each year, for brief periods of time (1996-present)

- Search Committee, Associate Professor, Member (2003)

- Search Committee, three tenure-track assistant professor positions (resulted in the hire of one position), Chair (2002)

- Search Committee for Visiting Assistant Professor to teach in the graduate program (2002)

- Search Committee, tenure-track assistant professor position, (successful, resulted in the hire of one assistant professor), Chair (2001)

- Search Committee, Temporary ESL Faculty Position, Chair (1995)

- Graduate Assistantships Appointment Committee, Chair (2000-2004)

- Graduate Assistantships Appointment Committee, Member (1996-1999)
• Annual Review of Lecturers, Chair (2003)

• Annual Review of Lecturers, Member (1998-2002)

• PhD Admissions Committee, Member (2002, 2003)

• Committee on planning and implementing orientation session for new graduate students, chair (2000-2004)

• Committee to revise MA program brochure, Member (2003, 2004)

• Committee to revise MA poster, Member (2003)

• 3rd year review of Dr. Sara Weigle, Member (2000)

• Committee on faculty governance, AL/ESL Bylaws (2000)

• Reappointment reviews of AL/ESL Lecturers, Chair (2000-2003)

• Annual Evaluation committee for faculty colleagues as Assistant Professors, Chair (2003)

• Annual Evaluation committee for Dr. Sara Weigle as Assistant Professor, Chair (2003)

• Continuing appointment review of Dr. Nan Jiang as Assistant Professor, Chair, (2003)

• Formative classroom observation and post observation mentoring of graduate teaching assistants, (1998-2001)

- AL/ESL Program Review Committee, Member (1999)

- Program Review Committee for section on quality of the curriculum, Chair (1999)

- PhD Manual Committee, Member (2003)

- PhD Proposal Committee, Member (2001)

- Program Review Committee, Member (2001)

- Program Review Committee for section on graduate program, Chair (2001)

- Curriculum Consultant, oral communication courses, intensive English program (1997-2000)
- Committee on graduate student exchange program with Bogazici University, Turkey, Chair, (1998-1999)
- AL/ESL Promotion and Tenure Committee (1996-1997)
- Interim Associate Department Chair (April-June 1995)

B. University Services (highlights)

- **Organizer**, Invited Lecture Series of the College of Arts and Sciences (2004)  
  Speaker: Professor Clifford Hill of Teachers College, Columbia University;  
  Topic: Educational Assessment in a Digital Age

- **Chair**, Center for Teaching and Learning Committee on Campus Conversations  
  about Teaching at GSU, Associates from Fine Arts/Communications,  
  Applied Linguistics, and Humanities departments (1999)

- **Proposal Writer** (with Harry Dangle), additional funding for the Center through  
  New Funding Plan of the office of the Provost, successful, $50,000 (1998)

**Committee Memberships**

- Promotion & Tenure Committee, College of Arts & Sciences, Social and  
  Behavioral Sciences Area (2005-present)

- Standards and Accreditation Committee (preparing for NCATE review),  
  2005-2006

- Diversity Committee, 2004-2005

- Advisory Board of the Center for Teaching and Learning (1998-2002)

- Scholarship of Teaching Grant Review Committee, Center for Teaching and  

- Faculty Award for Excellence in Teaching Committee, Center for Teaching and  

- University Senate (1999-2001)

- Bylaws committee of College of Arts & Sciences (2000-2001)

- Teacher Education Advisory Council (1996-1997)

- Arts and Sciences Learning Support Council (1996-1997)
• Teaching, Learning, and Technology Roundtable (1997)
• SACC Committee (1996)
• Interim Classroom Group (1996)
• Geoscience Education Faculty Search Committee (1996-1997)
• Arts and Sciences Curriculum Committee (1996-1997)
• CPUA Promotion and Tenure Committee (1995-1997)
• Senate Library Advisory Committee (1995-1996)

C. External Services—reviewer

- TESOL Journal, Editorial Board Member, 1993-2003
- Guest Co-Editor, Special Issue on “Sustained Content Language Teaching, TESOL Journal, 10(2/3).
- Argos (Revista de la Division de Ciencias Socials y Humanidades), La Universidad Simon Bolivar, Caracas, Venezuela, Editorial Board Member, 2002-present
- TESOL Quarterly, Occasional Reader, 1991-present
- English for Specific Purposes, Occasional Reader, 1994-present
- Basic Communication Course Annual, Editorial Board Member, 1991-1995

B. External Services—other

Reviewer for Research Grant Application

Social Sciences and Humanities Research Council of Canada,
For a proposed project titles, "An investigation of ESL/EFL teachers' professional development needs", (amount requested $145,000) (completed January 28, 2008).

Social Sciences and Humanities Research Council of Canada,
For a proposed project investigating the improvement of English oral language ability in engineers and computer specialists, (amount requested $115,000) (completed Feb 25, 2005).

External Reviewer for Academic Programs
Program Reviewer: University of Massachusetts, Boston, Department of Applied Linguistics, February-March, 2004
Primary author of final report (submitted June 1, 2004)

Referee for Book Publishers:


Two book prospectuses for Cambridge University Press. ESL classroom textbooks focused on the teaching of pronunciation. (1999)

Other Significant Professional Service:

Outside recommendation for application for The Ohio State University Presidential Fellowship, for the project titled, *Academic Oral Communication Needs of East Asian International Graduate Students in Disciplinary Classrooms*. Applicant is a Ph. D. Candidate in Foreign and Second Language Education, College of Education, The Ohio State University.

External Evaluator for Faculty Promotion and Tenure

Candidate’s promotion to (full) professor, Department of English, Brooklyn College of the City University of New York, completed May, 2007

Candidate’s award of tenure and promotion to associate professor, Department of Linguistics, American University of Sharjah (AUS), Sharjah, United Arab Emirates, completed spring, 2007

Candidate’s award of tenure and promotion to associate professor, Department of Linguistics, Ohio University, completed fall, 2006

Candidate’s award of tenure and promotion to associate professor, Kent State University, completed fall, 2005

Candidate’s award of tenure and promotion to associate professor, University of Minnesota, completed fall, 2003

Candidate’s promotion to (full) professor, San Francisco State University, completed fall, 2000

Candidate’s award of tenure and promotion to associate professor, York
University, Toronto, Canada, completed fall, 2000

Candidate’s award of tenure and promotion to associate professor, Brooklyn College of the City University of New York, completed fall, 1997

Candidate’s award of tenure and promotion to associate professor, Brigham Young University, Hawaii, completed fall, 1996

V. BUSINESS AND PROFESSIONAL EXPERIENCE

   Not Applicable

VI. COURSES TAUGHT (1988-2007 at GSU)

   AL 9370 Seminar in Language, Cognition, Communication (Theory and Research in Second Language Teacher Education)

   AL 9400: Theory and Research in Second Language Teacher Education

   AL 8900: Practicum in Teaching ESL/EFL

   AL 8600: Practical Observation (Introduction to Classroom Centered Research for Language Teachers)

   AL 8480: Classroom Practices in ESL/EFL

   AL 8450: Approaches to Teaching ESL and EFL to Adults

   AL 8320: Sound System of English: Phonetics/Phonemics

   AL 8250: Second Language Acquisition

   AL 4011: Phonetics/Phonology

VII. INTELLECTUAL CONTRIBUTIONS

   a. Publications – Journal Articles

      Invited Article in a Peer-Refereed Journal


      Refereed Journal Articles


Murphy, J. M. (1996a). Integrating listening and reading instruction in English for academic purposes (EAP) programs. *English for Specific Purposes, 15*(2), 105-120.


b. Publications – Books/Monographs/Chapters

**Books**


For reviews of Murphy & Byrd (2001a) see:


**Chapters in Books: Theory or Research Focused**


Murphy, J. M. (2001b). Background and general principles (chapter two). In J. M. Murphy and H. P. Byrd (Eds), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 11-26). Ann Arbor, Michigan:
University of Michigan Press.


Murphy, J. M. (2001d). "Reflective teaching in English language teaching". In M. Celce-Murcia, (Ed.), Teaching English as a second or foreign language (3rd edition) (pp. 499-515). Heinle & Heinle, Boston, MA.

**Chapters in Books: Pedagogy Focused and Professional Development Chapters**


Murphy, J. M. (1993c). Facilitating seminar discussions with a 'designated reader.' In D. Freeman & S. Cornwell (Eds.), New ways in teacher education (pp. 105-107). Washington, DC: TESOL.


**Additional Contributions to Professional Development Books**

Murphy, J. M. (1998b). Specialist comments on a case study titled, "Peer Reviews with the instructor: Seeking alternatives in writing". In J. C. Richards (Ed.), Teaching in action: Case studies from second language classrooms (pp. 239-240). Alexandria, VA: TESOL.

Murphy, J. M. (1998c). Specialist comments on a case study titled, "Giving effective written feedback to ESL global writing errors". In J. C. Richards (Ed.), Teaching in action: Case studies from second language classrooms (264-266). Alexandria, VA: TESOL.


**Book Reviews**


**Other Significant Publications**


**Additional Publications (Non-Peer Refereed)**


**Reprints**

Presentations at Professional Meetings

Invited Plenary & Keynote Addresses


Principles and Practices of L2 Teacher Education, June, 1994. Mediterranean Institute in Barcelona, Spain. Jointly sponsored by: Institute of Education, University of London; Teachers College, Columbia University; University of Barcelona; and ESADE, Escuela de Idiomas, Barcelona, Spain. Other plenary speakers included Dr. Henry Widdowson and Dr. Guy Cook, both of the University of London.


Refereed Papers Presented at International, Regional, and State/Local Conferences


Understanding the courses we teach. June 8 (Santiago) and June 11 (Santo Domingo), 2004. Annual Conference of Teachers of English in the Dominican Republic (delivered in both Santo Domingo and Santiago).

Teaching speaking by principles in EFL. June 9 (Santiago) and June 12 (Santo Domingo), 2004. Annual Conference of Teachers of English in the Dominican Republic (delivered in both Santo Domingo and Santiago).


Internet-based ESL/EFL teacher preparation activities [incorporating threaded e-


*Integrating listening and reading instruction in English for academic purposes (EAP) programs.* March 30th, 1996. TESOL International. Chicago, IL.


*Workshop on ESL Classroom Observation Techniques.* Alabama-Mississippi TESOL. January 29th, 1994


*Preparing ESL Students for Oral Communication in Mainstream Academic Courses.* Georgia TESOL Spring Conference. Athens, GA. April 22nd, 1994


*Preparing ESL University Students for Oral Communication Courses.* Southeast TESOL, Fort Lauderdale, FL, October 2, 1993.

*Gaining Classroom Experience: TESL Graduate Students as Teacher's Aides.* TESOL International: Atlanta, GA, April, 14, 1993.

*Introducing the topics of Realia and (i + 1) to Pre-service teachers.* TESOL International, Atlanta, GA, April, 15, 1993.


Illustrating Uses of Realia: The Tennis Balls Activity. Southeast TESOL: Biloxi, Mississippi, October 9, 1992


Etiquette Guidelines for the Non-Supervisory Observation of L2 Classrooms. International Conference on L2 Teacher Education: Hong Kong, China, April, 1991.

Working with the Sound System of English. Georgia TESOL: Atlanta, GA, April, 1991


Implementing a Framework for the Analysis of Methods. Georgia TESOL:
Atlanta, GA, April 21, 1990.


*Conducting Inservice Workshops in ESL for Mainstream Classroom Teachers.* TESOL International: San Antonio, TX, March, 1989.


*Teaching ESL Pronunciation with the Aid of a Color-Coded Phonemic Chart.* TESOL International Conference. Detroit, MI. March, 1983


**Other Invited Professional Presentations**
Attending to Word-Stress While Learning Academic Vocabulary. April 25, 2003. Department of Communication, University of Georgia, Athens, GA.


Faculty development in teaching English for academic purposes. March, 1997. DeKalb College, Georgia.


Contemporary theory and practices in the teaching of ESL through task-based approaches. September 4th, 1996. Second day of local conference workshops designed for ESL teachers who work in Colombia, S.A. Location: Bradenton, Florida for the New World Language Institute. ICETEX ESL-Teacher Training.

Participation on Panels


* I was also the co-organizer, along with Donald Freeman, of this Academic Session.

**Colloquium Presentations**


**Short Courses**


*Classroom Management in English Language Teaching.* Academy for Educational Development’s Integrated English Language Project as awarded to the AL/ESL Department of Georgia State University. Two 17 Short Courses, Fall, 1999.

*Second Language Acquisition.* Academy for Educational Development’s Integrated English Language Project as awarded to the AL/ESL Department of Georgia State University. 12 hours, Fall, 1998.

*Second Language Acquisition.* Academy for Educational Development’s Integrated English Language Project as awarded to the AL/ESL Department of Georgia State University. A series of 2 separate 12 hour short courses. Spring, 1999.

**Workshops**


*Teaching Speaking by Principles.* July 21-23, 2000. TESOL Academy 2000 sponsored by the international TESOL, University of Chicago, Chicago, Il,

Teaching Speaking by Principles. June 11-13, 1999. TESOL Academy 1999. Sponsored by the international TESOL professional organization in collaboration with the University of Texas at San Antonio.


Editorial/Reviewer Projects
Editorship for Journal Publications


Grant Submissions and Awards

2007. External, Spencer Foundation. Middle School Teachers’ Perceptions of Effectiveness in Teaching English to Speakers of Other Languages. Amount requested: $214,213 (not funded)

1998. Internal, GSU. Office of the Provost’s New Funding Plan, request for
additional funding for GSU’s Center for Teaching and Learning, composed and submitted with Dr. Harry Dangle
Amount Awarded: $50,000


1996 (not awarded). Faculty Mentoring Grant Application. “Investigating process of second language teacher-learning and teacher cognition.”

Amount Awarded: $2,400

1995, GSU Quality Improvement Fund Award. Title: "Request for Lanier Transcribers and Omni-directional Microphones for Language Teacher Development"
Amount Awarded: $4,480

1994 (not awarded). The Comprehensive Program Fund for the Improvement of Postsecondary Education (FIPSE). Teaching Faculty to Improve Teaching: Introducing Strategies of Reflective Teaching into the Teaching Agendas of Experienced and Novice Teachers

1991. GSU Quality Improvement Fund Award. Title: "Providing Video Feedback in the Teaching of ESL: Teachers in Training, Teaching Assistants, and ESL Students"
Amount Awarded: $3,100

1990. Source: Corrections Program of the State of Georgia Department of Education
Title: "Developing Curriculum Alternatives for Teachers of English as a Second Language Who Work in Correctional Institutions"
Amount Awarded: $3,000

1988. Source: Research Office, Georgia State University. Title: "The Effect of Differences in a Speaker's Pausing Patterns on the Listening Performances of ESL College Students"
Amount Awarded: $1,500

1988. Source: University Committee on Research of the City University of New York (a PSC-CUNY Research Grant). Title: "Developing Profiles of ESL/SEEK Students as Listeners Academic Lectures: When Are They Ready for the Mainstream?" [though awarded, I forfeited the award when I left CUNY to come to GSU].

Amount Awarded: $15,000

1987. Source: Office of Special Programs of the City University of New York: SEEK-Retention Research Grant. Title: "An Investigation into the Strategies Used by Successful ESL College Students While Listening to Academic Lectures"

Amount Awarded: $5,999

VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES
a. Memberships

International Association of Teachers of English to Speakers of Other Languages (TESOL)

American Association of Applied Linguists

b. Offices/Committees/Presentations

International TESOL

Chair of the TESOL’s publications committee (scheduled); to serve as incoming chair (2005), chair (2006-2007), and outgoing chair (2008)

Referee for conference papers submitted to the Speech/Pronunciation Interest Section (1998-2004)

Referee for conference papers submitted to the Second Language Teacher Education Interest Section (1990-2004)

Steering committee to propose a new Speech/Pronunciation Interest Section, member (successful) (1997-1998)

Steering Committee Second Language Teacher Education Interest Section, member (1992-1993)

Chair of the Second Language Teacher Education Interest Section (1991-1992)

Associate Chair of the Second Language Teacher Education Interest Section
(1990-1991)

Support for Other International Organizations

**Academic Specialist, U. S. Department of State, English Language Specialist Program, in collaboration with the Dominico-Americano professional organization.** Presented two plenary addresses at professional conferences in the Dominican Republic on the topic of reflective teaching, also offered a series of three workshops on related topics at the same conferences (June 2004).

**Academic Specialist, Academy for Educational Development in collaboration with Fulbright Commission, Cairo, Egypt.** Presented two plenary addresses on the role of teacher observation in English language teaching, also taught four workshops on related topics to English language teachers in Cairo (June 1996).

IX. HONORS, AWARDS AND RECOGNITION

College Faculty Achievement Award for Excellence in Teaching
College of Urban and Public Affairs, 1995
Gayle Nelson

Department of Applied Linguistics and ESL
Georgia State University
P.O. Box 4099
Atlanta, GA 30302-4099
(404) 413 5190
(404 413 5201 (Fax)

1030 Burton Drive
Atlanta, GA 30329
(404) 417 1032
gaylenelson@gsu.edu
www.gsu.edu/alesl

EDUCATION

University of Minnesota, Minneapolis, Minnesota, Ph.D. Intercultural Communication, Department of Speech-Communication.


University of Minnesota, Minneapolis, Minnesota, M.A., English Education.

West Virginia University, Morgantown, West Virginia, B.A., English.

TEACHING AND ADMINISTRATIVE EXPERIENCE

Georgia State University, College of Arts and Sciences
Coordinator, International Programs

Georgia State University, Department of Applied Linguistics and ESL
Professor (2002-present)
Chair (2000-2007)
Associate Professor (1996 - 2002)
Director of Graduate Studies (1997 - 2000)
Assistant Professor (1990 - 1996)
Graduate Teaching Assistant Coordinator (1990 - 1995)

Bogacizi University, Foreign Language Education Department, Istanbul, Turkey
Visiting faculty member (fall semester, 2006)

School for International Training, MAT Program, Brattleboro, VT
Adjunct faculty (summer, 2000)

La Universidad de las Americas, Puebla, Mexico
Fulbright scholar (1996-97)

Georgia Institute of Technology, Language Institute
ESL Instructor (1989-1990)
University of Minnesota  
Department of Speech Communication  
TA Instructor (1988-1989)  
Department of English and Composition  
TA Instructor (1986 - 1989)

American University in Cairo, English Language Institute  
EFL Instructor (1982-1986)

Kuwait University, Faculty of Engineering  
EFL Instructor (1980-1981)

West Virginia University, Department of Foreign Languages  
ESL Instructor (1978-1980)

Director of English Language Institute for Japanese students (1979-1980).

Graduate Courses Taught

On-line Intercultural Communication Course taught to exchange students in six countries  
Intercultural Communication  
Second Language Assessment and Evaluation  
Second Language Acquisition  
Approaches in Teaching English as a Second Language  
Research Design  
Thesis Proposal Writing  
Sociolinguistics  
Curriculum Design  
Second Language Writing: Theory and Practice  
Current Issues in Culture and Applied Linguistics

Undergraduate Courses Taught

Introduction to Intercultural Communication  
Intercultural Communication: Re-entry  
Technical Writing  
Business Writing  
Freshman Composition  
Misunderstood Cultures: Mexicans and Arabs  
Crossing Cultures Through Film  
Research Design
PUBLICATIONS

BOOKS


PUBLICATIONS IN REFEREED JOURNALS


**CHAPTERS IN EDITED BOOKS AND CONFERENCES PROCEEDINGS**


teaching non-native English speakers across the curriculum (pp. 77-84). San Francisco: Jossey-Bass.


OTHER ARTICLES


BOOK REVIEWS


HONORS

Recipient, Instructional Innovation Award, Georgia State University, May, 2006.

Recipient, International Excellence Award, College of Arts and Sciences, Georgia State University, 2002.


Recipient, Faculty Achievement Award for Excellence in Research, College of Public and Urban Affairs, Georgia State University, 1996.

Member, Phi Beta Delta, Honor Society for International Scholars, Alpha Lambda Chapter, 1995.


GRANTS

Principal Investigator, A TIES partnership grant: *Strengthening English Language Education in Mexico Through Training MA Students and Tutors, Revising Distance Learning Courses, and Developing an MA Degree*, funded by HED USAID for $250,000, October 1, 2008 – October, 2011.

Principal Investigator, North American Mobility Grant for graduate student exchanges between GSU and universities in Canada and Mexico, funded by FIPSE for $200,000.00. July, 2004-June, 2008.

Grammar and vocabulary in History 2110 survey of U.S. history: a lexicogrammatical study and corpus development project. 2002-03. GSU Team Building Research Grant Initiative ($15,000). Co-directed with Pat Byrd.

Primary Investigator, USAID grant to train 150 Egyptian senior English language teachers for $711,000. March, 2002-September, 2002 (co-directed with Pat Byrd).

Project Title: *Teacher Training Initiative (TTI)—Senior English Teachers*

Primary Investigator, USAID grant to train 200 Egyptian English teachers for $1,559,852.00. September, 1999 - August 2001 (co-directed with Pat Byrd).

Project Title: *Teacher Training Initiative (TTI)—English Teachers*

Co-director, USAID grant to train 120 English language supervisors for $943,725.00. September, 1999- August, 2001.

Project Title: *Teacher Training Initiative (TTI)—Supervisors*

Primary Investigator, USAID grant to train 65 Egyptian English teachers for $620,836.67. September, 1998-June, 1999 (co-directed with Pat Byrd).

Project Title: *Teacher Training Initiative (TTI)*

Recipient of Georgia State University research grant for $4,800.00, 1998.

Project Title: *A Cross-Cultural Study of Mexican and U.S. Classrooms: Preferred Behaviors and Attitudes.*

Recipient, Fulbright grant for senior lecturer/researcher in Mexico at La Universidad de las Americas, Puebla, Mexico, 1996-97 academic year.
Project Title: Spring Teacher Enhancement for Fourteen Egyptian Educators.

Recipient (with Pat Byrd) of Fulbright Teacher Training Initiative Grant (TTI) for $258,136.00, 1995.
Project Title: Teacher Training Initiative for Twenty-Four Egyptian EFL Teachers

Recipient (with Pat Byrd) of Georgia State University Distance Learning Quality Improvement Grant (GSAMS) for $2500, 1996.
Project Title: Intercultural Communication in the Workplace.

Recipient of Georgia State University research grant for $3,160.00, 1993.
Project Title: A Cross-Cultural Study of Arabic and American Compliment Responses.

Recipient of Georgia State University research grant for $2,750.00, 1991.
Project Title: Toward Resolution of Cultural Clashes in the English as a Second Language Classroom.

Recipient of American University in Cairo research grant for $900.00, 1985.
Project Title: Culture’s Role in Reading Comprehension: A Schema Theoretical Approach.

PROFESSIONAL AND INTERNATIONAL CONSULTING/PROGRAM DEVELOPMENT

Member, Accreditation Team, English language and literature programs, University of Jordan, Philadelphia University, Al-Ahliyya-Amann University, and Applied Science Private University (February, 2008).

Member, Accreditation Team, United Arab Emirates Ministry of Education, MA TESOL Program, American University of Sharjah (October, 2007).

Invited Lecturer, United States State Department. Presented papers on Resisting linguistic imperialism in English language teaching: Using local cultures at Gaziantep University, Gaziantep, Turkey; Cag University, Mersin, Turkey; and the Turkish American Association, Adana, Turkey (December, 2006).

Developer, Student-Teacher Exchange Program, Department of Applied Linguistics and ESL, Georgia State University (GSU) and English Department, Tsinghua University, Beijing University, China. Met with faculty and students and discussed logistics for a English language teachers from Tsinghua studying in the Department of Applied Linguistics in exchange for MA students from (GSU) either studying Chinese or teaching English at Tsinghua University (October, 2005).
Developer, Student Exchange Program, Department of Applied Linguistics and ESL, Georgia State University and English Department, Daegu University, Daegu, South Korea. Presented a lecture, met with faculty and students, discussed logistics of program and signed letter of intent at Daegu University (September, 2005).

Academic Specialist, United States State Department. Gave keynote address at CDELT conference at Ain Shams University, presented workshops on portfolio assessment and integrating skills, and lectured on intercultural communication at Al Azhar (April, 2002).

Curriculum Consultant, Academy for Educational Development (AED) and Intensive English Language Program II (IELP II). Conducted focus groups at Assuit and Alexandria with the Faculties of Education and Arts (October - November, 1999).

Project Evaluator, Nutrition Education Project, Center for Applied Research and Anthropology, GSU, Project funded by USDA (September, 1997-present).

Academic Specialist, United States Information Service (USIS), Rabat, Morocco. Conducted teacher training workshops in 2-week summer institute. Presented a plenary address on the role of culture in language teaching and taught courses on teaching culture in the EFL classroom (July, 1996).

Academic Specialist, United States Information Service (USIS), Egypt. Presented keynote address “New Trends in Teaching ESL/EFL Reading: Beyond Schema Theory” at international reading conference sponsored by the American University in Cairo; participated in a panel on assessment issues in second language reading; lectured at numerous Egyptian universities on Reading Across the Curriculum, Reading/Writing Relationships, Intercultural Communication, and Reading Journals (December, 1995).

Consultant on Egyptian culture and L2 reading, Fulbright Grant, Georgia State University. Conducted workshops on Egyptian culture and education for American EFL, math, and science teachers and principals in preparation for the arrival of 20 Egyptian educators; conducted course on the theory and practice for 10 Egyptian English teachers (April, 1995).

Academic Specialist, United States Information Service (USIS), Rabat, Morocco. Presented the opening and closing plenaries and taught courses on the relationship between reading and writing (July, 1995).

Summer Teacher Exchange Planning Consultant, Academy for Educational Development, Cairo, Egypt. Invited to discuss linkages between the Fulbright Binational Commission and Georgia State University, developed assessment instruments for Fulbright-sponsored Summer Teacher Exchange Program, and gave presentation on a comparative study of Egyptian and American education (April, 1995).

Consultant on Culture, La Universidad de las Americas, Cholula, Puebla, Mexico. Invited to present a paper on intercultural communication courses taught in graduate TESOL programs,
worked with the TESL faculty on ways to incorporate intercultural communication into their graduate curriculum (April, 1995).

**Academic Specialist**, United States Information Service (USIS), Rabat, Morocco. Taught courses related to culture and textbooks at 2-week summer institute for Moroccan English teachers (July, 1994).

**Reading Consultant**, Fulbright Grant, Georgia State University, Atlanta, Georgia. Conducted course in the theory and practice of L2 reading for eight Egyptian teachers as a component of a large-scale teacher-training grant for Egyptian teachers and principals (June, 1994).

**Curriculum Consultant**, Auburn University/Nihon University Intensive ESL Program for 20 Japanese Students, Auburn, Alabama. Assessed student needs, developed curriculum, and evaluated students’ progress (June - September, 1993).

**Academic Specialist**, United States Information Service (USIS), Egypt. Invited to lecture at major universities on the role of culture in language learning and teaching (November - December, 1992).

**PRESENTATIONS**

**REFEREED PRESENTATIONS**


**INVITED PRESENTATIONS**


Nelson, G. (1997, November). Working with international students in university classrooms: What are the issues? Georgia State University, Atlanta, GA.


Nelson, G. (1992, February). The task and social dimension of an ESL writing group. Georgia State University, Atlanta, GA.


Nelson, G. (1990, March). Teaching ESL Overseas: What You Need to Know?. Job Fair, Georgia State University, Atlanta, GA.
Nelson, G. (1984, March). Typical administrative problems in large programs in the Middle East and their effects on teachers. TESOL International Convention, Houston, TX.

PROFESSIONAL SERVICE

EDITORIAL SERVICE


Member of Editorial Board, Teacher Education Quarterly, 1991 to 1999.


Ad Hoc Reviewer for publishing houses of Heinle & Heinle, University of Pittsburgh Press, Thomsen, and Routledge.

Promotion and Tenure Reviews for Tony Silva, Purdue University; Peter Ecke, University of Arizona; Joy Egbert, Washington State University; Lourdes Ortega, University of Hawaii; Cindy Lutenbacher, Morehouse University.

SERVICE TO THE PROFESSION

American Association of Applied Linguistics (AAAL):


AAAL Convention, 2000, Vancouver (Reviewed MA and PhD student applications for travel grants to AAAL)

AAAL Convention, 1999, Stamford, Connecticut (Refereed papers on discourse analysis)

AAAL Convention, 1998, Seattle (Coordinator of refereeing papers on written discourse)

TESOL Organization:


Intercultural Communication Interest Section (Nominating Committee, 2000).

Higher Education Interest Section (Assistant Chair, 1993; Associate Chair, 1994; Chair, 1995-96).

TESOL Annual Business Meeting, Chicago, IL (Teller, 1996)

International TESOL Convention ‘93, Atlanta, Georgia (Committee Chair, V.I.P. Speaker Liaison Committee).

Southeast Regional TESOL Convention ‘91, Atlanta, Georgia (Chair, Registration Committee).


Georgia TESOL Conference/Georgia State University, Atlanta, Georgia (Convention Chair).

COLLEGE AND UNIVERSITY SERVICE AT GEORGIA STATE UNIVERSITY

Chair of Department, 2000-2007.


Member, Faculty Senate, 2000-2004.

Member, Admissions and Standards Committee, 2000-2004 (member, Regents GSTEP Exam Subcommittee; Final Exam Policy Subcommittee)

Member, APACE, 2000-2004 (member, Program Review Subcommittee)

Member, Administration Support Unit Committee (ASUR), 2002.

Member, Writing Across the Curriculum Committee (WAC), 2002.

Member, Graduate Council, 1999-2000.

Member, Curriculum Committee, College of Arts and Sciences, 1997-1999.

Member of doctoral committees, 1998-99, 1994-95 (outside member for students in School of Policy Studies and College of Education).

Member, Faculty Senate, 1995-96.

Member, Senate Library Advisory Committee, 1995-96.

Member, Committee on Program Review, a subcommittee of APACE, 1995-96.

Member, Committee on the Regents’ Reading Test for Nonnative Speakers of English, a subcommittee of the Senate Committee on Admissions and Standards, 1996.

Member, Curriculum Committee, College of Public and Urban Affairs, 1995-96.

Departmental Correspondent for CPUA Newsletter 1994-95.

Facilitator, Middle East Study Group, Georgia State University, 1994-1995.

Chair, Curriculum Committee, College of Public and Urban Affairs, 1994-1995.


DEPARTMENTAL SERVICE

Department Chair, 2000-2007.

Designer, Department Web Site, 2005

Member, Search Committee, Office Manager II Position, 2002.

Member, Search Committee, two tenure track positions, 2002.

Director of Graduate Studies, 1997-2000.

Chairperson, Chair’s Three Year Evaluation Committee, 2000.
Member, Search Committee, ESL Lecture positions, 2000, 2006


Facilitator, Job Placement Workshops, 1991-present.

Curriculum consultant, reading courses, intensive ESL program, 1992-95.

Member, Search Committee, ESL Lecture positions, 1998-99.

Member, Search Committee, ESL Assistant Professor position, 1992-93.

Chair, Search Committee, ESL Assistant Professor position, 1991-92.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Teachers of English to Speakers of Other Languages (TESOL)
American Association of Applied Linguistics (AAAL)
Georgia TESOL
MEXTESOL

2007
I. Education

University of Florida, Program in Linguistics

Ph.D. in Applied Linguistics, August 1999
   Dissertation: An Analysis of Prosodic Systems in the
   Classroom Discourse of NS and NNS Teaching Assistants

M.A. in Applied Linguistics, December 1994
   Thesis: The Function of Intonation in English in the Classroom: Analysis of
   Data from Native and Non-native Teaching Assistants

University of Florida, TESL Certificate, May 1994

Regents School, London, United Kingdom
   RSA TEFL Preparatory Certificate, September 1989

West Sussex Institute of Higher Education, United Kingdom
   B.A. (Hons) in Related Arts (Upper Second), September 1988

II. Professional Credentials

Assistant Professor, Department of Applied Linguistics, GSU, 2005-present

Assistant Professor, Department of English, University of Alabama, 2000-2004

Visiting Assistant Professor, Applied Linguistics, Georgetown University, 2004-5

Visiting Assistant Professor, Department of English, University of Alabama, 1999-2000

III. Teaching Experience

Assistant Professor in ESL & Applied Linguistics, Georgia State University, August 2005-Current

Visiting Assistant Professor in Applied Linguistics, Georgetown University, August 2004-May 2005
Assistant Professor in TESOL & Linguistics, Department of English, University of Alabama, August 2000 – May 2004

Visiting Assistant Professor in TESOL & Linguistics, Department of English, University of Alabama, August 1999 – May 2000

Visiting Instructor, English Language Institute, University of Alabama, July 2000

Teaching Assistant, Academic Spoken English Program, University of Florida, August 1998 - August 1999

Teaching Assistant, English Language Institute, University of Florida, May 1998 - August 1998

Teaching Assistant, Program in Linguistics, University of Florida, January 1998 - May 1998:

Teaching Assistant, Academic Spoken English Program, University of Florida, January 1995 - December 1997

Teaching Assistant, English Language Institute, University of Florida, August 1992 - December 1994

Instructor, Living Language Center, Folkestone, United Kingdom, June - August 1991, 1992


IV. Administrative Experience

AL/ESL Faculty search committees for two tenure-track positions, member (Fall 2007-Spring 2008)

AL/ESL Chair search committee, member (Fall 2007)

AL/ESL Ph.D curriculum committee, member (Fall 2007, ongoing)

AL/ESL Qualifying paper committee, member (Fall 2007)

Department Library Liaison, (Fall 2007, ongoing)

AL/ESL Research development committee, chair (Fall 2005)


Co-organizer of the 26th Alabama Symposium, Department of English, University of Alabama (2002)

Undergraduate Studies committee, member, University of Alabama (2002)
Committee to review departmental Tenure & Promotion guidelines, member, University of Alabama (2002)

Computer-based Honors Program advisory committee, member, University of Alabama (2002)

Department planning committee, member, University of Alabama (2001)

VI. Instructional Activities

Graduate Courses Taught
AL 8992 Current Issues in Applied Phonology
AL 8990 Pragmatics
AL 8530 Second Language Acquisition
AL 8450 Approaches to Teaching EFL/ESL
AL 8320 Sound Systems of English
AL 8910 Directed Individual Study
LING 752 Spoken Professional Discourse (Georgetown University)
LING 357 Methods of Language Teaching (Georgetown University)
LING 358 Materials Preparation (Georgetown University)
EN 610 TESOL Methods (University of Alabama)
EN 611 Advanced TESOL Methods (University of Alabama)
EN 612 Spoken Discourse Analysis for TESOL Teachers (University of Alabama)
EN 612 Applied Phonology (University of Alabama)
EN 466/500 Sounds of English (University of Alabama)
EN 466/500 Structure of English (University of Alabama)
EN 613 Second Language Acquisition (University of Alabama)

Undergraduate Courses Taught
Perspectives 2001 Humor across Cultures.
LING 251 Language Acquisition (Georgetown University)
LING 001 Introduction to Language (Georgetown University)
EN 321 Introduction to Linguistics (University of Alabama)
EN 300 Speaking the Queen’s English (University of Alabama)
EH 210 Survey of American Literature (University of Alabama)
LIN 4721 Second Language Acquisition (University of Florida)
Courses Taught for ESL/EFL Students

Intensive ITAP Course, International Teaching Assistant Program (University of Alabama)
ENS 4501 Academic Spoken English (University of Florida)
ENS 4502 Supervisory course for ITAs (University of Florida)
Advanced Oral Skills Instructor (University of Florida)
TOEFL class Instructor (University of Florida)
Advanced Reading & Writing Skills Instructor (University of Florida)
Instructor of English as a Foreign Language (IHH Iskola & Living Language Center)

Committees for Individual Student Work

Dissertation Committees:

Cheongmin Yook, co-chair of Ph.D. committee (Fall 2007, ongoing)
Luciana Diniz, member of Ph.D. committee (Fall 2006-Spring 2007)
Guiling Hu, member of Ph.D. committee (Spring 2007, ongoing)
Magdi Kandil, member of Ph.D committee (Fall 2006, ongoing)
Iryna Kozlova, member of Ph.D committee (Spring 2006, ongoing)
Rachel Shuttlesworth, member of Ph.D. committee, University of Alabama (2003-2004)
Bill Wallace, member of Ph.D. committee, University of Alabama (2003-2004)
Susan Olmstead, member of Ph.D. committee, University of Alabama (2003-2004)

Ph.D. Qualifying Paper/Comprehensive Exam Committees:

Guiling Hu, member of Ph.D. comprehensive exam committee (Fall 2006)
Cindy Mulligan (Communications Department) member of Ph.D. comprehensive exam committee (Fall 2006)
Rachel Shuttlesworth, chair of Ph.D. comprehensive exam committee, University of Alabama (2003)

M.A. Thesis/M.A. papers, first reader

Sumudo Wijetunge, member of MA Thesis Committee (Spring 2008, ongoing)
Viridiana Palacio, member of MA Thesis Committee (Spring 2008, ongoing)
Madrelle Cartwright, first reader of MA paper (Spring 2007)
Brenna Siefried, first reader of MA paper (Spring 2007)
Safiyyah Saleem, first reader of MA paper (Spring 2007)
Julia MacGregor, first reader of MA paper (Fall 2007)
Mary Louise Hendley, first reader of MA paper (Fall 2007)
Ayako Kaleta-Schuetz, first reader of MA paper (Fall 2007)
Amy Karelitz, first reader of MA paper (Fall 2005)

**M.A. Papers, Second reader**

Miyoungh Kim, second reader of MA paper (Spring 2007)
Diana Wrenn, second reader of MA paper (Spring 2007)
Gretchen Andrews, second reader of MA paper (Fall 2007)
Zijun Ning, second reader of MA paper (Fall 2007)
Helena Oliveira-Marrara, second reader of MA paper (Fall 2007)
Lauren Rein, second reader of MA paper (Fall 2007)
Harvey Oaxaca, second reader of MA paper (Fall 2007)
Rachel Holloway, second reader of MA paper (Fall 2007)
Nancy Yanez, second reader of MA paper (Fall 2006)
Heather Allington, second reader of MA paper (Fall 2006)
Rosemary Eberiel, second reader of MA paper (Fall 2006)

**Undergraduate Honors Chair**

Phillip Haines (Presidential scholar), chair of Honors Project (Fall 2006-Spring 2007)

**Advisor**

Lijun Ye, 2nd year Ph.D. student, advisor (ongoing)
Jason Litzenberg, 1st year Ph.D. student, advisor (ongoing)
Advisor for six MA students (ongoing)

**Additional Committees**

Okim Kang (Ph.D. student at UGA), co-chair for the SPAAN Fellowship grant given by the University of Michigan (2006-2007)
Supervisor for graduate student teachers in Linguistics (University of Alabama)
Coordinator & supervisor for Oral Skills (University of Florida, English Language Institute)

VII. Intellectual Contributions

A. Publications - Refereed Journal Articles


B. Publications - Book Chapters


Publications - Encyclopedia Entries


Publications - Reviews


C. Publications - Conference Proceedings


D. Professional Presentations

Invited Presentations


the ITA Interest Section.


**Refereed Presentations**

Pickering, L. April 2nd, 2008. ‘So what is Indian English?’ Colloquium paper to be presented at the Annual TESOL 2008 Convention, New York, NY.


**Seminar Presentations**


Pickering, L. August, 2007. ‘The theory and application of discourse intonation in English Language Teaching.’ Talk given for the GSU EFL Program for Teachers in the Beijing University Health Science Center.

Pickering, L. September, 2002. ‘Pragmatic Approaches to the Intonation System in English.’ Talk given for the TESOL Program, Georgia State University, Atlanta, Georgia.


**E. Editorial/Reviewer Projects**

Manuscript Reviewer for *TESOL Quarterly*

Manuscript Reviewer for *Language Learning & Technology*

Manuscript Reviewer for *Language and Society*

Book proposal Reviewer for Pearson-Longman

Manuscript Reviewer for the *Encyclopedia of Language & Education, 2006*

Abstract Reviewer for *AAAL 2007 Strand in Second and foreign language pedagogy*

Manuscript Reviewer for *2007 TESOL/Thomson Heinle Distinguished Research Award*

Abstract Reviewer for *2006 AAL-ACLA/CAAL*


**F. Grants & External Funding**
Primary Investigator on sub-contract for UGA for $13,870. July 2006-September 2007. Title: Relative Impact of Rater Intercultural & Language Background, rater attitudes, rater training and measurable elements of Pronunciation on TOEFL IBT Speaking Proficiency Scoring. Grant funded by ETS for a total of $89,000 (PI: Dr. Don Rubin, UGA).

VIII. Professional & Honor organization activities

A. 
Member of International TESOL organization
Member of International Pragmatics Association
Member of American Association of Applied Linguistics

B. 
Member of the TESOL Quarterly Editorial Advisory Board 2005-2008
Chair of Subcommittee for Mentoring Off-Networked Scholars (2006-2008, continuing mentor)
Attendee at Grants 101: Professional Grant Proposal Writing, Grant Institute, April, 2007
Administrator of the Oral English Proficiency Placement Test for International Students at the University of Alabama, 2001 - 2004
ETS SPEAK test rater May 1996 - August 1999
Regional Peer Review Committee Member for Fulbright Teacher Exchange Program 1999-2000

IX. Honors, Awards & Recognition

Nomination for 2007 GSU Junior Faculty Scholarship Award, Georgia State University, February 2007.
Research Advisory Council Grant, University of Alabama, Spring 2003
Research Advisory Council Grant, University of Alabama, Spring, 2001
College of Liberal Arts and Sciences Equipment Grant, University of Florida, October 1997
College of Liberal Arts and Sciences Dissertation Fellowship, University of Florida, Summer 1997
Sara Cushing Weigle, Ph.D.
Department of Applied Linguistics/ESL
Georgia State University

Mailing Address:        Office Address:
P.O. Box 4099       34 Peachtree St. Suite 1200
Atlanta, GA 30302-4099     Atlanta, GA 30303
Telephone:  404-413-5192
Fax:  404-413-5201
e-mail:  sweigle@gsu.edu

Education


1980  B.A., German Studies, Stanford University.

Academic Positions

Georgia State University, Atlanta, GA, Department of Applied Linguistics & ESL
Associate Professor (2004-present)
Assistant Professor (1997-2004)

Soka University of America, Calabasas, California
Adjunct Assistant Professor (1996)

University of California, Los Angeles, Department of TESL/AL
Visiting Assistant Professor (1995-97)

Courses Taught

Graduate
Georgia State University
Approaches to Teaching English as a Second Language
General Linguistics
Issues in Second Language Writing
Materials Design, Development, and Publication
Practicum in ESL/EFL Teaching
Research Design and Statistics for Applied Linguistics
Second Language Assessment and Evaluation
Quantitative Research Methods
Seminar in Performance Assessment

National University of Cordoba & National University of Rio Cuarto, Argentina
Research Methods for Applied Linguistics
UCLA
Introduction to Language Testing
Research Design and Statistics for Applied Linguistics

Soka University of America
Basic TESOL Methodology

UCLA Extension
Methods of Teaching English Usage and Structure in the ESL Classroom

Undergraduate
Georgia State University
Introduction to Linguistics
Languages of the World
Freshman Orientation (GSU 1010)
Morphology & Syntax

English as a Second Language
Georgia State University
Advanced Pronunciation for Graduate Students
Academic English for Graduate Students (Level I)
Advanced Structure/Composition

UCLA
Advanced Oral Skills for International Teaching Assistants
High Intermediate and Advanced Academic ESL
English for Pedagogical Purposes
Developmental Composition for ESL Students
Content-based ESL (adjuncted to Psychology & Communications courses)

Other Teaching Experience

UCLA, ESL Section, Teaching Assistant (1987-93)
UCLA, Education Extension, Instructor (1992)
Eötvös Lorand University, Faculty of Sciences, Budapest, Hungary, Lecturer (1990)
Various Organizations, Vienna, Austria, EFL Teacher (1981-82)

Administrative Experience

Georgia State University, Atlanta, GA, Department of Applied Linguistics & ESL
  Department Chair (2008-present)
  Director of Undergraduate Studies (2005-2008)
  Director of Test Research and Development (2002–present)
  Director of ESL Testing (1999–2001)
  Director of ESL Service Courses (1999–2001)
  Coordinator of ESL Tutoring Laboratory (1998–2000)
  Director of ESL Program (1997–1998)

University of California, Los Angeles, Department of TESL/AL (1995-1997)
  Director, English as a Second Language Placement Examination
UCLA Center for the Study of Evaluation
Project Coordinator (1994-95)

Publications

Books


Refereed Journal Articles


Chapters in Edited Volumes


Published Reviews


Invited Presentations


**Conference Presentations**


Bachman, L., Cushing, S.T., & Purpura, J.E. (1993, April). Designing a research questionnaire to explore test taker characteristics. Paper presented at TESOL, Atlanta, GA.


Professional Consulting

Reviewer, Intensive English Program, American University of Sharjah, Sharjah, United Arab Emirates (2008)

Writing Assessment Consultant, National Assessment of Adult Literacy, (2004-present)

Research Consultant, Dr. Patricia Carrell, ETS study of note-taking on TOEFL listening (2003-2005)

Reviewer of IPT Writing Test, Ballard & Tighe Publishers, Brea, CA (2002)

Language Proficiency Assessor, Egyptian Teacher Training Initiative, Georgia State University (1998-99)

Vocational English Assessor, Nelson Nameplate Inc., Los Angeles, CA (1994)


Test Development Consultant, University of Southern California (1990-91)

Editorial Projects

Editorial Service
Book Review Editor, Language Testing (2003-present)
Editorial Board, Language Testing (2002-present)
Editorial Board, Assessing Writing (2003-present)
Editor, TESOL Research Interest Section Newsletter (March 1998 – March 2003)

Evaluation/Manuscript Reviewing

External evaluator, candidate for tenure and promotion to Associate Professor, University of Central Florida (2008)

External evaluator, Ph.D. degree candidate, Ontario Institute for Studies in Education, University of Toronto (2008)


External reviewer, M.A. degree candidate, University of Melbourne (1996)


Professional Activities

Memberships

Teachers of English to Speakers of Other Languages (TESOL)
American Association of Applied Linguistics (AAAL)
International Language Testing Association (ILTA)

Offices/Committees/Presentations

Co-chair, Language Testing Research Colloquium (March 2009)
Member, Standing Committee on Research, TESOL (March 2006-present)
Chair, Research Interest Section, TESOL (2006-2007)
Member-at-large, Executive Board, International Language Testing Association (2003-2004)
Member, TOEFL Committee of Examiners, Educational Testing Service, Princeton, NJ (1996-99)

University Service

University Senate, 2003-present
Chair, Committee on Academic Programs, 2008-present
Chair, Undergraduate Council, Committee on Academic Programs, 2003-2008
Member, Committee on Academic Programs, 2003-present
Member, Admissions & Standards Committee, 2003-present
Member, Hardship Withdrawal Appeals Committee, 2006-2007
Member, Hardship Withdrawal Committee, 2007-present
Member, Search Committee, Coordinator of Student Assistance, Dean of Students Office, July-September 2007

Grants, Honors, Awards, and Recognition

Validation of automated scoring of TOEFL iBT tasks against non-test indicators of writing ability ($101,417); Educational Testing Service Sponsored Research Grant (2006)

Fulbright Senior Specialist Grant to teach Research Methods in Applied Linguistics in Cordoba and Rio Cuarto, Argentina (2004)

Freshman Learning Community Summer Grant ($2000), Georgia State University (2003)

Revision of the Georgia State English Proficiency Test. Instructional Improvement Grant ($5000), Georgia State University (2000)

Developing promotion and exit standards for ESL courses. Instructional Improvement Grant ($1800), Georgia State University (1998)

TOEFL Award for Outstanding Doctoral Dissertation in Language Testing (1996)
Meredith Holbrook Bricker
Address: 990 Litchfield Place, Roswell, Georgia 30076
Telephone: (770) 362-8016
Email: meredith.bricker@gmail.com

EDUCATION:

Georgia State University, Atlanta, Georgia
Master of Arts in Applied Linguistics
GPA: 4.0


Grove City College, Grove City, Pennsylvania
Bachelor of Arts in English and Bachelor of Arts in Spanish
Cum Laude

TEACHING EXPERIENCE:

Lecturer
Intensive English Program, Department of Applied Linguistics and English as a Second Language
Georgia State University, Atlanta, Georgia

- **Structure and Composition V.** Spring 2008; Fall 2008
- **Structure and Composition IV.** Summer 2008
- **Oral Fluency II.** Spring 2008; Fall 2008
- **Oral Communication IV.** Spring 2008

Visiting Instructor
Intensive English Program, Department of Applied Linguistics and English as a Second Language
Georgia State University, Atlanta, Georgia

August 2006 – December 2007
Adjunct Instructor  
**August 2005 – August 2006**  
Department of Applied Linguistics and English as a Second Language  
Georgia State University, Atlanta, Georgia

- **Oral Fluency II.** Summer 2006  
- **Reading Skills I.** Fall 2005; Summer 2006  
- **Academic Writing for Graduate Students.** Spring 2006  
- **Academic Writing for University Exams III.** Fall 2005

**Adjunct Instructor**  
August 2005 – August 2006  
Department of Foreign Language and English as a Second Language  
Georgia Perimeter College, Clarkston, Georgia

- **Applied Grammar II.** Summer 2006  
- **Academic Communication Skills II.** March 2006 – May 2006; Summer 2006  
- **Applied Grammar III.** Spring 2006  
- **Integrated Skills II.** Fall 2005; Spring 2006  
- **Academic Communication Skills I.** Fall 2005

**ESL Graduate Teaching Assistant (Instructor)**  
**May 2004 – May 2005**  
Intensive English Program, Department of Applied Linguistics and English as a Second Language  
Georgia State University, Atlanta, Georgia

- **Reading and Listening for Academic Purposes III.** Spring 2005  
- **Extensive Reading IV.** Spring 2005  
- **Oral Fluency II.** Summer 2004; Fall 2004

**Teacher of English as a Second Language**  
**January 2004 – January 2005**  
Atlanta Kaplan Center  
Atlanta, Georgia

- Created and implemented English lessons designed to enhance speaking, writing, listening, and reading skills while accommodating the needs of English language learners in varying degrees of proficiency.
OTHER PROFESSIONAL EXPERIENCE:

Proposal Reviewer                                                                                   August 2007 – present
University of Michigan Press – Ann Arbor, Michigan

- Reviewed a proposed text designed to help teachers find practical uses for corpus
  linguistics in the ESL classroom.
- Reviewed a proposed text designed to increase oral fluency for lower-intermediate
  ESL students.

Test Rater                                                                                              Fall 2004; Fall 2007
Department of Applied Linguistics and English as a Second Language
Georgia State University
Atlanta, Georgia

- Rated writing sections of the Georgia State Test of English Proficiency (GSTEP).

ESL Tutor                                                                                               July 2005 – October 2005
Atlanta English Institute
Atlanta, Georgia

- Conducted a needs assessment and designed a 10 week tutoring program for an adult
  English language learner.
- Enhanced the student’s conversation and vocabulary skills through interactive oral
  communication, grammar study, and oral fluency exercises.

Conversation Partner                                                                                   August 2003 – August 2004
Intensive English Program, Department of Applied Linguistics and English as a Second
Language
Georgia State University, Atlanta, Georgia

- Worked as a volunteer arranging one-on-one weekly meetings with ESL students
  enrolled in the IEP to help them build English speaking and listening proficiency as
  well as to develop cultural understanding through casual English conversation.

Student Activities Graduate Assistant                                                                August 2003 – May 2004
Intensive English Program, Department of Applied Linguistics and English as a Second
Language
Georgia State University, Atlanta, Georgia

- Facilitated English discussion of intercultural topics with international students
  enrolled in the Intensive English Program (IEP) during weekly Intercultural
  Communication Exchange meetings.
- Coordinated and attended social and service activities for IEP students in the Atlanta
  community.
• Compiled IEP students’ in-class and extracurricular writing into 2 issues of the IEP Student Magazine distributed to IEP students at the end of each semester.
• Assisted in coordinating activities for 4 IEP student receptions.

Transportation Coordinator

June 2001 – August 2003

Lancaster-Lebanon Intermediate Unit #13, an education service agency
Lancaster, Pennsylvania

• Demonstrated strong interpersonal skills by daily communicating and resolving problems with transportation contractors, parents, and teachers as well as school district and Intermediate Unit administrative officials.
• Ensured the safe transportation of more than 1000 elementary, middle school, and high school students with special needs by planning and supervising over 100 daily school bus routes in 22 school districts.
• Responsible for daily operations including special discipline issues, suspensions/expulsions, emergency procedures, and implementation of bus routes.

PRESENTATIONS:


Bricker, M. (2006, March). The combined influences of intercultural communication and


PUBLICATIONS:


RESEARCH:


PROFESSIONAL SERVICE:

Service and participation in the field of applied linguistics

**Newsletter Co-editor**  
*Christian Educators in TESOL Caucus*  
TESOL, International  

**Program Review Participant**  
*Georgia Perimeter College*  
Clarkston, GA  
May 2006

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**Department of Applied Linguistics, Georgia State University**

**Co-presenter,**  
**Guest lecturer, AL 8450 Approaches course**  
*Using technology to assess speaking and listening skills*  
Georgia State University  
September 11, 2008

**Cooperating Teacher, Undergraduate Practicum course**  
*Department of Applied Linguistics/ESL*  
Georgia State University  
Fall 2008

**Cooperating Teacher, AL 8900 Practicum course**  
*Department of Applied Linguistics/ESL*  
Georgia State University  
Fall 2008; Summer 2008; Fall 2007; Summer 2007; Spring 2007

**Member, Assessment Committee**  
*Intensive English Program*  
Georgia State University  
Fall 2008 – present; Fall 2006 - Spring 2007

**Co-coordinator, IEP Student Activities**  
*Intensive English Program*  
Georgia State University  
Spring 2008

**Co-presenter, Pronunciation Workshop**  
*Intensive English Program - Tutoring Services*  
Georgia State University  
September 28, 2007

**Member, Curriculum Committee**  
*Intensive English Program*  
Georgia State University  
Fall 2006 - Spring 2007
Participant, Book Discussion: *What the Best College Teachers Do* Fall 2006 - Spring 2007
*Center for Teaching and Learning*
Georgia State University

Rater of final poster presentations December 2006
*ESL 7250: Academic Listening and Speaking for Graduate Students*
Georgia State University

Participant, Doctoral Seminar Research Study led by Dr. John M. Murphy May 2006
*Teachers’ Perceptions of an Effective IEP Teacher*
Georgia State University

**MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:**

Teachers of English as a Second Language (TESOL)
Georgia Teachers of English as a Second Language (GATESOL)

**HONORS:**

Recipient, Departmental Award for Outstanding Graduate Teaching Assistant May 2005
*Department of Applied Linguistics and English as a Second Language*
Georgia State University
REFERENCES:

Dr. Gayle Nelson, Chair
Professor
Department of Applied Linguistics and
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Georgia State University
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gaylenelson@gsu.edu

Ms. Cheryl Delk, Director
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404-413-5175
cdelk@gsu.edu

Ms. Sharon Cavusgil, Director
ESL Credit-Bearing Program
Department of Applied Linguistics and
English as a Second Language
Georgia State University
P.O. Box 4099
Atlanta, Georgia 30302-4099
404-413-5813
eslsc@langate.gsu.edu

Ms. Susan Firestone
Intensive English Program
Department of Applied Linguistics and
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Georgia State University
P.O. Box 4099
Atlanta, Georgia 30302-4099
404-413-5200
eslsaf@langate.gsu.edu

Dr. Rose Camalo, Associate Professor
Department of English as a Second
Language and Foreign Language
Georgia Perimeter College, Clarkston
campus
555 N. Indian Creek Drive
Clarkston, Georgia 30021
404-417-0326
rosecamalo@bellsouth.net

Ms. Jelena Naim, Instructional Guide
Amana Academy
3627 Castaway Court
Atlanta, Georgia 30341
404-271-9121
jnaim@AmanaAcademy.org
EDUCATION

Georgia State University, Student in the doctoral program in Applied Linguistics and Teaching English as a Second Language (ESL), 2003 – present

Georgia State University, Master of Arts in Applied Linguistics and Teaching English as a Second Language (ESL), awarded 2000

University of Massachusetts, Bachelor of Arts, cum laude, in Communication Studies, awarded 1982. Area of concentration: mass communication and mass media

TEACHING AND ADMINISTRATIVE EXPERIENCE

ESL Lecturer – Georgia State University, Department of Applied Linguistics and ESL, August 2001 – present

  Applied Linguistics Courses
  Technology in the L2 Classroom (M.A.)
  Material Design, Development, and Publication (M.A.)
  EFL Practicum (undergraduate)
  ESL Practicum (M.A.)

  Intensive English Program Courses
  Basic through Advanced Oral Communication
  Basic through Advanced Structure and Composition
  Basic through Advanced Reading and Listening
  Basic Oral Fluency
  Intermediate through Avanced Academic Writing

  ESL Courses
  Reading Course for the Regents’ Exam
  Writing Course for the Regents’ Exam
  Freshman English Composition
  Academic Writing for Graduate Students
ESL Testing Coordinator – Georgia State University, Department of Applied Linguistics, August 2003 – August 2007
Duties include administering the Georgia State Test of English Proficiency to various populations (current graduate and undergraduate students, prospective GSU students, prospective students at other Georgia universities and colleges), supervising two graduate testing assistants, maintaining and upgrading the test database, coordinating the rating of essays and short answers components of the test, coordinating interviews with students to determine speaking skills, communicating with all parts of the university community about testing issues, and publicizing and promoting the GSTEP at GSU and in the Atlanta area.

ESL Visiting Instructor - Georgia State University, Department of Applied Linguistics and ESL
  Freshman English Composition
  Reading Course for the Regents’ Exam
  Writing Course for the Regents’ Exam
  Lower Intermediate Structure and Composition
  Intermediate Oral Communication

ESL Graduate Teaching Assistant (Instructor) - Georgia State University, Department of Applied Linguistics and ESL
  Writing Course for the Regents’ Exam
  Advanced Academic Writing

Developed EFL program for all lawyers in firm. Determined English proficiency levels of all lawyers and contracted EFL teachers. Monitored and assessed progress in courses. Reviewed all documents written in English at firm. Put into place a structure for maintaining consistent structure in all English-language documents. Counseled lawyers and paralegals on ESL and post-graduate study in the United States and Canada.

Co-director and EFL instructor - Servicios Real World English, Caracas - 1995 – 1997
Developed company mission statement and business plan. Built client base and created standard curriculum goals and materials. Created individual student files for EFL courses and study plans in US/Canada. Taught all levels of EFL courses, and created supplementary materials for all courses. Maintained a business relationship with a US-based study abroad program, sending high school students for one-year study programs throughout the US.

Tutored EFL and content course material to elementary and middle school students at an American school. Included cross-cultural discussions for recently arrived students from abroad. Met with school administrators, teachers, and parents to create appropriate study sessions and achievable goals for the children.
Taught all levels of EFL courses to employees of such companies as Procter and Gamble, Visa, and Banco Provincial. Created supplementary materials to provide an environment in which the students had greater emotional investment and motivation.

Created and taught courses in advanced black and white photography and creating photographic essays. Provided in-class and laboratory lessons. Held photo shows of student work.

Photographed in a variety of corporate and journalistic settings. Had photo projects in the UK, the US, Haiti, Ghana, and Nicaragua. Held various one- or two-person shows of photography on a variety of social issues (images of and with the disabled, images of African American families, self-expression of Nicaraguan teenagers).

**PROFESSIONAL CONSULTING WORK**

**Writing Consultant** – February 2008
Ran two intensive writing workshops for lawyers in Caracas, Venezuela. Created all materials, including course books, in-class materials, and additional online exercises. Included a component on using corpus linguistics tools for language development within the participants’ specific context.

**English Language Specialist for US Department of State** – June 2006
Visited two bi-national language centers in the Dominican Republic, and presented at annual teacher conferences there. The focus of this trip was to discuss the realities of using technology in a specifically Dominican EFL setting with students, teachers, and administrators.

**English Language Specialist for US Department of State** – August 2004
Created and implemented an intensive two-week workshop for 22 Mexican university EFL teachers. In conjunction with the US Department of State and the Universidad Autonoma de Baja California, ran a teacher-training assessment workshop, which focused on a critical examination of the five main principles of testing, with an emphasis on relating theory to practice for the participants’ specific EFL environment.

**English Language Specialist for US Department of State** – July-August 2003
Created and implemented an intensive three-week workshop for 25 Mexican university EFL teachers. In conjunction with the US Department of State and the Universidad Autonoma de Baja California, ran a teacher-training and language-review workshop consisting of separate components on reading, writing, vocabulary, pronunciation and computer use. Materials available at [http://www.gsu.edu/~esljdb/uabc/](http://www.gsu.edu/~esljdb/uabc/).

**WEBCT beta test participant** – 2002-2004
Tested and reviewed WEBCT beta version (VISTA) via teleconferencing and interactive tasks.
Materials Writer for Computer Course in a Teacher Training Program – February 2002
Planned and wrote student manual and instructor manual for an intensive teacher training program funded by USAID through the Department of Applied Linguistics at Georgia State University. This also included preparing diskettes with materials to incorporate into the training program, and coordinating the computer skills course with the other courses provided in the training.

Supervisory Teacher Trainer in Computer Skills – March 2002 – October 2002
Taught senior teachers during an intensive teacher training program funded by USAID through the Department of Applied Linguistics at Georgia State University. Material included learning about various topics related to MS Office applications, and being able to use them to create support materials in the participants’ work in Egypt, supervising, observing, and training junior teachers.

Teacher Trainer in Assessment – July – August 2001
Taught two groups of middle and high school teachers during an intensive teacher training program funded by USAID through the Department of Applied Linguistics at Georgia State University. Material included reviewing forms of assessment, applicability of various assessment tools within the context of Egyptian public schools, and the use of portfolios in assessment. The areas covered included reliability and validity of assessment in writing, reading, listening and speaking of English as a foreign language.

Online Writing Tutor – October 2001 – July 2003
Worked directly with students around the work in an online task-based writing program, operated through Columbia University. Provided guidance via email to students on all aspects of their business writing, including grammar, sentence structure, lexical issues, and semantics.

Assisted Dr. Patricia Byrd in adapting exercises from her ESL textbook Applied English Grammar online for its new edition. This required adapting textbook materials and adding new materials to the online component of the new edition of this book, putting them into appropriate programs for online cloze, multiple choice, and other forms.

Writing Consultant – 1998 to 2002
Developed and conducted 4-week intensive workshops on clear writing for lawyers for the law firm of Baker & McKenzie in Caracas, Venezuela. Created all written materials, including course books, in-class materials, and additional online exercises.

Lexicographer – 1999 to 2001
Worked as part of a team for a UK-based publisher to create the MacMillan American English Dictionary for Advanced Learners (2002), a corpus-based dictionary for non-native speakers of English. This dictionary won the prestigious English Speaking Union/Duke of Edinburgh Award for 2002’s best English-language-teaching publication.
Duties included writing definitions based on actual use in the 80-million-word corpus, finding and modifying example sentences from the corpus to suit advanced learners of English, and reviewing and changing existing UK-based material for inclusion, using US cultural and linguistic criteria.

**Photojournalist** – 1989 to 1998


**PUBLICATIONS**


120
WebCT environment. Online article for Technology Conference 2000 at the University of Georgia, Athens, GA.


HONORS AND GRANTS

Recipient, Georgia TESOL Peru TESOL Award, 2007

Recipient, Georgia TESOL Beverly Benson Travel Grant Award, 2004

Recipient, Departmental Award for Outstanding Graduate Student of the Year, Department of Applied Linguistics, Georgia State University, 1999-2000

Recipient, Scholarship for Most Promising Incoming Graduate Student, Department of Applied Linguistics, Georgia State University, Spring 1999


Presentations at Professional Meetings

Invited Plenaries & Papers


Bunting, J. (September 2005). Beneficios del corpus linguistico para los educadores de segunda lengua o idioma extranjero. Plenary presentation at the Congreso Estatal de Idiomas, Mexicali, Baja California, Mexico

Bunting, J. (September 2005). Using corpus linguistics to create effective activities for academic vocabulary. Congreso Estatal de Idiomas, Mexicali, Baja California, Mexico

Bunting, J. (September 2005). Assessment in oral communication. Congreso Estatal de Idiomas, Mexicali, Baja California, Mexico


**Refereed Papers & Posters at International, Regional, and State/Local Conferences**


Bunting, J. (August 2007). *Testing tests: How can we tell if they are working?* Peru TESOL Conference, Tacna, Peru


Bunting, J. (March 2005). *Student-generated mini-corpora in academic writing classrooms*, as part of “Academic Vocabulary Activities That Promote Retention/Retrieval” Colloquium. TESOL Conference, San Antonio, Texas


Chaudron, G., & Bunting, J. (March 2004). *What Dictionary is Best for your Students?* GATESOL Conference, Augusta, Georgia


Bunting, J. (April 2002). *Adding on-line components to ESP writing workshops.* TESOL International Conference, Salt Lake City, Utah.


**PROFESSIONAL SERVICE**

**SERVICE TO THE PROFESSION OF APPLIED LINGUISTICS AND TEACHING ENGLISH AS A SECOND LANGUAGE**

Teachers of English to Speakers of Other Languages (TESOL):

Abstract reader for TESOL Research Interest Section, 2003 – 2004

Co-editor, TESOL Research Interest Section Newsletter. April 2001 – March 2003

Abstract Reviewer, Research Interest Section, for TESOL 2003 & TESOL 2004

Weigle, S & Bunting, J. (March 2006). Discussion group leaders for: Research in MATESOL Programs. TESOL Conference, Tampa, Florida

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Bunting, J., Byrd, P, Gille, C., & Howard, J. (April 2004). Discussion group leaders for: **Using corpus data to write vocabulary materials.** Group discussion on the use of corpus data to provide realistic settings for vocabulary words, with a focus on academic vocabulary. Examples of work done for publication and resources for corpus data shared. TESOL Conference, Baltimore, Maryland

Weigle, S & Bunting, J. (March 2004). Discussion group leaders for: **Research in MATESOL Programs.** TESOL Conference, Baltimore, Maryland

Bunting, J. & Nicholson, M. (April 2002). Discussion group leaders for: **Broadening the subject pool for TESOL research.** In this discussion, we examined the demographics of subjects used in ESL/EFL research, comparing them to actual ESL/EFL learners. Participants discussed possible reasons for this, as well as the feasibility and/or desirability of increased inclusion. Finally, ways to broaden the ESL/EFL research subject pool were addressed. TESOL Conference, Salt Lake City, Utah

**American Association of Applied Linguistics (AAAL):**

Abstract reader for AAAL 2002 Listening and Language Learning Strand

Assistant to AAAL Vice-President Patricia L. Carrell, coordinator of 2000 AAAL Convention in Vancouver, British Columbia. Designed, updated, and maintained convention website. Assisted in writing of call for papers, and in the process of selecting papers and colloquia for inclusion. Developed database for scheduling of invited papers and colloquia. Created and maintained graduate student internet network. Supervised the development and implementation of a series of breakfasts for graduate students to meet with the “stars” of applied linguistics.

Student volunteer at AAAL Convention 1999, Stamford, Connecticut.

**Georgia Teachers of English to Speakers of Other Languages (GATESOL):**

Grant recipient evaluation team for the 2007 Beverly Benson Travel Grant, 2006.


Listserv moderator, Georgia TESOL. 2002 – present.

**Journal of English for Specific Purposes:**

Manuscript reviewer, 2005 – 2006
Asociación Venezolana-Americana de Amistad (Venezuelan-American Friendship Association), Caracas, Venezuela.

Member and Educational Counselor for Venezuelan students going to study in the US and Canada. 1995-1998. Counseled students on all aspects of study abroad, including academic and visa requirements, options while in Venezuela, and specific attributes in programs abroad. Presented information to groups of students in English and in Spanish about the criteria used in choosing a study-abroad program.

UNIVERSITY AND DEPARTMENT SERVICE AT GEORGIA STATE UNIVERSITY

Search Committee, member, College of Education ESOL/Literacy Search, 2007 – 2008

Mentor for Hispanic students, Center for Latin American and Latino Studies, 2006 – 2007 (ongoing)

Served as the Spanish-speaking representative of the IEP for prospective students, 2003 – 2007 (ongoing)

Observer of visiting instructors and graduate students teaching in the IEP, 2001 – 2007 (ongoing)

Guest presenter on the topic “Assessment in Oral Communication” in an MATESOL course on Second Language Assessment, Spring 2006 & Spring 2007

Served as an informant for faculty and graduate students working on a project on Teacher Knowledge Base, Fall, 2006

Guest presenter on the topic “Applied Corpus linguistics for vocabulary materials” in an MATESOL course on Corpus Linguistics, Fall 2005 & Fall 2006.

Guest presenter on the topic “Applying assessment principles in an oral communication class” in an MATESOL course on Assessment, Spring 2005.

Served as a microteaching rater of final projects for ESL 7500: Teaching at the University for International Teaching Assistants, December 2004.

Served as a microteaching rater of final projects for ESL 7500: Teaching at the University for International Teaching Assistants, December 2003.


Presented information to ESL tutors about the Georgia Board of Regents’ Compulsory Exams, for the purpose of providing the tutors with sufficient background knowledge to assist ESL students who need additional help preparing for these exams. Summer 2001 – Spring 2003.
Guest presenter on the topic “Technology in classroom material design” in MATESOL courses on Material Design, Fall 2001, Fall 2002.

Guest presenter on the topic “Corpus linguistics applied in the L2 classroom” in MATESOL courses on Corpus Linguistics, Fall 2001, Fall 2002.

Guest presenter on the topic “Using computers in oral communication assessment” in MATESOL courses on L2 Assessment, Fall 2001, Fall 2002.

Panel member on the topic “L2 writing issues for new teachers” in MATESOL course on Issues in L2 Writing, Fall 2002.

Guest presenter on the topic “L2 writing and computer use” in MATESOL courses on Issues in L2 Writing, Fall 2001, Fall 2002.

Presented information to and held discussion with MA students in the English Department about ESL issues for tutors and English Composition teachers, September 2002.

Co-presenter of open sessions for international students at Georgia State University to introduce them to the GSTEP Regents’ Exam. February 2002.

Interviewer for International Students’ GSTEP for Matriculated International Students, Department of Applied Linguistics & ESL, 2001 – present

Rater for the Alternate Regents' Writing Test for Non-native Speakers of English, Department of Applied Linguistics & ESL and Department of English, 2000 – 2001

Rater for the Regents' GSTEP Writing Test for Non-native Speakers of English, Interviewer for Matriculated International Students, Department of Applied Linguistics & ESL, 2001 – present


Technology Chairman and Web Designer, Graduate Student Association, Fall 2000. Revised website, updated information, and increased information sent to departmental website on job opportunities.

SERVICE TO THE COMMUNITY

International Community School Board of Directors, Vice-chair, Fall 2006 – present. Serving on a board of directors for a Dekalb County charter school, for a term 2006-2009.

International Community School Board of Directors, Chair, Principal Search Committee, Summer 2007 – Spring 2008.
International Community School Chartering Committee member, Fall 2006 – present. Serving on a committee to address short- and long-term educational, policy, and chartering issues for a charter school with 50% immigrant/refugee students.

International Community School Education Committee member, Fall 2005 – Fall 2006. Serving on a committee to address short- and long-term educational issues for a charter school with 50% immigrant/refugee students.

ICS Parent ESL Class, Fall 2003 – Fall 2004. Formed survival ESL program for recent immigrants and refugees in Atlanta, in support of parents of children at the International Community School, a charter school operating in Decatur, Georgia. Along with two other professionals, designed and implemented a free community-based and student-centered ESL program, focusing on language skills necessary for recent immigrants/refugees.

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

- American Association of Applied Linguistics (AAAL)
- Center for Latin American and Latino/a Studies (Georgia State University)
- Georgia TESOL – listserv manager
- Georgia Association of International Educators
- Hispanic Health Coalition of Georgia
- MexTESOL
- Phi Beta Delta Honor Society for International Scholars
- Teachers of English as a Second Language (TESOL)

LANGUAGES

English (native language), Spanish
EDUCATION

- Michigan State University, Master of Arts, Teaching English to Speakers of Other Languages, May 1993
- University of Wisconsin-Whitewater, Bachelor of Science in Education, Business Education, December 1986

TEACHING AND ADMINISTRATIVE EXPERIENCE

Georgia State University, Department of Applied Linguistics & ESL (9/1993-Present):
Senior Lecturer (9/1993-Present)
  Writing: English Composition I and II; Academic Writing for Graduate Students; Academic Writing for University Exams IV; Structure & Composition II, IV, & V
  Oral Communication: Academic Listening/Speaking for Graduate Students
  Reading: Reading & Listening for Academic Purposes IV & V, Reading Skills II
  Teacher Training: Teaching at the University for International Teaching Assistants, Teaching Practicum for Graduate Students, Issues in Teaching (workshop for Chinese educators), Reflective Teaching (workshop for Egyptian educators), Audio Visual Aids for Teacher Training Workshops: Meeting the Needs of Different Learners (workshop for Egyptian educators)
  Other: Freshman Learning Community: Keys to Academic Success

Director, ESL Credit Program for Graduate and Undergraduate Students (8/2001-Present)
This program serves approximately 200 undergraduate and graduate students each term:
Design/implement English for Academic Purposes (EAP) curricula, hire/supervise/evaluate faculty, evaluate/observe graduate teaching assistants, develop program policies/procedures, advise/counsel students, create program reports, oversee marketing, score placement tests, and complete oral interviews.

Worked with the College of Education and numerous metro-Atlanta public schools in a Professional Development Schools (PDS) partnership by coordinating ESOL efforts across the schools. The mission of the PDS partnership includes focusing on new teacher preparation, faculty development, and enhanced student achievement. (Professional Development School Partnerships Deliver Success Teacher Quality Enhancement Grant, College of Education, GSU and U.S. Department of Education.

This program served approximately 150 pre-matriculated students each term. In addition to the tasks listed in the ESL Director position above, managed a budget that generated over $1 million in annual revenue.
Assisted in the creation of the IEP (the program began August 1998) and completed the duties listed in the IEP Director position above.

Assistant Director, Office of Special Programs (9/1993-3/1996)
This program provided low-cost language courses for the refugee and immigrant communities & non-academic ESL/cross-cultural training for the Atlanta corporate community: Developed corporate program materials, sought grants and community support for refugee/immigrant programs, and organized language-related workshops for the ESL teaching community.

Michigan State University, English Language Center: Graduate Teaching Assistant (9/1991-4/1993)
Teaching: taught all language skills and levels to ESL pre-matriculated, undergraduate, and graduate students enrolled in the IEP and EAP programs
Other: developed materials and assessment tools for four ESL content-based courses that were adopted by the IEP, administered and scored placement tests

Ingham Medical Center (Lansing, MI), Department of Education & Staff Development: Instructor and Administrative Assistant (7/1990-11/1991)
Designed curricula and promoted/taught seminars primarily for hospital support personnel, developed and executed employee needs assessments, wrote scripts for hospital television system and articles for hospital publications, served as consultant to support personnel in office-related issues, facilitated and coordinated general orientation for new personnel, and completed general office duties.

Lansing Community College (Lansing, MI), Katharine Gibbs School (Boston, MA), Newbury College (Boston, MA), Purbeck School (Wareham, England) & Milton High School (Milton, WI) (1986-1990): Business Education Instructor Taught high school and community college courses, both full-time and part-time.

PUBLICATIONS & MATERIALS DEVELOPMENT

Textbooks
Chapters


Articles


Curriculum & Materials Design

- Led the creation of the EAP curriculum (design, instructor manuals, and student materials) for Georgia State University’s ESL Credit Program—a program that offers language support courses for graduate students and English Composition courses for undergraduate students at the university.
- Assisted in the creation of the EAP curriculum (design, instructor manuals, and student materials) for Georgia State University’s Intensive English Program—a program offering five courses at each of the five levels. The program, which prepares pre-matriculated students for the demands of U.S. college or university coursework, won the University’s 2002 Instructional Innovation Award (Carson, Cavusgil, & Snell, 2002).
- Cavusgil, S. (2007). *Issues in Teaching* (course design and materials development), 3-week Training Institute for teachers from Beijing University Health Science Center, at Georgia State University.
- Cavusgil, S. (2000). *Audio and Visual Aids for Teacher-Training Workshops: Meeting the Needs of Different Types of Learners,* (course design and materials development for students and trainers), Teacher Training Initiative for Egyptian Supervisors, United States Agency for Aid for International Development, at Georgia State University.

HONORS & AWARDS

- Georgia State University’s *Instructional Innovation Award* (with J. Carson and D. Snell), 2002
- Who’s Who Among America’s Teachers, 2002 & 2005
• Alpha Lambda Chapter of the Phi Beta Delta Honor Society for International Scholars, 2001
• Michigan State University's *Excellence in Teaching* Nominee, 1993

**GRANTS & CONTRACTS**

• *Writing Across the Curriculum (WAC) Summer Grant for GSU 1010 Faculty* (internal GSU grant, $2,000) Summer-Fall 2008
• *Freshmen Learning Community: Language, Culture, & Academic Success* (internal GSU grant, $2,000) 2006-2007
• *Writing Across the Curriculum: English Composition I* (internal GSU grant, $2,000) 2006-2007
• *Instructional Improvement Grant to purchase computer ESL software and oral communication audio materials for the Language Acquisition Resource Center* (internal GSU grant, $2,000) (with A. Murray) April 1997
• *Refugee Involvement in the 1995 TESOL National Convention*, travel and accommodation funds for refugee speakers involved in three national TESOL conventions. United States Department of Health and Human Services, Administration for Children and Families (external grant, $9,650) September 1994
• *Improving Your Written and Oral Communication Skills*, a corporate contract for a 21-hour language training program, The Coca-Cola Company, Atlanta, GA (external contract, $1,675) August 1994
• *Improving Your Oral Communication and Grammar Skills*, a corporate contract for a 40-hour language training program, Cox Enterprises, Inc., Atlanta, GA (external contract, $2,100) June 1994
• *Workplace Safety and Emergency Training*, a corporate contract for a 10-hour language training program, Spinks Scale Company, Inc., Atlanta, GA (external contract, $1,600) April 1994

**SELECTION OF PRESENTATIONS**

• Cavusgil, S. & Stowe, J. (Feb 2006). Are we teaching composition students the skills they really need? Georgia TESOL, Atlanta, Georgia.
• Cavusgil, S. & Mester, M. (Feb 2006). Strategies for improved literacy and academic skills. Georgia TESOL, Atlanta, Georgia.
• Byrd, P., Cavusgil, S., & Murphy, J. (July 1997). Task-based approach to an EAP curriculum. Georgia Perimeter College, Atlanta, Georgia.

SELECTION OF PROFESSIONAL ACTIVITIES & SERVICE

• **Principle Research Investigator**, Literacy Demands of Undergraduate Students. Research being completed at Georgia State University, December 2005 to December 2007

• **Workshop Trainer**, Issues in Teaching (Chinese scholars from Beijing University Health Science Center, July 2007), Audio Visual Aids for Teacher Training Workshops: Meeting the Needs of Different Learners and Reflective Teaching (Egyptian Teacher Trainer Initiative, USAID, 2001)

• **Instructor**, Early College High School Initiative, College of Education, Georgia State University. Spring 2008 (ENGL 1101), Fall 2007 (ENGL 1101, GSU 1010), Spring 2007 (ENGL 1101)

• **Consultant**, ETS Ideas Generation, Chicago, Mar 2005; Next Generation TOEFL, Princeton, NJ, Nov 2004

• **TOEFL/ETS pilot administrator**, TOEFL listening study, Feb 2005; reading/writing study, June 2000
• **External reviewer.** Applied Language Institute, University of Missouri-Kansas City (Council on Program Evaluation), November 2000


• **Oral proficiency interviewer.** (a) Graduate School of Arts & Sciences, Emory University, Aug 1995-2000; (b) Teacher Training Initiative Project for Egyptian EFL teachers, Department of Applied Linguistics/ESL, Georgia State University, Fall 1998, Spring 1999, and Summer 1999

• **Essay reader and interviewer.** Georgia State Test of English Proficiency, 1994-Present

**OFFICES & MEMBERSHIPS**
National Council of Teachers of English, 2007-Present
Mexico TESOL (MexTESOL), 2007-Present
Georgia Teachers of English to Speakers of Other Languages (GTESOL), 1994-Present
International TESOL, 1991-Present
DeKalb County School System Parent Center Advisory Council *(Chair)*, 2005-2006
NAFSA: Association of International Educators, 1999-2001
International Refugee Concerns Interest Section *(Chair)*, TESOL, 1994-1996
Refugee Women's Association, Atlanta, GA, 1994-1996
Michigan TESOL, 1992-1993
Advisory Board Member, Department of Administrative Services, Davenport College, Lansing, MI 1991-1993
SUMMARY OF QUALIFICATIONS

- Sixteen years experience teaching ESL at the university level
- Wide range of administrative experience including directing an Intensive English Program, coordinating student activities, supervising graduate students, and managing program-level projects such as self-studies and curriculum development
- Author of two ESL textbooks
- Excellent oral and written communication skills

DEGREES AWARDED

M.A. Degree in TESOL, Michigan State University, 1994

M.A. Degree in Teaching French Language and Culture, Michigan State University, 1992

B.A. Degrees in English and French, Illinois Wesleyan University & Institute d’Etudes Européennes, 1990

ADMINISTRATIVE EXPERIENCE

**Director**  
8/2003 - Present  
Intensive English Program, Department of Applied Linguistics/ESL,  
Georgia State University, Atlanta, GA

- Oversee administration of mid-sized Intensive English Program
- Coordinate self-study to seek accreditation by the Commission on English Language Program Accreditation
- Prepare annual program budget of over $1,000,000 in revenue/expenses
- Provide strategic planning leadership, implementation and assessment in conjunction with other departmental/university-wide programs
- Supervise curriculum development and implementation
- Schedule teaching assignments for 25 faculty per semester in 40-60 course sections/semester
- Serve on appropriate university committees committed to meeting the needs of pre-matriculated and matriculated international students
- Evaluate full-time faculty and staff through observations, student evaluation analysis, and personnel forms
- Determine annual faculty hiring/GTA appointments and run three faculty orientations annually
- Develop and implement marketing plan for IEP student
recruitment and retention

- Serve on committees with undergraduate and graduate program directors in Applied Linguistics
- Conduct formative and evaluative evaluations of visiting instructors, part-time instructors, and graduate teaching assistants
- Maintain website updates, including IEP alumni website

**GTA Coordinator**


Intensive English Program, Department of Applied Linguistics/ESL, Georgia State University, Atlanta, GA

- Oversaw and mentored graduate students assigned to teach in the IEP (position created in 2002 to provide guidance to GTAs teaching in Intensive English Program)
- Created GTA departmental handbook
- Revised GTA/GRA application forms and observation forms for evaluative and formative purposes
- Conducted workshops on various aspects of teaching and classroom management
- Facilitated monthly administrative meetings with GTAs

**Student Activities Coordinator**


Intensive English Program, Department of Applied Linguistics/ESL, Georgia State University, Atlanta, GA

- Organized and led extracurricular and service learning activities for IEP students on campus and in Atlanta community
- Coordinated weekly conversation groups
- Supervised two graduate assistants assisting with student activities
- Oversaw publication of IEP newsletter/magazine

**Curriculum & Self-Study Coordinator**


Career English Language Center for International Students (CELCIS), Western Michigan University, Kalamazoo, MI

- **Curriculum Coordinator.** Designed and implemented new curriculum objectives; prepared written curriculum description for distribution; developed and conducted curriculum review process
- **Self-Study Coordinator.** Managed the self-study process for the Commission on English Language Program Accreditation (Accreditation awarded August 2000)

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**TEACHING EXPERIENCE**

**Lecturer**

8/2003 - Present

Taught 9-12 hours/per semester (depending on administrative assignment) in the IEP

Intensive English Program, Department of Applied Linguistics/ESL, Georgia State University, Atlanta, GA

- Teach English for Academic Purposes (EAP) courses in the following levels and skill areas:
  - Low Intermediate and High Intermediate Extensive Reading, Low Intermediate Oral Fluency

Department of Applied Linguistics/ESL, Georgia State University, Atlanta, GA
- Teach ESL Credit-Bearing courses in Academic Speaking and Listening
- Teach AL 8900, Practicum in TESOL for pre-service graduate student teachers of English as a second language.
- Cooperating Teacher for Practicum Students. Mentored five graduate students enrolled in graduate Practicum course

Language Specialist
Career English Language Center for International Students (CELCIS), Western Michigan University, Kalamazoo, MI
- Taught courses in Intensive English program and English for Academic Purposes (EAP) bridge courses for matriculated students

Instructor
1/1999 – 5/1999
Kalamazoo Valley Community College, Kalamazoo,
- Taught ENG 100, an introductory college writing course for matriculated ESL students

Graduate Teaching Assistant
English Language Center, Michigan State University, East Lansing, MI
- Taught a variety of skill-based courses at all levels in an English for Academic Purposes program (10 hours weekly)
- Co-developed and taught in summer preparation program for Japanese high school exchange students
- Supervised short-term summer program for Japanese community college students
- Served as president of the TESOL Graduate Student Association
- Nominated for “Excellence in Teaching” award

Graduate Teaching Assistant
Department of Romance Languages, Michigan State University, East Lansing, MI
- Taught university-level beginning and intermediate French courses
- Passed qualifying examination to enter PhD program
**PUBLICATIONS**

**Books**


**Articles**


**Textbook Chapters**


**Publications in Other Media**


**Book Notice and Other Materials**
**PROFESSIONAL PRESENTATIONS**

“Surviving the Transition from Teaching to Administration.” Refereed paper at MEXTESOL Conference, Veracruz, Mexico, November 2007.


“Improving exit criteria for university IEPs” (with Mary Lu Light and Tom Marks). Refereed paper at the TESOL International Conference, Salt Lake City, UT, April 2002.

“Expanding the Use of Graphic Organizers in Reading Classes.” Refereed demonstration at the Georgia TESOL Conference, Atlanta, GA, March 2001.

“Revising a University-level IEP” (with Mary Lu Light). Refereed paper at the TESOL International Conference, St. Louis, MO, March 2001.


“Culture through Content: American Media, Culture, and Drama.” Invited to represent the University of Michigan Press at California TESOL Conference, Pasadena, CA, April 1998.


“Implementing Content Courses in an IEP” (with Robert Dlouhy, Mary Ann Loewe and Lovette Teichert). Refereed paper at the TESOL International Conference, Orlando, FL, March 1997.


“Effects of Task Types on Restructuring / Automaticity” (with Kevin Evart and Sabine Helling). Refereed paper at the Linguistics Symposium, University of Wisconsin-Milwaukee, Milwaukee, WI, October 1993.

PROFESSIONAL CONSULTING

Consultant, Georgia State University & International University of Grand Bassam Curriculum Development Mission, December 2007-present
  • Prepared lecture and curriculum materials for consultant travel to Grand Bassam, Cote d’Ivoire

External reviewer, Senior Lecturer Review Process, Jane Dunphy, Director of English Language Studies Program, MIT, Boston, MA (December 2007-February 2008)
- Taught four groups preparatory and secondary Egyptian EFL junior and senior teachers during short-term intensive teacher training programs funded by USAID through the Department of Applied Linguistics at Georgia State University. Courses included:
  - “Classroom management techniques for teaching large, multi-level classes”
  - “Developing effective workshops for teachers”
  - “Designing action plans to implement change”


Participant, Educational Testing Service Ideation, Chicago, IL (June 2005)

Reviewer, Commission on Higher Education, Trenton, NJ for the 2002-03 Education of Language Minority Students Grant Program (Spring 2001)


PROFESSIONAL SERVICE

Service to the Profession of Applied Linguistics and TESOL
- Vice-President of Outreach, AAIEP Executive Board, January 2007 – May 2008
- Outreach & Promotion, Steering Board, UCIEP, 2006-2008
- TESOL Awards Board, August 2006 -present
- Abstract Reader: Program Administration Interest Section-TESOL & Higher Education Interest Section-TESOL
- Georgia TESOL 2001 Conference Committee
- Georgia TESOL 2000 Adult Education Conference Committee

Service to the Department, College, and University at Georgia State University

Committee Chair
- IEP Curriculum Committee, 2003-present
- IEP/ESL Lecturer and Visiting Instructor Search Committees (annually, Fall 2003 to present) Educational Program Specialist, Senior Search Committee (Spring 2005)
- Visiting Instructor Annual Evaluation Committee (2001)
- Participation in IEP/ESL Committee (2003 – present)

Committee Member
- Committee to Review ALESL Chair Appointment, Fall 2007
- Administrative Coordinator Senior Search Committee, Fall 2007
• Triennial Chair Evaluation (2006)
• GSU Faculty Senate (August 2005-present)
• Faculty Senate Budget and Faculty Affairs committees
  o Subcommittees: Review of Human Resources Practices & Performance, Budget Principles & Priorities; Evaluation of Teaching Effectiveness; Non-Tenure Track Governance
• Non Tenure Track Annual Evaluation Committee (Spring 2001, annually Fall 2003-present)
• Center for Teaching & Learning committee on the Preparation of Graduate Teaching Assistants
• Ad Hoc Committees: IEP Extensive Reading; Materials Review Committee (2001-2002)
• Lecturer Search Committees; Administrative Coordinator & Administrative Specialist Search Committees (Spring 2004); Business Manager II Search Committee (Fall 2002)

Other Significant Service Activities
• GTA Coordinator, Intensive English Program, Fall 2006
• Guest speaker, AL 8660 Materials Development and AL 8900 Practicum courses
• Presenter, Graduate Student Association workshops
• Reader, GSTEP exams for non-native speakers of English (Regents’ and Admissions)
• Faculty Advisor, Intensive English Program Student Association (Fall 2000 – Summer 2001)

Service to the Atlanta Community
• Represented Georgia State University at service learning activities with IEP students to Atlanta Food Bank, Philips Retirement Home, Atlanta Boys’ and Girls’ Club, Atlanta Children’s Shelter, Artscape (Fall 2000 – Summer 2003).
• Received Atlanta Community Food Bank University Volunteer Group of the Year Award (2001).
• Recognized by the Office of Student Life and Leadership for more than 200 hours of IEP student/instructor volunteer hours (2002)

PROFESSIONAL ORGANIZATIONS/COMMITTEES
• UCIEP (University & College Intensive English Programs)
• AAIEP Vice-President-Outreach
• TESOL, 1992 – Present
• NAFSA, 2004 - Present
• Georgia TESOL, September 2000 - Present
• Michigan TESOL, 1992 - 2000

GRANTS
• Beverly Benson TESOL Travel Grant 2006
• Freshman Learning Community Integrated Course Development 2001 Faculty Grant
• TESOL 2000 Professional Development Scholarship
HONORS AND AWARDS

• International Education Excellence Award, College of Arts and Sciences, Georgia State University (2004)
• Excellence-in-Teaching Nominee, Michigan State University (1994)

LANGUAGE & COMPUTER SKILLS

• Proficient in French
• Frequent user of student enrollment/budget databases: Banner, Crystal Reports, Spectrum
• Dreamweaver for website updating
Louise Marie Gobron
580 Lakeshore Drive, Berkeley Lake, GA 30096 770/840-1013
lgobron@gsu.edu

EXPERIENCE:

Lecturer
Intensive English Program
Department of Applied Linguistics/ESL
College of Arts & Sciences
Georgia State University
Atlanta, Georgia (Fall 2005 – present)

- Instructor of international and resident bilingual students in English for Academic Purposes (EAP) courses: Structure and Composition (pre-intermediate, intermediate, high-intermediate and advanced levels), Reading and Listening for Academic Purposes (intermediate level), Academic Writing for University Exams (intermediate level) Extensive Reading (high intermediate level), Academic Oral Communication (advanced level)
- Revised curriculum for task-based content course: Academic Writing for University Exams Level III (environmental science)
- Co-coordinator of Commission on English Language Program Accreditation (CEA) self-study for accreditation of the Intensive English Program
- Program Director, GSU- IHEM/CEFLA Partnership

Consultant
Centre D’Excellence de Formation en Langues (CEFLA), Institut des Hautes Etudes en Management (IHEM)
Bamako, Mali (August 2007)

- Evaluated the Center’s intensive English program and advised the Institute’s Director on curricular, pedagogical and marketing issues
- Presented teacher training workshop on interactive techniques in the language classroom

Senior English Language Fellow
United States Department of State
Simferopol, Crimea, Ukraine (2004-2005)

- Trainer of in-service and pre-service university and public school English teachers in the Autonomous Republic of Crimea and southern Ukraine.
Responsibilities include: development and presentation of workshops on teaching methodology; development of university course curriculum and materials; and creation, coordination and presentation of programs designed to promote mutual understanding between Ukraine and the United States.

- Workshops delivered include: *Using Music to Teach All Skills; Teaching Culture and Language through Film; Corpus Linguistics: What it is and why we as language professionals should know about it; The Internet: Former Enemy, Current Ally; Interactive Vocabulary Practice; American vs. British English; American Regional Dialects; Developing Theme-Based Integrated Skills Modules; Listening for Different Purposes; Methodology Round-Up; Extending Extensive Reading; Improving Reading Rate; Communicative Grammar Activities; Collocations Rule*

**Instructor**  
**English Language Programs**  
**Division of Extended Studies and Public Programs**  
**University of California, San Diego**  
**La Jolla, California (1991 - 2004)**

- Served as a full-time instructor to international students in a 20-hour/week intensive English program

- Courses taught include: *Advanced Business English; Intermediate Business English; Low Intermediate Business Communications; Vocabulary for Business and Finance; Low Intermediate and Intermediate Core (integrated skills); American Film, San Diego Theatre; Low-Intermediate Listening; Intermediate Listening; American Culture; TOEFL Preparation; Intermediate Reading; Beginning Conversation; High Intermediate Conversation; Listening Through Music & Video; Grammar (all levels); Vocabulary Development (all levels); Advanced Idioms; High-Intermediate Idioms; Intermediate Idioms; Academic Preparation/Study Skills; Sheltered Summer Session: Introduction to Communications* (university credit course)

- Served as a mentor teacher for both native and non-native English speaking students fulfilling the practicum requirement for a TESL certificate; advised students in the areas of lesson planning, classroom management, second language acquisition theory, teaching technique, assessment, and protocols for classroom observation

- Administrative duties included: academic advising; test development; testing evaluation and placement; Institutional TOEFL/TOEIC administration; cross-cultural orientation; AIDS education; new instructor orientation; curriculum
development and materials writing for all proficiency levels; instructor evaluation/compensation policy formulation

Editorial Consultant

- Reviewed manuscript for academic vocabulary textbook targeting community college-level ESL students

Trainer
ProActive English
Atlanta, Georgia (2002)

- Delivered customized course to technical support specialists for a French e-business firm; one-on-one training sessions focused on speech analysis, pronunciation improvement, presentation skills, business vocabulary development; writing for business purposes and American business culture

Instructor
Intensive English Program
Department of Applied Linguistics/ESL
Georgia State University
Atlanta, Georgia (1998 – 1999)

- Taught pre-academic students part-time in the intensive English program
- Courses taught include: Intermediate Writing for Academic Exams; High Intermediate Reading and Vocabulary Development

Research Assistant
Department of Applied Linguistics/ESL
Georgia State University
Atlanta, Georgia (1999)

- Collaborated in the development of an on-line version of the course Grammar for ESL/EFL Teachers for the Applied Linguistics/TESL MA program
- Supervised data collection for a university corpus of spoken and written English to support Internet-based Test of English as a Foreign Language (TOEFL iBT)

Instructor
English Language Institute
Mercer University
Atlanta, Georgia (Summer Quarter 1993 & Winter Quarter 1995)
• Served as a full-time instructor for pre-academic students in an intensive, 30-hour/week English language program
• Courses taught include: Advanced Writing & Grammar, Advanced Reading, High Intermediate Speaking and Listening

Instructor
Centre for English as a Second Language
University of Western Australia
Perth, Western Australia (1990-1991)

• Served as a full-time instructor for international students in a 25-hour/week intensive English program
• Courses taught included: integrated skills for advanced (academic prep) upper-intermediate, intermediate, pre-intermediate and beginning level students in a communicative-based program that included weekly language lab and computer lab workshops
• Part-time academic English instructor for international physicians pursuing post-graduate degrees in public health
• Administrative duties: testing, placement and orientation; planning, coordination and supervision of extracurricular programs

Lecturer
Department of Management
University of Western Australia
Perth, Western Australia (1990)

• Directed computer laboratory sessions for undergraduate course in strategic marketing
• Demonstrated practical applications of computer marketing models
• Facilitated student analysis/discussion of marketing case studies in small group sessions

Account Executive
Phillips-Ramsey Advertising/McCann-Erickson Worldwide
San Diego, CA (1986-1990)

• Developed and managed the implementation of advertising campaigns for a broad range of clients
• Responsibilities included: strategic planning; budget development and management; client relations; pitching creative concepts; supervision of account teams
• Serviced clients in the banking, high technology, real estate development, energy and tourism industries
Contributing Editor
The International Executive

- Editor of book reviews, articles and monographs pertaining to international business issues

Research Associate
House Wednesday Group
U.S. House of Representatives

- Researched high technology and industrial policy issues for 32-member caucus
- Provided background material for National Industrial Policy: Solution or Illusion

Program Assistant
Peace Corps Partnership Program
Peace Corps Headquarters
Washington, DC (1982)

- Evaluated grant proposals for development projects at Peace Corps posts
- Wrote promotional literature, monthly newsletter and articles for Peace Corps Times
- Prepared and presented program briefings to staff and members of the public

Special Assistant/F.E.C. Coordinator
Congressman John B. Anderson

- Adapted and managed a system for Federal Election Law compliance for over $9 million in presidential campaign contributions
- Provided research and managerial support for Congressman Anderson: speaking engagements; contract negotiations; press releases; speeches

Intern
United Nations Research Center
Washington, D.C. (January 1979)

- Researched and compiled an annotated bibliography of legal reference sources for use in the center's library
Research Assistant
Children’s Literature Center
Library of Congress
Washington, D.C. (summer 1979)

PROFESSIONAL WORKSHOPS/PRESENTATIONS:

Workshops

Saturday Certificate Seminar Series
Crimean State Engineering and Pedagogical University
Simferopol, Crimea, Ukraine

- Communicative Grammar Practice
- Interactive Vocabulary Development
- Developing Good Listeners

Crimea In-Service Teachers’ Pedagogical Training Institute
Simferopol, Crimea, Ukraine

- The Internet: Enemy or Ally
- Speaking and Listening for the EFL Classroom
- From Theory to Practice: Making Grammar Communicative
- The Role of Recycling in Vocabulary Development

TESL Certificate Workshops
English Language Programs
Division of Extended Studies and Public Programs
University of California, San Diego
La Jolla, California

- Language Experience Through Popular Music
- Grammar Games in the ESL Classroom

Conference Presentations

“Ready, set, read: Raising students’ reading rates”
TESOL Convention
New York, New York, 2008
“Music Smarts: Integrating skills and intelligences with music” with Suchke, D.
TNTESOL Conference
Memphis, TN, 2008

“Ready, get set, read: Raising reading rates”
MEXTESOL International Convention,
Boca del Rio, Veracruz, Mexico, 2007

“Music is authentic material”
Towards a More Humanistic Approach: Innovative Techniques in Teaching
English Conference, Horlivka, Ukraine, 2005

“Theme-based integrated skills lessons”
Young Learners Conference, Kiev, Ukraine, 2005

“Using music to teach all skills”
Bright Ideas TESOL Conference, Cahul, Moldova, 2005

“Ready, get set, read: Increasing students’ reading rates” with Echelberry, J.
TESOL Ukraine Conference, Kiev, 2005

“What are we going to talk about next week?: Organizing and maintaining an English club”
US Department of State English Language Program Regional Mid-Year
Conference, Ankara, Turkey, 2005

“A song is not just for singing”
Training-of-Trainers Refresher Course
US Embassy, Kiev, Ukraine, 2004

“Using music in the language classroom”
TESOL Ukraine Regional Conference, Simferopol, Crimea, 2004

TESOL Convention, St. Louis, 2001

“Re-structuring a graduate course for the WebCt environment: Moving AL 8460 English grammar for ESL/EFL teachers onto the web.” with Byrd, P., Bunting, J., Nystrom, S., Maslekoff, D., Nicholson, M., & Hegyesi, B.
Southeast Regional TESOL, Miami, Florida, 2000
   WebCt Conference, Georgia State University, Atlanta, 2000

“Conference Presentations: Topic Selection, Proposal Writing, and General Tips” with Kendrick, E.
   GATESOL Annual Conference, Athens, 1999

"Bodyguards, Bongos and Blues: A Low-intermediate Listening Course" with Labinger, W. and Srutwa, K.
   CATESOL State Conference, Pasadena, 1998

"What Students Tell Us"
   TESOL Convention, Chicago, 1996

"Now Playing: Exploring American Culture Through Theatre"
   CATESOL State Conference, San Diego, 1994
   TESOL Convention, Long Beach, 1995

"Tips On How To Be An Effective ESL Partner”
   NAFSA Regional Conference, Sacramento, 1993

"Judging Books by Their Covers: A Class Reader Alternative” with Murray, N. and Varban, M.
   TESOL Convention, Atlanta, 1993
   CATESOL Regional Conference, San Diego, 1993
   CATESOL State Conference, San Diego, 1994

EDUCATION:

Master of Arts, Applied Linguistics/ESL (May 2000)
Georgia State University
Atlanta, Georgia

Certificate of Applied Linguistics/TESL (December 1992)
San Diego State University
San Diego, California

Master of Business Administration in International Management (May 1985)
Thunderbird, American Graduate School of International Management
Glendale, Arizona

Bachelor of Arts in International Relations/German (May 1980)
Goucher College
Towson, Maryland

SERVICE
ACTIVITIES:

La Jolla Playhouse
La Jolla, California (1993 - 2004)

• Provided audio description of live performances to the vision impaired; led docent
tours; participated in fundraising efforts and membership drives

Washington International Center

• Participated in orientation of U.S. government –funded international scholars by
leading tours of Washington, D.C.

LANGUAGES: Proficient in German; advanced beginner in Spanish & Russian

OVERSEAS LIVING
EXPERIENCE:

Australia, Belgium, Finland, Ukraine

HONORS: La Jolla Playhouse Catalyst Award, October 2005

International Advertising Award
Arizona Republic/Phoenix Gazette, May 1985

Commencement Speaker, Goucher College, May 1980

PROFESSIONAL
AFFILIATIONS:

Teachers of English to Speakers of Other Languages (TESOL)
Georgia TESOL
Tennessee TESOL
Massachusetts TESOL
International Reading Association
National Science Teachers Association
Georgia Council for International Visitors
National Association of Student Affairs Administrators in Higher Education (NASPA)
EDUCATION

Master of Science in Applied Linguistics and the Teaching of English as a Second Language.
Georgia State University, 1994.

Master of Arts in Cultural Anthropology.

Bachelor of Arts in Cultural Anthropology with a minor in Art History
Uppsala University, Sweden, 1984.

TEACHING

Lecturer in Intensive Language Program, Department of Applied Linguistics and ESL, Georgia State University, Atlanta, Georgia. ESL classes taught in academic writing, oral communication, structure and composition, and reading. 2006-to present.
Practicum class taught in AL/ESL Master’s program summer 2008.

Visiting Instructor in Intensive Language Program, Department of Applied Linguistics and ESL, Georgia State University, Atlanta, Georgia. Classes taught in academic writing, oral communication, structure and composition, and reading. 2002-to 2006.

Teacher Trainer for Egyptian English Teachers in the Egyptian Senior Teacher Training Program at Georgia State University. Funded by USAID.
Spring 2002.

ESL Instructor in Intensive Language Program, at the Language Institute, Georgia Institute of Technology, Atlanta. Classes taught in reading, writing, grammar and oral communication. 1996 to December 2001.

ESL Instructor Department of Applied Linguistics and ESL, Georgia State University, Atlanta, Georgia. Classes taught in academic writing, oral communication, structure and composition, and extensive reading.
Part-time 1994 to April 1996.
RESEARCH
Research Assistant Department of Applied Linguistics and ESL. Development of Needs Assessment for international graduate students for implementation in ESL curriculum. Spring semester 2003, Georgia State University in collaboration with Linda Grant.


SERVICE on Committees
Curriculum Committee, for the Intensive English Program on an on-going basis for the Intensive English program at Georgia State University.

CEA (Commission on English Language Program Accreditation) Committee-2007-2008.

Search Committee – fall 2007- for two lecturer position in the Intensive English program, at Georgia State University.

TESTING
Evaluation of the TOEFL (Test of English as a Foreign Language) Writing and Listening for the New TOEFL spring 2004. For ETS (Educational Testing Service at Georgia State University)

New TOEFL Reading Test ETS workshop at 2003 TESOL conference training for on-going contributions of selected of passages for the New TOEFL reading test.

Development of TOEFL Reading Tests for ETS including selection of passages and writing of multiple choice items.

Evaluation of GSTEP (Georgia State Test of English Proficiency) on an on-going basis at Georgia State University.

IN-HOUSE PUBLICATIONS


Study Guide for Teacher Training Course in the Egyptian Program, Georgia State University, Summer 2002.

PRESENTATIONS


Larsson, M. and Snell, D., (2007, March) Personalizing the learner’s experience at Georgia TESOL conference, Atlanta Georgia

Larsson, M. and Snell, D., (2007, October) Personalizing the learner’s experience at ISETL conference, Atlanta Georgia


ACADEMIC AWARDS
Fulbright Scholarship 1986-1987 University of California at Berkeley.

American Field Service Scholarship 1979, Presbyterian Ladies College, Melbourne, Australia.
EDUCATION

M.S., TESL, Georgia State University, December 1988
B.A., French, Michigan State University, December 1976

PROFESSIONAL EXPERIENCE

Senior Lecturer
September 1990-present (Lecturer 1990-2005)
Intensive English Program
Department of Applied Linguistics and ESL
Georgia State University

Other Titles:
- Associate Director, Student Affairs (August 2004-August 2005)
- Graduate Teaching Assistant Coordinator (August 2003-July 2004)
- Associate Director, Faculty Affairs (August 2001-May 2003)
- Acting Assistant Director (August 2000-August 2001)
- Testing Coordinator AL/ESL Testing Program (September 1990-May 1999)
- Part-Time Instructor (January 1989-August 1990)
- Graduate Teaching Assistant (August -December 1988)

US Fulbright Scholarship Program, Junior Lecturer, September 2005-June 2006
Faculte des Lettres, Cadi Ayyad University
Beni Mellal, Morocco

English Lecturer, June-August 1997
Intensive International Executive Program
International University of Japan
Niigata Prefecture, Japan

English as a Second Language Program
Graduate School of Arts and Sciences, Emory University, Atlanta, Georgia

EFL Instructor, June-August 1988
Beijing Medical University
Beijing, People's Republic of China

ESL Instructor, 1982-1983
English Language Services (ELS)
Atlanta, Georgia
**ESL Instructor**, 1981-1982  
Language Services  
Atlanta, Georgia

Lycee Tarik  
Azrou, Morocco, North Africa

**CONFERENCE PRESENTATIONS**


Snell, D. and Canseco, G. (May, 1994). Developing Curriculum for ESL Pronunciation. Panelist at DeKalb College ESL Program In-Service Workshop, Atlanta, Georgia.


PUBLICATIONS & MATERIALS DEVELOPMENT

Program Materials


Snell, D. (2000). Teaching Grammar Communicatively, (course design and materials development for supervisors and trainers), Teacher Training Initiative for Egyptian Supervisors, United States Agency for Aid for International Development, Georgia State University


Student Course Pack and Instructor Manuals


PROFESSIONAL ACTIVITIES AND SERVICE

Presenter, September 2004
GSU IEP/ESL Faculty Retreat
“Personal Leadership”

Member, Atlanta Sister Cities Commission, 2004-2007

Presenter, November 2002
NYU Intensive English Program Faculty
NYC, NY
“Developing an English for Academic Purposes Curriculum”

Workshop Trainer, 1999-2002
Egyptian Teacher Trainer Initiative
Department of Applied Linguistics and ESL
Georgia State University
“Action Plan Workshop”
“The Use of Computers in Developing Materials Related to Supervisions, Workshops, and Action Plans”
“Assessing the Four Language Skills and Providing Constructive Feedback to Students”
“Teaching Grammar Communicatively”
“Interactive Techniques”

Presenter, March 2000
Information Session on U.S. Education and Georgia State University
AMIDEAST
Cairo, Egypt

Oral Proficiency Interviewer, October 1998-May 1999
Egyptian Teacher Trainer Initiative
Department of Applied Linguistics and ESL
Georgia State University

Participant, June-December 1999
Project to develop IEP grading standards and exit criteria for ESL 09-0 and ESL 06-0

Recruitment Visits for Department of AL/ESL, Intensive English Program
June, August 1999
OSEAS, USAID: Istanbul, Turkey; Madrid, Spain; Rabat, Morocco

Fundraiser, 1998-2003
Georgia State University Charitable Giving Campaign
and College of Arts & Sciences Annual Fund Campaign,
Georgia State University

Grady High School, Atlanta, Georgia

Presenter, Responding to Student Writing, February 1998
Second Language Writing Course
Department of Applied Linguistics/ESL

Consultant and Oral Proficiency Interviewer, 1992-2001
Department of English as a Second Language
Emory University

Essay Reader, Test of Written English (TWE), 1992-1998
Educational Testing Service

State of Georgia Regents Testing Program

Presenter, Communicative Performance Test, 1994-96
Second Language Assessment Course
Department of Applied Linguistics/ESL
Georgia State University
Presenter, Testing English Language Proficiency at Georgia State University, April 1994
Department of Modern and Classical Languages
Georgia State University

Co-Chair, Employment Clearinghouse, 1992-1993
International TESOL Convention
Atlanta, Georgia

COMMITTEE SERVICE

University Wide Service:
Georgia State University Senate, member, 1997-2005
Committee Assignments:
• Student Life and Development, 1997-2005
• Faculty Affairs, 2003-2005
• Planning & Development 2003-04
• Cultural Diversity, 2002-03
• Athletics, 1997-02 (Chair, 2000-2001)

Georgia State University Student Recreation Center Advisory Board, member
2002-present

Committee for Advancement for Women
2004-present

Department of AL/ESL and Intensive English Program Service:
• Chair, IEP Curriculum Committee, Fall 2001-2003; member, Fall 2000-Summer 2001
• Chair, IEP Student Issues Committee, Fall 2004-present; member, Fall 2000-Summer 2004
• Member, AL/ESL Testing Committee, Fall 2001-2002
• Member, Conditional Admissions Committee, Fall 2001-2002
• Chair, Search Committee for IEP and ESL faculty 1999-2002
• Member, Search Committee for IEP faculty, Spring-Summer 1999
• Member, Search Committee for Department AL/ESL Chair, 1994
• Chair, AL/ESL Professional Development Committee, 1991-1994

Other Georgia State University Service:
• Member, Faculty Appeals Committee, 1993-1996
  College of Public and Urban Affairs
• Member, Alternate Regents Test Committee, 1992-1999
• Member, College Exhibits Committee, 1993-1995
  College of Public and Urban Affairs
• Member, Student/Faculty Affairs Committee, 1991-1993
  College of Public and Urban Affairs
HONORS and AWARDS

- Recipient of Junior Lecturer Fulbright Award, Morocco, 2005-06
- Georgia State University’s Faculty Instructional Innovation Award (with J. Carson and S. Cavusgil), 2002
- Alpha Lambda Chapter of the Phi Beta Delta Honor Society for International Scholars, 2001

PROFESSIONAL ASSOCIATIONS

- Georgia TESOL (Teachers of English to Speakers of Other Languages)
- International TESOL
- Phi Beta Delta
- National Peace Corps Association (for returned volunteers)
- Atlanta Area Returned Peace Corps Volunteer Association

LANGUAGES

- French
- German
- Moroccan Arabic
AMANDA STARRICK MEEKS
226 Lansdowne Avenue, Decatur, Georgia 30030
404.371.9893 / 404.413.5196
eslasm@gsu.edu

TEACHING EXPERIENCE

GEORGIA STATE UNIVERSITY, Atlanta, Georgia
College of Arts and Sciences,
Department of Applied Linguistics and English as a Second Language,
Intensive English Program
- LECTURER - 08.2007–present
  - IEP/ESL TUTORING SERVICES COORDINATOR - 08.2007–present
  - CEA COMMITTEE MEMBER - 09.2007–present
  - CURRICULUM COMMITTEE MEMBER - 08.2008–present
- VISITING INSTRUCTOR - 08.2004–07.2007
  - STUDENT ACTIVITIES COORDINATOR and CO-COORDINATOR - 01.2005–08.2005

SCOTTSDALE COMMUNITY COLLEGE, Scottsdale, Arizona
Language and Communication Division,
Department of English,
English as Second Language Program
- ADJUNCT INSTRUCTOR - 01.2003–05.2004
Writing and Language Center
- ENGLISH AS A SECOND LANGUAGE TUTOR - 01.2003–05.2004

Student Affairs Division
Department of Continuing Education, Language and Writing
- INSTRUCTOR - 01.2004–05.2004

SALVATION ARMY, Phoenix, Arizona
SOUTH MOUNTAIN CHILDREN AND FAMILY CENTER
Academic Success and Community Engagement Services,
Arizona State University, Tempe, Arizona
- ENGLISH AS A SECOND LANGUAGE INSTRUCTOR - 06.2002–02.2004

PHOENIX CITADEL
Academic Success and Community Engagement Services,
Active Learning Project
Arizona State University, Tempe, Arizona
- ENGLISH AS A SECOND LANGUAGE INSTRUCTOR - 08.2001–12.2001

ARIZONA STATE UNIVERSITY, Tempe, Arizona
Division of Undergraduate Academic Services,
Academic Success Programs: Writing Across the Curriculum
- TEACHING ASSISTANT -
Academic Success Programs: Writing Center 08.2001–12.2002

- MASTER PEER WRITING TUTOR -
Academic Success Programs: Summer Bridge Program 01.2001–12.2002

- TEACHING ASSISTANT -
Academic Success Programs: Summer Bridge Program 06.2002–08.2002

UNIVERSITY of ILLINOIS at SPRINGFIELD, Springfield, Illinois
College of Liberal Arts and Sciences, Center for Teaching and Learning

BEARDSTOWN HISPANIC AFTER-SCHOOL PROGRAM, Beardstown, Illinois
- VOLUNTEER - 01.1999–05.1999

EDUCATION

MASTER of TEACHING ENGLISH as a SECOND LANGUAGE (M.T.E.S.L.)
Linguistics and Teaching English as a Second Language,
Department of English, College of Liberal Arts and Sciences
Arizona State University, Tempe, Arizona 12.2002

• Applied Project: Academic Writing: Standards, Values, and a Textbook
  Committee Chair: Dr. Karen Adams, Sociolinguistics, Discourse Analysis, Pragmatics
  Reader: Dr. Roy Major, Second Language Acquisition
  Reader: Dr. Terrance Wiley, English as an International Language, Language Policies

BACHELOR OF ARTS (B.A.), magna cum laude
College of Liberal Arts and Sciences, Department of Sociology and Anthropology
University of Illinois, Springfield, Illinois 05.2000

ASSOCIATE of ARTS (A.A.)
Liberal Arts

HONORS, AWARDS, AND SCHOLARSHIPS

Regents Graduate Academic Scholarship
Arizona State University, Tempe, Arizona Spring 2001

National Securities in Education Program Fellow
University of Illinois, Urbana-Champaign, Illinois 06.1998–12.1999

Study Abroad: Universidad Panamericana, Mexico D.F., Mexico 07.1999–12.1999
Dean’s List  
University of Illinois, Springfield, Illinois  
Fall 1997–Spring 1999

PROFESSIONAL SERVICE

UNIVERSITY of MICHIGAN PRESS  
- MANUSCRIPT REWIER -  
11.2007–12.2007  
Four Points: Building Academic Language Ability (Advanced Reading and Writing)  
Four Points: Building Academic Language Ability (Advanced Listening and Speaking)  
Four Points: Building Academic Language Ability (Intermediate Listening and Speaking)

ETS  
- TOEFL PILOT TEST COORDINATOR -  
01.2006–present  
TOEFL Writing items  
TOEFL Reading, Listening, and Writing items

NATIONAL ASSESSMENT of ADULT LITERACY  
- ITEM DEVELOPER-  
11.2005–05.2006  
Functional Writing Assessment

AFFLIATIONS: PARTICIPATION AND SERVICE

National Council of Teachers of English (NCTE)  
– member since 12.2007

Conference of College Composition and Communication (CCCC)  
– member since 12.2007

Georgia Teacher of English to Speakers of Other Languages (GaTESOL)  
– member since 07.2004

Arizona State University Alumni Association  
– member since 01.2003

Teacher of English to Speakers of Other Languages (TESOL) International  
– member since 06.2000

Mexico Teacher of English to Speakers of Other Languages (MEXTESOL)  
– member since 09.2007

Arizona Teacher of English to Speakers of Other Languages (AZ-TESOL)  
– member from 06.2000 to 05.2004

PRESENTATIONS


**PUBLICATION**


**ACADEMIC INTERESTS**

Second Language Acquisition Theories and Teaching Methodologies  
English for Specific Purposes, specifically English for Academic Purposes  
Second Language Academic Rhetoric and Composition  
Second Language Information Literacy  
Materials Design  
English as an International Language and World Englishes  
Sociolinguistics, specifically Language and Identity  
Discourse Analysis, specifically the dynamics of Language, Power, and Social Class  
Language Varieties and Language Change  
Mother Tongue Language Maintenance Education and Language Policy  
Linguistics: Phonology, Syntax, Semantics, and Pragmatics
John R. Stowe
232 Lansdowne Avenue, Decatur, Georgia 30030
home  404-373-0111 • cell  404-408-6538 • office 404-413-5191
johnstowe@gsu.edu

Education

Master of Arts in Applied Linguistics • Georgia State University • Atlanta, Georgia 2005

Master of Science in Biology and Ecology • Florida State University • Tallahassee, Florida 1976
Served two years as teaching assistant in Comparative Anatomy and Ichthyology. GPA: 3.9

Bachelor of Arts in Biological Sciences with High Honors • University of Delaware • Newark, Delaware 1974
Minor in English. Coursework included 5 graduate level classes.  GPA: 3.5

Teaching Experience

Lecturer • Georgia State University, Atlanta, Georgia 2006 - present
Courses taught include English Composition I and II for ESL students, Academic Listening and Speaking for Graduate Students, and University Teaching for International Teaching Assistants. Responsibilities include developing courses and instructional materials, advising students, assessing oral and written communication, supervising and assisting M.A. Practicum students, and conducting curriculum-related research. Additional activities include mentoring Ph.D. student GTAs in course development, developing community service and outreach lectures, volunteering with offices of Latino Outreach and freshman INCEP programs, evaluating placement exams, fulfilling a Writing Across the Curriculum grant, and conducting ongoing writing research.

Director • Peking University Summer Exchange Programs, Peking University Health and Science Center/GSU Department of Applied Linguistics 2006 - present

Student Programs (2006, 2007): Developed and implemented seven week cultural and academic exchange programs for 5th year biomedical English majors from Beijing, China. Acted as liaison between GSU Department of Applied Linguistics, Peking University Health and Science Center, the Office of the Dean of Arts of Sciences, and numerous academic and administrative offices at GSU. Facilitated visa applications and pre-exchange arrangements. Developed two 55-hour (non-credit) courses in Advanced Academic English for Science, hired and supervised instructors of writing plus a graduate student assistant, taught the class in Advanced Listening and Speaking, and arranged and supervised ongoing student observations of classes and laboratories in science and humanities departments at GSU. Developed and managed the program budget, finances, and payroll. Arranged student housing, transportation, health insurance, buddy program, and cultural/social activities, including welcome and final presentation events. Supervised undergraduate Practicum
students. Accompanied exchange students on cultural/social excursions around Atlanta and north Georgia.

**Teacher program (2007):** Developed and directed a three week teacher training program and cultural exchange for English faculty from Peking University Health and Science Center. Conducted pre-program observation and needs assessment of faculty (in China), developed curriculum, hired and supervised GSU faculty instructors, arranged guest lectures by GSU Applied Linguistics faculty members, and evaluated feedback and assessment information from teacher participants. Arranged housing, social and cultural excursions, professional exchange opportunities between GSU and BUHSC faculty, and introductory and final presentation events. This program has been the model for discussions about future exchanges with additional universities in China, Mexico, and Europe.

**ESL Testing Coordinator • Georgia State University, Atlanta, Georgia** 2007 - present

Coordinate, supervise, and evaluate GSTEP (Georgia State Test of English Proficiency) tests for admissions, placement, and evaluative purposes. Maintain database, supervise graduate laboratory assistants, maintain testing budget and arrange for purchase of equipment, issue score reports, act as liaison to GSU departments and admissions departments at other universities, and answer questions from applicants and faculty. Supervise ongoing development of online registration procedures and revision of testing forms and guidelines, in conjunction with Testing Director.

**Visiting Instructor • Georgia State University, Atlanta, Georgia** 2005 - 2006

Courses taught include English Composition for ESL Students, Academic Listening and Speaking for Graduate Students, University Teaching for International Teaching Assistants, and Academic Reading and Listening (IEP). Responsibilities include designing syllabi and lessons, developing instructional materials, advising students, assessing students’ oral and written communication. Additional activities include assisting with course assessment and curriculum design, conducting curriculum-related research, supervising an M.A. Practicum student, creating and delivering community service lectures, presenting a departmental professional development activity, evaluating placement exams plus ITA microteaching sessions, and participating in development of a new Freshman Learning Community.

**Instructor of English • Tsinghua University, Beijing, China** Summer, 2005

Tsinghua University Summer English Intensive. Teaching responsibilities included preparing and presenting daily lectures on topics related to Western culture, environment, and current affairs, plus developing and teaching interactive oral communication classes. Additional activities included coaching students in musical and dramatic presentations, facilitating educational and social activities, judging competitions, writing newsletter articles, and teaching social dance.

**Graduate Teaching Assistant • Georgia State University, Atlanta, Georgia** 2004 - 2005

Courses taught include English Composition for ESL students, Regent’s Test Preparation in Reading, Regent’s Test Preparation in Writing, and Academic Writing for University Exams. Responsibilities included designing syllabi, developing instructional materials, planning lessons, assessing students, and observing other instructors for professional development. Additional activities included evaluating English language placement exams and evaluating microteaching sessions for international graduate students.
Instructor of English • El Banco de Nuestra Comunidad, Norcross, Georgia 2003

Developed a course in English for Banking Professionals. Responsibilities included assessing English language needs of bilingual banking professionals, developing course materials, teaching classes, implementing procedures for ongoing learning, raising awareness of intercultural expectations, and acting as language/culture consultant for students.

Instructor of Anatomy and Physiology • Atlanta School of Massage, Atlanta, Georgia 1980

Developed and taught a comprehensive course in functional anatomy and physiology to meet the needs of practitioners of therapeutic massage. Assessed student needs, developed materials, taught classes, and assessed student understanding. Concurrently obtained certification as Licensed Massage Therapist.

Instructor of Biology • Kennesaw State College, Kennesaw, Georgia 1976 - 1980

Courses taught include lecture and laboratory sections of Introductory Biology I, II, and Introduction to Ecology. Responsibilities included developing instructional materials, assessing students, developing instructional videos, advising students, and serving on the committee to develop and implement a 4-year curriculum for biological science majors.

Instructor of Biology • Atlanta University, Atlanta, Georgia 1976

Taught classroom and laboratory sections of introductory biology courses. Developed course materials, assessed and advised students, and supervised field trips.

Additional training

University of Georgia Social Work Exchange at Universidad Veracruzana, Mexico 2000

Participated in a Spanish immersion and professional development training for social workers and related health care professionals. Worked with local health care professionals, arranged exchanges, studied language, and implemented procedures to facilitate intercultural communication between U.S. and Mexican professionals.

Other employment

Body-centered therapist, workshop facilitator, teacher 1981 – present

Maintain a private practice in therapeutic massage and body-centered counseling that integrates massage therapy, traditional herbology, energetic therapies, wellness counseling, and personal empowerment coaching. Develop, promote, and facilitate experiential classes and workshops in the U.S. and abroad on topics related to natural healing and personal empowerment. Participated in numerous ongoing trainings for professional certification in herbology, therapeutic massage, and various aspects of wellness counseling, holistic health care, and related areas.

Publications

Articles:


Books:


Grants, Awards, and Honors

Writing Across the Curriculum. Georgia State University. Grant to develop ENGL 1102, English Composition II, as a writing intensive class. 2006

Freshman Learning Community Faculty Grant for Development of Integrated Courses. Georgia State University. Grant to integrate courses and course material related to the Academic Success for Bilingual Students FLC for Fall 2006 and 2007.

Outstanding Teaching Assistant, Georgia State University College of Arts and Sciences, Department of Applied Linguistics and ESL 2005


Lambda Book Award for Gay Spirit Warrior 2000

Presentations


Cavusgil, S., & Stowe, J. R. (February 2006). What skills do composition students really need? Georgia TESOL Conference. Atlanta, Georgia


Stowe, J. R., & Moran, K. (September 2005). Experiences of teaching abroad – Tsinghua University summer English camp, 2005. Professional development activity, Department of AL/ESL, Georgia State University. Atlanta, Georgia

Stowe, J. R. (September 2005). Creative approaches to teaching voice in ESL composition classes. Southeast Regional TESOL Conference. Myrtle Beach, South Carolina


Professional Affiliations

International TESOL
Georgia TESOL
National Council of Teachers of English

Languages

English (native speaker)
French (fluent)
Spanish (fluent)
Dara Suchke  
2001 Oak Park Circle  
Atlanta, GA 30324  
(770) 265-1362  
Email: esldks@langate.gsu.edu

EDUCATION

Georgia State University, Master of Arts in Applied Linguistics and Teaching English as a Second Language (ESL), awarded 2005.  
Coursework: Intercultural Communication, Approaches to Teaching English as a Second Language, Sociolinguistics, Sound System of the English Language, Second Language Acquisition, Practicum in Teaching English to Speakers of Other Languages, Classroom Practices, General Linguistics, English Grammar for ESL/EFL Teachers (a Web-based course), Writing Research and Theory, and Languages for Specific Purposes

Carleton University, Ottawa, Canada (2005), Exchange student for one semester

University of Georgia, Bachelor of Arts, magna cum laude, in English Literature, awarded 2003.

TEACHING EXPERIENCE

Lecturer – Georgia State University, Department of Applied Linguistics and ESL, January 2008-present

Intermediate Reading and Listening for Academic Purposes (Fall 2008)

Used the academic content material of intercultural communication to develop learners’ reading and listening skills; strengthened learners’ abilities to discern and comprehend critical information from academic texts; introduced strategies for taking lecture notes and provided opportunities for practice; assessed learners’ grasp of the content material and language skills through university-style quiz and test questions.

Advanced Structure and Composition (Summer 2008, Fall 2008)

Guided learners through the writing process as they wrote multi-paragraph academic essays; introduced learners to the academic skill of researching credible information searches using the internet and library search engines; utilized computers to compose and edit in-class and out-of-class writing assignments.

High Intermediate Oral Communication for Academic Purposes (Spring 2008)

Designed activities that allowed learners to practice participating in group and whole class discussions; guided learners in organizing and presenting academic material to
small and large groups of classmates; taught specific listening and note-taking strategies to improve learners’ lecture and study skills; planned activities that focused on specific pronunciation issues such as syllable stress patterns in words; developed quizzes that assessed learners’ speaking skills during a small-group discussion.

Intermediate Structure and Composition (Spring 2008)

Increased learners’ awareness and implementation of the writing process; guided learners in their progression from narrative and expository writing at the paragraph level to organizing a multi-paragraph essay; trained learners in the skill of evaluating and editing their own writing and their peers’ writing; utilized computers to compose and edit in-class and out-of-class writing assignments; revisited key grammar concepts to develop accurate and clear complex sentences in learners’ writing.

IEP Visiting Instructor – Georgia State University, Department of Applied Linguistics and ESL, May 2006 – present

Low-intermediate Structure and Composition (Summer 2007, Fall 2007)

Built on learners’ knowledge of basic grammar structures; guided learners through the writing process to help them develop their ideas in expository and narrative writing at the paragraph level; provided on-going written feedback on learners’ content, organization, and grammar; trained learners in the skill of evaluating and editing their own writing and their peers’ writing; utilized computers to compose and edit in-class and out-of-class writing assignments

High-beginning Oral Fluency (Spring 2007)

Designed conversation activities to increase learners’ oral fluency; provided opportunities for learners to learn and practice new vocabulary words in class; organized informal presentations throughout the semester to teach learners presentation skills and help build their confidence in oral communication.

Intermediate Reading and Listening for Academic Purposes (Fall 2006, Spring 2007, Summer 2007)

Used the academic content material of intercultural communication to develop learners’ reading and listening skills; strengthened learners’ abilities to discern and comprehend critical information from academic texts; introduced strategies for taking lecture notes and provided opportunities for practice; assessed learners’ grasp of the content material and language skills through university-style quiz and test questions.

Designed activities that allowed learners to practice participating in group and whole class discussions; guided learners in organizing and presenting academic material to small and large groups of classmates; taught specific listening and note-taking strategies to improve learners’ lecture and study skills; planned activities that focused on specific pronunciation issues such as syllable stress patterns in words; developed quizzes that assessed learners’ speaking skills during a small-group discussion.

**Advanced Extensive Reading (Fall 2006, Spring 2007, Fall 2007)**

Focused on developing learners’ reading fluency by reading the novels *Flowers for Algernon* and *To Kill a Mockingbird*; held learners responsible for reading large amounts of text each week to increase their reading fluency; introduced strategies for managing large amounts of text and handling unfamiliar vocabulary; utilized WebCT as an out-of-class discussion forum for learners to apply critical thinking skills to understand and interpret the novel.

**High-beginning Structure and Composition (Fall 2006)**

Taught learners basic grammar structures which they applied in writing assignments; introduced the writing process to learners and guided them through basic narrative and expository writing at the paragraph level; trained learners in the skill of evaluating and editing their own writing and their peers’ writing.

**High Intermediate Academic Writing for University Exams (Fall 2006, Fall 2007)**

Used the academic content material of anthropology to teach learners how to manage extensive academic reading of high school and college level texts by taking reading notes; expanded learners’ use of academic language and vocabulary, and evaluated these skills, as well as their comprehension of the academic content material, through the medium of test questions that required students to define terms, respond to short answer questions, and compose an essay answer.

**Intermediate Structure and Composition (Summer 2006)**

Increased learners’ awareness and implementation of the writing process; guided learners in their progression from narrative and expository writing at the paragraph level to organizing a multi-paragraph essay; trained learners in the skill of evaluating and editing their own writing and their peers’ writing; utilized computers to compose and edit in-class and out-of-class writing assignments; revisited key grammar concepts to develop accurate and clear complex sentences in learners’ writing.
Part-time Visiting Instructor – Georgia State University, Department of Applied Linguistics, January 2006-April 2006.

High Intermediate Academic Writing for University Exams (Spring 2006)

Used the academic content material of anthropology to teach learners how to manage extensive academic reading of high school and college level texts by taking reading notes; expanded learners’ use of academic language and vocabulary, and evaluated these skills, as well as their comprehension of the academic content material, through the medium of test questions that required students to define terms, respond to short answer questions, and compose an essay answer.

High Intermediate Oral Communication for Academic Purposes (Spring 2006)

Designed activities that allowed learners to practice participating in group and whole class discussions; guided learners in organizing and presenting academic material to small and large groups of classmates; taught specific listening and note-taking strategies to improve learners’ lecture and study skills; planned activities that focused on specific pronunciation issues such as syllable stress patterns in words.

Private English Tutor, March 2006 – December 2006

Tutored an Intensive English Program student in the language skill areas of speaking and pronunciation; selected and developed materials used to coach the student throughout her preparation for the Test of English as a Foreign Language (TOEFL).


Planned weekly lessons that followed a set curriculum designed to prepare students for the TOEFL Internet-based Test; using themed units, taught students strategies for managing the reading, writing, listening, and speaking sections of the TOEFL and understanding and answering the various types of questions asked on the TOEFL.

English Conversation Circle Facilitator – Carleton University, International Student Services Office, September 2005 – December 2005

Organized and planned weekly conversation activities that provided international students with a comfortable atmosphere for developing their oral fluency in English.

Private English Tutor - Ottawa Community Immigrant Services Organization, Fall 2005.

Tutored a native-Spanish speaker in the language skill areas of speaking and pronunciation; organized and developed materials to focus on specific pronunciation issues; focused on increasing her English oral fluency through informal conversational topics.
**Graduate Teaching Assistant**, Georgia State University, Department of Applied Linguistics and ESL, Summer 2005

*High Intermediate Oral Communication for Academic Purposes*

Designed activities that allowed learners to practice participating in group and whole class discussions; guided learners in organizing and presenting academic material to small and large groups of classmates; taught specific listening and note-taking strategies to improve learners’ lecture and study skills; planned activities that focused on specific pronunciation issues such as syllable stress patterns in words.

**Community ESL Teacher** – Atlanta-Fulton County Public Library, Spring 2005.

Selected, adapted, and developed materials for a course focusing on ‘survival’ English skills; taught learners basic vocabulary and phrases for communicating their needs in various situations around Atlanta.


Designed and implemented communicative language activities that complemented the content taught in an English-medium elementary school in northern India.

**Community ESL Teacher** – Catholic Social Services, June 2002 – April 2003.

Selected and developed materials centered around the book *Focus on Grammar*, adapted materials to address learners’ needs at a variety of English proficiency levels; encouraged communicative language learning to increase learners’ speaking fluency and confidence regarding their English communication skills.

**WORK EXPERIENCE IN THE DEPARTMENT OF APPLIED LINGUISTICS AND ESL**


Assisted the program director in collecting, organizing, and editing documents for CEA Accreditation.


Coordinated catering and activities for the Welcome Reception and End-of-Semester Reception; planned and led a variety of activities around Atlanta for Intensive English Program students; edited the weekly publication of the *IEP Newsletter*; organized and attended the weekly Intercultural Conversation Exchange (ICE) meetings.

**North American Mobility Program Liaison**, Georgia State University, Department of Applied Linguistics and ESL, August 2006 – December 2007.

Assisted an exchange student in her transfer from the Universidad de las Américas to Georgia State University; kept track of necessary documents and paperwork; organized housing for the exchange student in Atlanta; helped resolve issues that surfaced during the exchange student’s stay in Atlanta.
Graduate Research Assistant, Department of Applied Linguistics and ESL, Georgia State University, September 2004 – August 2005.
Assisted a professor in the transcription of research data and acted as liaison for incoming exchange students.

OTHER WORK EXPERIENCE

Responsible for providing exceptional customer service and maintaining a clean and efficient work environment.

Edited and proofread museum publications including brochures, books, and public announcements.

PRESENTATIONS


PUBLICATION


DEPARTMENT SERVICE IN THE APPLIED LINGUISTICS AND ESL PROGRAM AT GEORGIA STATE UNIVERSITY

Co-presenter, Increasing Student Motivation in the IEP, Intensive English Program – Professional Development Presentation, October 9, 2008
Presenter, Email Etiquette Workshop, Intensive English Program – Tutoring Services, September 29, 2008
Guest Lecturer, Using Technology to Assess Speaking and Listening Skills, AL 8450 (Approaches to Teaching English as a Second Language), September 11, 2008

Co-presenter, Pronunciation Workshop, September 28, 2007, Intensive English Program - Tutoring Services


Taught an extra class, Fall 2006, Spring 2007, Summer 2007

High-beginning Structure and Composition (Fall 2006, second half of Spring 2007)
Taught learners basic grammar structures which they applied in writing assignments; introduced the writing process to learners and guided them through basic narrative and expository writing at the paragraph level; trained learners in the skill of evaluating and editing their own writing and their peers’ writing.

High Intermediate Oral Communication for Academic Purposes (Summer 2007)
Designed activities that allowed learners to practice participating in group and whole class discussions; guided learners in organizing and presenting academic material to small and large groups of classmates; taught specific listening and note-taking strategies to improve learners’ lecture and study skills; planned activities that focused on specific pronunciation issues such as syllable stress patterns in words; developed quizzes that assessed learners’ speaking skills during a small-group discussion.

Served as a Cooperating Teacher for Practicum student observers, Fall 2006, Spring 2007, Summer 2007, Fall 2007,

Substitute teacher for IEP 0830 (Summer 2006), IEP 0950 (Summer 2006), IEP 0720 (Fall 2006), IEP 0610a (Spring 2007), IEP 0650 (Spring 2007), IEP 0530 (Summer 2007), IEP 830 (Spring 2008), IEP 0510 (Summer 2008)

PROFESSIONAL DEVELOPMENT ACTIVITIES

WIMBA Workshop, presented by Scott Smith, Georgia State University, July 26, 2007.

WebCT/Vista Workshop, presented by Courtney DuBois, Georgia State University, January 19, 2007.

Evaluating Teaching to Promote Student Learning, presented by Harry Dangel, Georgia State University Center for Teaching and Learning, January 22, 2007.

Integrating Pronunciation into Oral Communication, Reading, and Writing, presented by Linda Grant, Georgia State University, February 6, 2007.
MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

Teachers of English to Speakers of Other Languages (TESOL)
Georgia Teachers of English to Speakers of Other Languages (GATESOL)
Appendix F4

A description of how the unit’s faculty members were involved in the self study

In spring 2008, a self-study committee was appointed by the department chair. The committee included both tenure-track and lecturer faculty in order to represent all departmental programs. The chair of the committee was Dr. Murphy; the other members were Dr. Diane Belcher (Director of Graduate Studies), Ms. Cheryl Delk (IEP director), and Ms. Sharon Cavusgil (ESL director). The report was drafted in fall 2008 by the committee members and additional faculty including the past department chair (Nelson) and those associated with particular programs (Pickering and Weigle for the undergraduate program, Lindemann for the PhD program). Several graduate faculty meetings during this time were dedicated to discussing the self-study, in particular the departmental goals. Drafts of the self-study were submitted electronically to the full faculty for feedback. Revisions were incorporated as needed and a final version was sent out to all full-time faculty. Faculty were invited to respond if they had major objections; otherwise approval was assumed.
Appendix G2

University Library report

*Applied Linguistics and English as a Second Language*

**DEPARTMENT REVIEW**

**LIBRARY RESOURCES**

*Summary: Strengths and Weaknesses of the University Library Collection and Services*

The Applied Linguistics and English as a Second Language Department has programs at the graduate and undergraduate level that focus on adult second language learning and includes an Intensive English Program, an ESL program for GSU graduate and undergraduate students, Applied Linguistics degrees at the under graduate, masters, and PhD. levels, and a Testing Program. To support these programs the Georgia State University Library has a strong monograph collection that has received consistent support through firm orders and automatic book receipt (Yankee Book Peddler Approval Plan) since the Applied Linguistics and English as a Second Language PhD. program was approved by the Board of Regents (see monograph titles in key call number ranges.) For monograph acquisitions in the last year, the Georgia State University Library was third in monograph acquisitions after our peer institutions University of Washington and University of Illinois/Chicago. In order to find peer institutions to compare with the Georgia State University Library holdings, the previous Academic Program Review report was consulted for peer universities. Selected peer institutions available through Yankee Book Peddler’s GOBI3 database were ranked for monograph purchases in the last 12 months in the Library of Congress call numbers LB (Theory & practice of education), LC (Special aspects of education), P1-P305 (Linguistics), and PE1128-PE1130 (English language and second language acquisition.) The institutions were ranked as follows: University of Washington- 1790; University of Illinois/Chicago- 1245; Georgia State University-1030; Eastern Michigan University- 993; Arizona State University- 692 ; University of Florida- 465; California State University (Northridge)-153; San Diego State University- 138.

When the PhD. program was first proposed there was a list of 32 journal titles not owned by the Georgia State University Library that the Applied Linguistics and English as a Second Language faculty considered to be important. We now have 23 of those journal titles in print or through electronic access in databases and web sites such as Cambridge University Press, EBSCOhost (*Communication & Mass Media Complete* and *Academic Search Complete*), Open Access Journals, ScienceDirect, and Wiley journals. Five journal subscriptions were added to the library collections since the last review for a total of 73 journal subscriptions. The library also has put into place the SFX system for journals (FindIt@GSU) which lets users know the availability of a journal so it can be found by searching GIL, using the Find Journals link on the library web page, or by choosing the FindIt@GSU link in databases such as *ERIC* or *Communication and Mass Media Complete*. The program is supported through many electronic databases such as *Linguistics Abstracts Online*, *ScienceDirect*, *Linguistics and Language Behavior*
**Abstracts** and other databases that provide electronic access to journals and other resources (see complete list in relevant library statistics.) However a flaw in electronic access is the embargo of the current year of journals by vendors due to publisher restrictions, so the Georgia State University Library must provide the current year through Interlibrary Loan or purchase a subscription. Examples of titles embargoed are *Educational Assessment, Educational Psychology*, and *International Journal of Applied Linguistics* (these were all on the original list of titles not owned by the GSU Library.) Unfortunately money has not been available for new subscriptions due to the increase of serial costs and a static serials budget for collections.

Collection needs are subscriptions to new journals such as *Language and Linguistic Compass* (Blackwell) and *Language in Society* (Cambridge) which were recently requested by faculty members. Subscriptions to new journals and expanding our collections through additional subscriptions to established journals help faculty and graduate students keep up with the state of the art in the discipline. Faculty and graduate students would also like electronic access to back issues of journals such as *Studies of Second Language Acquisition*, as well as other journals currently available only in print for back issues. Current electronic subscriptions to journals embargoed in electronic databases would greatly facilitate research, teaching, and learning in this discipline.

Faculty and graduate students for the most part have very positive things to say about the library collections, services, and facilities. However PhD. graduate students would like to check out materials for a full academic year rather than a semester as is the current practice since previous institutions they attended granted this privilege to PhD. students.

**Relevant Library Statistics**

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of monograph titles supporting program</td>
<td>LB1-LB9999-24779; LC1-LC9999-9977 P1-P302-8512; PE1065-1408-</td>
<td>LB-Theory &amp; practice of education; LC- Special aspects of education; P- linguistics; PE- English language and second language learning.</td>
</tr>
</tbody>
</table>
Number of monograph titles in key call number ranges added in last two years (01/2006-01/2008)

| P1-P302- 667; PE1065-PE1408-143; LB1-LB9999-1025; LC1-LC9999-493. | LB-Theory & practice of education; LC- Special aspects of education; P- linguistics; PE- English language and second language learning. |

Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year.

| LB1-LB9999- Theory & Practice of Education: 23%; LC1-LC9999-Special Aspects of Education: 27%; P1-P302- Applied Linguistics-46%; PE1065-PE1408-English as a Second Language-31%. | From a report generated from Yankee Books Peddler, the GSU Library received these percentages of the known universe of available titles in the listed call number areas. |

Services

| Number of library instruction courses taught for department during previous fiscal year. | 2 | IEP 640 10/07 and IEP 640 3/08. |
| Number of library consultations held with students from department during previous fiscal year. | 2 | Consultations with graduate students. |

Electronic Resources

Students and faculty in the Department of Applied Linguistics and English as a Second Language rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Applied Linguistics and English as a Second Language research.
<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and Mass Media Complete</td>
<td>This EBSCOhost database contains many full text journals in education, language, and linguistics that are essential to the program such as <em>Second Language Research</em>. The database uses FindIt@GSU.</td>
</tr>
<tr>
<td>Linguistics and Language Behavior Abstracts</td>
<td>This is the major index for research in this discipline and includes scholarly journals, books, and conference proceedings. It is useful for undergraduates, graduate students, and faculty researchers. Uses FindIt@GSU</td>
</tr>
<tr>
<td>Linguistics Abstracts Online</td>
<td>This database contains more theoretical articles and is most useful for faculty and PhD. students.</td>
</tr>
<tr>
<td>Education Abstracts</td>
<td>Since teaching is a major component of this program, the education databases are useful for students at all levels and for faculty research and teaching needs. This database uses FindIt@GSU.</td>
</tr>
<tr>
<td>Google Scholar</td>
<td>This database indexes GSU Library full text resources such as JSTOR and ScienceDirect and provides access to Google Books which are often full text. This database uses FindIt@GSU</td>
</tr>
<tr>
<td>Web of Science</td>
<td>The ISI Citation Databases collectively index more than 8,000 high quality, peer-reviewed journals cover-to-cover, providing users with complete bibliographic data, and searchable author abstracts when available.</td>
</tr>
</tbody>
</table>

Review of Library Resources for Applied Linguistics and English as a Second Language Department
Written by Rebecca C. Drummond, Subject Liaison for Applied Linguistics and English as a Second Language
Created on 12/9/2008
A-367
Faculty members can use the citation search to see if their works have been cited by others.

<table>
<thead>
<tr>
<th>GALILEO Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Database</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Academic Search Complete</td>
<td>This interdisciplinary EBSCOhost database provides full text access to many important journals in Applied Linguistics such as <em>American Secondary Education, Chinese Education and Society</em> as well as many others. This database uses FindIt@GSU.</td>
</tr>
<tr>
<td>Dissertations &amp; Theses: A &amp; I</td>
<td>This database is especially important for master’s and PhD. students since it provides a single, central, authoritative resource for information about doctoral dissertations and master's theses. Students may view and download GSU theses and dissertations when available.</td>
</tr>
<tr>
<td>ERIC</td>
<td>Since teaching is a major component of this program, the education databases are useful for students at all levels and faculty. ERIC provides journal articles and ERIC documents submitted to the clearing house. This database uses FindIt@GSU.</td>
</tr>
<tr>
<td>MLA International Bibliography</td>
<td>This database indexes journals, books, and other scholarly material related to the study of linguistics and language. This database uses FindIt@GSU.</td>
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</table>