MA TESOL PROGRAM
GRADUATE HANDBOOK

**Michigan State University
Department of Linguistics,
Languages, and Cultures**

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I. Program Overview

Administered through the Michigan State University Department of Linguistics, Languages, and Cultures (henceforth LiLaC), the Master of Arts degree program in Teaching English to Speakers of Other Languages (MA TESOL) prepares individuals for professional careers in language teaching with an emphasis on the teaching of English. Through the program, students gain knowledge of and experience in general areas of language teaching, language learning, materials development, and assessment. It is believed that professionals in the field of TESOL should have a combination of theory and practical experience. The MA TESOL program at Michigan State University seeks to maintain that balance by providing coursework that focuses on the link between theory and practice. In this way, students gain an understanding of the principles of the field as they prepare to develop their careers in the field of language learning and teaching.

Requirements for the degree stress many facets of language study. Students are given a strong foundation in the current theory and practice in the field and are given opportunities to put their knowledge to use. At the end of the program, students will be able to:

- understand the nature of second language learning
- understand and interpret current research as it applies to language teaching
- examine and evaluate current language teaching materials and practices
- think creatively about language teaching issues and challenges
- understand and apply principles of language teaching in a variety of contexts
- critically examine their own teaching
- develop a coherent statement of teaching philosophy
- provide leadership in their educational settings and to the field of language teaching.

English Language Requirement: The MA TESOL program strongly recommends that all international students have a minimum TOEFL score of 100 (internet-based test) with no subscore below 22. This overall score is equivalent to 250 on the computer-based test, and 600 on the paper-based test. The minimum overall IELTS score for admission is 7.0 with no subscore below 6.5. On the MSU test, the minimum score is 85, with no subscore below 83, and requires approval of the English Language Center. The minimum test scores to satisfy the English language requirement must be met before being admitted to the program as there is no provisional/conditional admission.

For many students, the MA TESOL is a terminal degree; thus, the ability to do independent research is not a primary goal. However, students will have the opportunity to conduct independent research as part of class projects that they can expand into research to be disseminated at conferences or through refereed journals. For students who want to continue

their studies in a Ph.D. program, independent research, including a thesis, is an option, and students will be given the guidance they need to complete an MA thesis if they show initiative in developing a research topic.

It is important to understand that being a TESOL professional means going beyond completing the required classes. Students are encouraged to take advantage of the many opportunities available at MSU. This includes, but is not limited to, attending lectures and workshops, presenting at local and national conferences, publishing newsletter articles and textbook reviews, developing language teaching materials, and for some, conducting research that will contribute to the fields of language teaching and second language acquisition. A list of lectures, workshops, and conferences is maintained on the MA TESOL website, and students will be told of any publishing opportunities in their classes.

II. Program Components

Section II (a) outlines the components of the MA TESOL program. Section II (b) outlines the components of the linked BA/MA program for students who have a BA. degree with a major in linguistics from MSU.

a) MA TESOL Program

Students admitted to the MA TESOL program are required to complete 36 credits of coursework (37 for students who choose the thesis option described below). Up to nine graduate credits may be transferred from other accredited institutions toward the fulfillment of these credits with approval from the program director. Thus, the program requires that a minimum of 27 credits be completed in residency. Up to nine Lifelong Education credits from MSU may be transferred, but no more than a combined total of nine Lifelong Education credits and credits from another institution may transfer. See Section II (b) for a description of the linked BA/MA program.

Students may pursue Plan A (the thesis option) or Plan B (the no-thesis option). Students wanting to continue their studies toward a Ph.D. degree should consider the thesis option. A general timeline for the thesis option is given in Section III. Plan B students must complete an MA exam, which is detailed in Section III.

Required Courses: Each of the courses below is three credits. The first two courses should be taken in the first semester and serve as a foundation for the remainder of the curriculum.

LLT 822   Interlanguage Analysis

LLT 895   ESL Classroom Practices

Additional Required Courses

LLT 807   Language Teaching Methods

LLT 808   Assessment for Language Teaching and Research

LLT 809   Teaching Second-language Reading and Writing

LLT 846   English Structures and Functions

LLT 860   Second Language Acquisition

LLT 872   Research Methods for Language Teaching and Foreign/Second Language Learning

LLT 896   Practicum in TESOL (may be taken twice, once as an elective)

Course on Language in Context

This requirement can be fulfilled by successful completion of one of the following or another course, with the approval of the student's advisor.

ANP 420   Language and Culture

COM 828   Cross-cultural Communication

LIN 471 or   Sociolinguistics
LIN 871

LLT 856   Identity and Ideology in Multilingual Settings

Electives

Students not writing a thesis will choose two electives. Students writing a thesis will choose one plus four thesis credits (LLT 899). Electives include any of the LLT courses including the following.

- LLT 813: CALL: Technology-mediated Language Learning and Teaching
- LLT 818: Eye Tracking in Second Language Acquisition and Bilingualism (recommended only for student continuing for a Ph.D.)
- LLT 821: Individual Differences in Second Language Acquisition
- LLT 823: Introduction to Corpus Linguistics for Second Language Studies
- LLT 841: Special topics
- LLT 842: Teaching and Learning Vocabulary in Another Language
- LLT 870: Instructed Second Language Acquisition

One course outside of the LLT courses may be chosen with the approval of your advisor. It is also possible to take LLT 896 a second time for credit as an elective. Students who are writing a thesis will use thesis credits (LLT 899, 4 cr.) as their elective and complete a program of 37 credits. TAs should see Section X, Work-related Policies and Financial Support, for information on possible funding for the additional credit hour. All students should see Appendix A for a Checklist of Courses for Graduation.

Other requirements

A minimum of 16 credits of the MA must be at the 800 level or above. If courses are waived due to similar content at other institutions, additional electives will be required to complete the 36 credit hours necessary for graduation. These additional electives must also be chosen from LGSAAL (LLT or LIN courses) unless a course outside of LGSAAL is warranted due to the nature of a student's research and is pre-approved by the student's advisor in writing. Any course waivers must be discussed with the program director. To request a waiver based on a course taken at another institution, students must provide the program director with the syllabus for that course when it was taken and an official report of the grade received.

The practicum, LLT 896, is a course in which MA students work in teams to prepare lessons and materials for, and then teach a six-week ESL program for adult ESL learners from the MSU and Greater Lansing Area communities (see *EPIC: English Partners in Communication*). Waivers are rarely granted for LLT 896. In order to waive LLT 896, students must meet all of the following requirements: Two years of full-time supervised experience as the responsible teacher

of English as a second language in an approved context within five years of the first enrollment semester in the MA TESOL program. The focus of the teaching must be in a traditional classroom format (not online or hybrid). The courses must involve the teaching of listening and speaking, and/or content that includes a focus on oral communication to adult nonnative speakers of English. Test-preparation courses do not meet the requirement. Documentation of the supervision of the teaching experience must be provided including the contact information for the supervisor(s). Students who believe that they meet all of these requirements and wish to request a waiver must submit the request to the program director in writing along with the documentation of the teaching experience. LLT 896 is required for students who are TAs unless they have the required experience noted above. All students, regardless of whether or not they are TAs, are required to complete 36 credits for graduation.

Students should apply for graduation on or before the end of the first week of the semester in which they plan to complete their degree requirements. The program director will then review the application and, if approved, the department will certify the graduation.

b) Linked BA/MA Program:

Undergraduate linguistics majors at MSU may qualify for the Linked BA/MA Program. Admission requirements are the same as described above for the MA TESOL program. Undergraduates should have a minimum GPA of 3.25. Students may count nine credits of 400-level coursework toward the completion of the MA TESOL degree. **Students must be admitted to the MA TESOL program before taking the courses that are to be used for the Linked BA/MA**. Therefore, students interested in this linked program should consult the TESOL program director as early as possible. Once admitted, students will then complete the following graduate courses (each 3 credits).

LLT 895   ESL Classroom Practices

LLT 807   Language Teaching Methods

LLT 808   Assessment for Language Teaching and Research

LLT 809   Teaching Second-language Reading and Writing

LLT 846   English Structures and Functions

LLT 860   Second Language Acquisition

LLT 872   Research Methods for Language Teaching and Learning

LLT 896   Practicum in TESOL

There are several possibilities for the ninth course. Linked program students will be advised by the TESOL program director and should consult the director regarding course selection.

Other Requirements

The practicum, LLT 896, is a course in which MA students work in teams to prepare lessons and materials for, and then teach a six-week ESL program for adult ESL learners from the MSU and Greater Lansing Area communities (see *EPIC: English Partners in Communication*). Waivers are rarely granted for LLT 896. In order to waive LLT 896, students must meet all of the following requirements: Two years of full-time supervised experience as the responsible teacher of English as a second language in an approved context within five years of the first enrollment semester in the MA TESOL program. The focus of the teaching must be in a traditional classroom format (not online or hybrid). The courses must involve the teaching of listening and speaking, and/or content that includes a focus on oral communication to adult nonnative speakers of English. Test-preparation courses do not meet the requirement. Documentation of the supervision of the teaching experience must be provided including the contact information for the supervisor(s). Students who believe that they meet all of these requirements and wish to request a waiver must submit the request to the program director in writing along with the documentation of the teaching experience. LLT 896 is required for students who are TAs unless they have the required experience noted above. All students, regardless of whether or not they are TAs, are required to complete 36 credits for graduation.

Students may choose Plan A and complete an MA thesis or Plan B and complete the MA exam, both of which are explained in detail in Section III. A general timeline for the thesis option is given in Section III, and is based on a full-time, four-semester sequence of courses; therefore, students in the linked program should discuss the feasibility of TA funding and/or the thesis option with the program director as early as possible.

Students should apply for graduation on or before the end of the first week of the semester in which they plan to complete their degree requirements. The program director will then review the application and, if approved, the department will certify the graduation.

III. Degree Requirements: Master's Thesis (Plan A) and MA Exam (Plan B)

Master's Thesis (Plan A)

Students who write a thesis (Plan A) must enroll in LLT 899 (master's thesis research) for a total of four credits after the MA thesis proposal has been approved (usually by the fall of the final year). Writing a thesis requires a commitment to working independently to find a topic of interest and following the procedures noted below upon the completion of the first year of study. Students should consult the thesis director on how to adapt the dates below for their individual circumstances, including, for example, the collection of data beyond MSU during the summer between the first and second years of study. The dates below are intended as guidelines and assume thesis completion at the end of the spring semester of the final year.

August 15: Students should select a professor from one of the core MA TESOL faculty (see Section XIV) whose research interests most closely match the proposed topic, and give her or him a five-page (double-spaced) summary that includes the statement of the research question(s), a possible method of data collection, and timeline for conducting the research. This summary need not include a comprehensive literature review, but it must include the rationale for wanting to conduct the research. If the first professor approves the project and will serve as the thesis director, approval must be obtained from a second professor from LGSAAL, or with approval from the thesis director, a professor from outside the department. The Thesis Committee form (Appendix B) should then be completed. As indicated on the bottom of the form, a copy should be given to the program director. Committee members may also wish to keep a copy.

October 1: Students should submit to both professors a comprehensive proposal that includes the literature review and complete research methodology including all instruments and potential participants. As soon as both professors approve the project, the student must request approval from the MSU Institutional Review Board (IRB), if applicable. The thesis director will be the responsible project investigator. Data collection involving human participants must not begin until IRB approval has been received.

April 1: Students should submit to both professors a draft of the thesis, conforming to the current edition of the *Publication Manual of the American Psychological Association* (APA). Allow at least two weeks for a review of the thesis before the defense is scheduled. Note that revisions may be needed before a defense can take place.

April 15: A defense of the thesis is scheduled with both professors. This defense is a meeting in which students present their results and answer questions from the committee. Although attendees are permitted at the defense, it does not have to be a public defense. The form shown in

Appendix C will be completed by the thesis director at the defense. A copy should be given to the program director. Students must be enrolled at MSU for at least one credit at the time of the defense.

Electronic submission of thesis: Revisions may be necessary before the thesis can be accepted. Students who wish to graduate at the end of the semester in which the thesis was defended should take note of the deadline dates for final approval of the electronic thesis by the Graduate School and submit the revised version to the thesis director (or committee) well in advance of that time.

The thesis, a formal research project undertaken by the candidate, is generally at least 50-75 pages in length. The thesis may, with the approval of the thesis director, be a substantive expansion of a paper written for a course. It should represent the student's ability to do independent work involving original research that is directly related to the academic content of the MA TESOL program.

It is the student's responsibility to work with the thesis director to obtain permission from the MSU Institutional Review Board (IRB). Information can be obtained from the IRB website. The thesis director will be regarded by the IRB as the Responsible Project Investigator on the project. (See Section IX of this handbook on Responsible Conduct of Research and Scholarship.)

The Graduate School accepts only electronic submission of theses and dissertations submitted via ProQuest. See the instructions for formatting an electronic submission, deadline dates, and copyright information, etc. The Approval Form (fillable pdf on that site) must also be completed. Both the student and thesis director need to sign it. Note the directions concerning the submission of the completed form along with the IRB approval letter. A copy of the completed and signed Approval Form should also be sent to the TESOL program graduate secretary.

NOTE: If you intend to graduate in the current semester, your document must be accepted and delivered to the publisher, ProQuest, by 5:00 p.m. on the deadline date. This means that your document has been submitted via the ProQuest website, has been reviewed by a Graduate School ETD Administrator for formatting, has been deemed to be formatted correctly, and all necessary paperwork has been turned in to the Graduate School prior to the deadline date and time. **The deadline date is not simply the last date to submit your document to the Graduate School via the ProQuest website. Make sure you are aware of the deadline dates.** The review process is interactive and final approval can take from a few hours to weeks, depending upon the extent of the necessary revisions. Be sure to read the information carefully on the website.

The publishing agreement for theses/dissertations with ProQuest provides an "Open Access Publishing PLUS" option as an alternative to the traditional publishing option available to students. The Open Access option gives ProQuest the authorization to make the electronic version of the document accessible to all via the internet, including the selling of the document by commercial retailers and accessibility to the work via search engines. A student selecting the Open Access option will not be eligible to receive royalties. In addition, there is a fee for this option. The pros and cons of selecting this option differ significantly across disciplines. For more information, visit [ProQuest Publishing](#), [Open Access Publishing](#), and [Why Copyright?](#)

In addition to the main body of a thesis, the Graduate School permits the submission of supplementary materials to ProQuest. These materials will not be reviewed by the Graduate School for formatting requirements but must be acceptable by ProQuest and comply with ProQuest's criteria and storage limits. All supplementary materials need the written approval of the thesis director.

Students submitting a thesis/dissertation to ProQuest now can request a hold/embargo of publication by ProQuest by contacting the Graduate School at msuetds.approval@grd.msu.edu or by calling 517-353-3220. In response to the request, the Graduate School will send directly to the student a form that needs to be completed and turned to the Graduate School prior to the document submission to ProQuest. The form needs to be signed by the student's major professor and by the Associate Dean of the student's college. The request for the hold/embargo may be for six months, one year or two years. Requests for a period longer than six months must include a brief justification for the length of the requested hold/embargo.

At the time of submission to ProQuest, authors now have the opportunity to create an ORCID that provides researchers with a unique identifier for linking their research outputs and activities. An ORCID:

> Improves recognition of research contributions.
> Reduces form-filling (enter data once, re-use it often).
> Works with many institutions, funders, and publishers.
> Is a requirement of many journal manuscript submission systems and grant application forms.

To learn more about ORCID go to: https://vimeo.com/237730655

A public or lay audience abstract to precede the conventional disciplinary/technical one is strongly recommended. The formatting requirements for this additional abstract are identical to those for the conventional one. If a student chooses an open defense, this public abstract may be distributed to the TESOL program's faculty and students and posted on the program's website.

MA Exam (Plan B)

The following TWO tasks will serve as the MA comprehensive exam. It is due via email to the MA TESOL Director by March 15, at midnight. Each exam will be assigned to two TESOL faculty members for evaluation and graded within two weeks. Grades are pass/fail. A pass represents satisfactory completion of the required components. Students who receive a failing grade may revise the exam based on faculty feedback one time during the semester in which it was originally submitted. If a student still does not earn a passing grade, the exam must be resubmitted the following semester. If a student fails a second time, she or he is dismissed from the program.

Task 1: A teaching philosophy statement of no more than 500 words with specific examples to illustrate your philosophy.

- References to sources are not expected but may be included.
- This can include any information you want, but think about it as something you might use for a job application.
- You may follow any format you wish or include any content you wish.
- The goal is to write something that will get you a job.
- You may revise a statement that you wrote for another class, and you are welcome to get feedback from others with the exception of the TESOL faculty.

Task 2: A reflection on how your views of language learning and teaching have changed since you started the program.

Specifically, include at least the following information with specific supporting examples:
- What were your thoughts and beliefs about language learning and teaching when you started the program? How did you develop those ideas?
- What are your thoughts and beliefs now about language learning and teaching? What influenced you during the program (e.g., courses, class activities, assignments, workshops, talk, professors, classmates)?
- In what areas (e.g., skills, learner populations, classroom management) do you feel that you still need improvement? How can we help future students do better in these areas?

This is not something that you would include with a job application.

The reflection can be done in any format, multimodal or otherwise, and creativity is encouraged but not required. For example, you can do:

- A blog entry or page on an electronic teaching portfolio
- A narrated PowerPoint
- A videoed staged job interview
- A letter to a potential applicant to the program
- A videoed play
- A poster
- A podcast
- A rap song
- Or anything else you can think of. If you don't feel creative, you can write an essay in any format you wish.

Important Notes:

a) The above timeline will be adjusted as needed for linked program and part-time students. These students should keep in touch with the program director concerning an appropriate schedule.
b) Students who decide to follow Plan A (thesis) by the fall of the second year and have an accepted thesis proposal may use the online portfolio components that were assembled in the first year for professional development purposes, but do not need to continue the workshops, prepare the offline element (i.e., the written reflection on the portfolio), or submit the portfolio for evaluation.

Exit Survey: A short online exit survey was introduced at MSU in May of 2011 for students graduating with a Plan A or Plan B master's degree or a doctoral degree. Only students who have applied for graduation will have access to the online survey. It asks questions about the students' educational experiences in MSU graduate programs and immediate professional plans. The Graduate School uses the data from this survey when reviewing graduate programs, and to guide decisions about services and initiatives for graduate students. The identity of all respondents will be kept confidential. Only group data will be made available to faculty and administrators. Students who are eligible to take the survey will receive an email message from the Graduate School with a link to the survey; however, students may take the online survey earlier after they apply for graduation. It takes about 5-10 minutes to complete. If you have difficulty, contact Exit Survey.

IV. Selection of Advisor and Thesis Committee

The advising process in the MA TESOL program is designed to assist graduate students in completing their programs in a timely manner. However, while the faculty will assist in this process, it is the responsibility of each student to be aware of and understand University regulations as published (See MSU Graduate Rights and Responsibilities section 2.3).

All new students will be assigned an academic advisor from among the core faculty associated with the MA TESOL program. This information is provided to students following the orientation meeting, which is usually held during the week prior to the first week of classes. The MA TESOL Director advises all incoming students regarding the courses to take in the first semester. After orientation, each student should email the assigned advisor to make an appointment to work out a tentative schedule for the two years of coursework. For students in the linked BA/MA program, the TESOL program director will continue as the advisor unless the thesis option is chosen as described below.

For a student choosing Plan B, the faculty member who is assigned as the advisor will generally remain the advisor during the student's time in the TESOL program. Students wishing to change advisors should contact the MA TESOL Director. If the advisor leaves MSU, the student will be assigned a new one. Students following Plan A should begin to talk with the advisor as early as possible about this option to determine who should supervise the MA thesis. This person, if she or he agrees, will become the advisor. The thesis supervisor must be one of the core MA TESOL faculty from LGSAAL, but the second member may be from any department. The procedure for changing advisors is the same as under Plan B.

V. Academic Performance

The MA TESOL Director will review first-year students' progress after two semesters. This review will include an evaluation of academic performance, professional conduct, and the progress of the online portfolio. Students will be notified by electronic mail as to whether or not they are making satisfactory progress at the end of the first year. This review is separate from any personnel files that a student might have as a TA or RA. Student progress reports are based on the following standards.

Grade Point Average: Courses counted for the GPA are those recognized by the department and the university as applicable to the graduate degree. Credit is awarded for a minimum course grade of 2.0. A minimum GPA of 3.0 is required for graduation. Anyone falling below this standard during the degree program will be advised by letter and given two semesters to remedy the deficiency before dismissal from the program. In addition, a student may not accumulate

more than six graduate credits taken to satisfy degree requirements with lower than a 3.0 grade even though the cumulative grade-point average may be 3.0 or above. A student who fails to meet these standards will not be permitted to continue to enroll in the degree program, and will receive written notification of dismissal from the program.

Deferred Grades (DF): Grades should not be deferred without the strong justification of factors such as extended illness of student or instructor. If a DF is given, the required work must be completed and a grade reported within six months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis work. Unless there is a reasonable explanation, as determined by the MA TESOL faculty, two deferred grades for longer than twelve months will result in dismissal from the program.

Program Completion Progress: The MA TESOL program is generally a two-year program of full-time study, but can be extended for students attending part time. International students must maintain nine credits per semester with the exception of the under-enrollment provisions allowed by the Office of International Students and Scholars. The maximum time allowed for completion of the MA is six years from the time the first course is taken that will be counted toward the degree. Failure to complete the MA requirements, including the exam or thesis within that time, will result in dismissal from the program.

Special Recognition: Students should notify the director of the program of any significant achievements including, but not limited to awards, conference presentations, and publications. These achievements are not required but contribute to the evaluation of overall performance.

Reports of Academic Misconduct: See Sections VI and IX below.

VI. Professional Conduct: Graduate students are expected to demonstrate academic professionalism and honesty, and to maintain the highest standards of integrity. Included among these standards are the fundamental values of honesty, trust, fairness, respect, and personal accountability. This code is embodied within the [Graduate Student Rights and Responsibilities](#).

VII. Student Conflict Resolution

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. In case of a conflict with a faculty member, a student should first try to resolve the issue with the faculty member. If that is not possible, the student may consult with the Associate Chair for

Graduate Studies, who may meet with one or both of the individuals involved. Any conflict of interest problem should also be addressed to the Associate Chair. Following that, the Department Chair should be consulted, if necessary. See the department's [Academic Grievance Hearing Procedures](). Conflicts that cannot be resolved at the department level should be reported to the Associate Dean for Graduate Studies. Students may also file a formal grievance. More information can be found under [Article 5, Graduate Student Rights and Responsibilities](). If internal resources for resolving the issue have been exhausted, students may contact the [Office of the University Ombudsperson]().

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving university-related concerns. Such concerns include: student-faculty conflicts, communication problems, concerns about the university climate, and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the university; that is, it does not speak or hear for the university.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information: Room 129 N. Kedzie Hall, (517) 353-8830, [ombud@msu.edu](),

VIII. Campus Resources: There are several confidential counseling and victim advocacy services available on campus such as the [MSU Counseling & Psychiatric Services (CAPS) Center]() in the Olin Health Center Building. Within CAPS, there is an [International Student & Scholar Support Program]().

IX. Responsible Conduct of Research and Scholarship

Students are expected to conduct themselves in a professional manner following the principles of scholarly integrity. The university maintains [Guidelines for Integrity in Research and Creative Activities.]() Students should be particularly aware of issues related to data falsification, plagiarism, and the protection of human participants in research.

Two notable kinds of academic dishonesty are falsification of data and plagiarism. Falsification of data is changing or making up data and presenting these data as though they were the result of

an experiment, questionnaire, or fieldwork collection project. Plagiarism is the use of another's work, ideas, or writings (including information found on the internet) without proper attribution. If students are in doubt as to when they need to cite a source, and the form the citation should take, they should consult their advisor, or check the [Harvard Guide to Using Sources](). MSU now offers an [anti-plagiarism software]() called *iThenticate* available to faculty, staff, and graduate students through MSU libraries as part of the *Turn-It-In* package. This software is designed so that faculty, postdocs, and graduate students can check their manuscripts before submitting them.

In addition, submitting the same paper for more than one class is prohibited. Unless authorized by their instructors, students are expected to do their own original work on each assignment in each class. A student who recycles her or his coursework from one class to another may face an allegation of academic dishonesty.

An instructor who believes a student has committed an act of academic dishonesty should take appropriate action, which includes the issuing of a "penalty grade". A penalty grade is defined by [Article 8.1.18]() of the Graduate Student Rights and Responsibilities as "a grade assigned to a student by a faculty member based on a charge of academic misconduct." A penalty grade can include, but is not limited to, a failing grade on the assignment or in the course. If an instructor gives a student a penalty grade, the instructor is required to file an electronic Academic Dishonesty Report. The student's academic dean will add the form to the student's electronic folder, where it will remain unless the student successfully contests the allegation. See [MSU Policies, Regulations, and Ordinances Regarding Academic Honesty and Integrity.]() You can find more information about academic dishonesty, cheating, and plagiarism, including official MSU policies at the Office of the Ombudsperson.

A graduate student in the MA TESOL program at MSU who is discovered to have plagiarized or falsified data for a course assignment may be given a 0.0 for the course. A second occurrence of such dishonesty will result in dismissal from the program. Plagiarism or the falsification of data on an MA thesis may result in dismissal from the program depending on the severity of the infraction as determined by the MA TESOL faculty. Academic dishonesty involving the comprehensive examination will result in a failing grade on the exam. This includes seeking or receiving assistance on the initial exam or any subsequent revisions.

After consulting with the instructor and the associate chair, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing from the associate chair, who will then convene the departmental hearing board. When appropriate, the associate chair, in consultation with the Dean, may waive jurisdiction and refer the request

for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.) Two other websites are relevant in the discussion of research integrity: MSU's Institutional Data Policy: Standards for the use of technology resources, systems, and data for all members of the MSU community; and Publication Practices and Responsible Authorship from the American Psychological Association.

Students entering the program in Fall, 2016 and later need to complete training in the Responsible Conduct of Research regardless of whether they are following Plan A (thesis) or Plan B (electronic portfolio); however, the requirements differ between plans. In their first year, all students (i.e., Plans A and B) must complete the following online CITI training modules: Introduction to the Responsible Conduct of Research, Authorship, Plagiarism, and Research Misconduct. Students should log into the ABILITY information management system at http://ora.msu.edu/train/ to complete their on-line RCR training. This is the system that must be used for proper documentation of training. This system has replaced SABA effective December 2018. Students will complete discussion-based training within the LLT 809 and LLT 872 courses. Plan A students then need to complete an additional three online training modules, including Human Research Protection/IRB Certification. The other two modules may be chosen from CITI Collaborative Research, Conflicts of Interest, Data Management, Financial Responsibility, Mentoring, and Peer Review. Students should consult their thesis director for guidance in selecting the most appropriate ones. It is recommended that students print out a copy of any available document verifying the completion of each online training module.

Students conducting research for an MA thesis or public presentation of research findings, and those associated with a research project involving human participants must be certified by the MSU Human Research Protection Program (HRPP). Projects need approval from the MSU Social Science Institutional Review Board (IRB). Data collection **must not** begin until the project has received approval. For additional details, consult the Human Research Protection Program's information on training required for certification.
If you plan to conduct research involving students at the ELC for either class projects, QRPs, theses, dissertations, or other solo/collaborative research projects, you will need to contact the English Language Center to get permission to invite students to participate. MSU-affiliated students and faculty members who want to do research in the ELC must contact Dr. Daniel Reed (reeddan@msu.edu) and Dr. Debra Hardison (hardiso2@msu.edu) before recruiting participants. Drs. Reed and Hardison will document the requests by specifying levels/sections involved, amount of class time taken up, number of students affected, and verifying approval by IRB or course instructor. Once approval is received from Drs. Reed and Hardison, the researcher may proceed with the recruiting plan that was approved by the IRB. Please note that teachers can refuse the request even if the project has been approved by the IRB and the ELC. Similarly, students can refuse to participate or opt out of the project at any time. For updates on this policy, go to: https://elc.msu.edu/2020/10/14/research-in-the-elc/

X. Work-Related Policies and Financial Support

Teaching Assistantships: A limited number of teaching assistantships is available through the English Language Center (ELC). A stipend plus nine credits of tuition per semester are provided. This application process is separate from the admission process. All applications are due February 1st for assistantships beginning in the fall semester. Because support is not guaranteed, candidates for admission are encouraged to seek outside funding for their graduate studies. ELC assistantships are awarded on a year-by-year basis. The maximum funding allowed for MA candidates is two years. Students who are employed by the ELC should contact that unit for information on work-related policies.

ELC assistantships are not administered through the Department of LGSAAL; therefore, questions about assistantships should be directed to the Director or Associate Director of the ELC. Information, including requirements for international students, and a link to the application form is available on the [ELC website](). Note that the English language proficiency requirements are different from those for admission to the MA TESOL program.

MSU candidates for TA appointments who were required to demonstrate English proficiency as a condition for regular admission to Michigan State University must also demonstrate that they meet a minimum standard of proficiency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students.
Those international teaching assistants (ITAs) may meet this requirement in one of the following ways:
- Presenting a TOEFL iBT speaking section score of 27 or higher.
- Receiving a score of 50 or higher on the [MSU Speaking Test]()
- Taking [AAE 451 or AAE 452]() (ITA language support courses) and receiving a score of 50 or higher on the [ITA Oral Interaction Test (ITAOI)]().

Those ITAs who received a waiver of the TOEFL or of other accepted tests of English proficiency for admission, must also meet the requirement of proficiency in spoken English before they are assigned to teaching work that involves oral communication with undergraduate students. To meet this requirement, those ITAs may use any of the three options listed above. Individual exceptions from these requirements (on a case-by-case basis in rare circumstances) will be considered by the Graduate School in consultation with the ELC upon the request of the department and with the endorsement of the Associate Dean of the College.

Extra TA Tuition Credits: Students who are appointed as teaching assistants (TAs) at MSU may apply for additional funds to cover tuition beyond the nine credit hours per fall and spring semester. Students who pursue the thesis option will encounter the need to cover an additional

credit hour because LLT 899 (thesis credits) involves 4 credit hours compared to 3 hours for other courses in the program; therefore, the student following Plan A completes a total of 37 (vs. 36) credits. Additional credit hours for the degree may also occur if the student writing a thesis wishes to take a regular course as the elective but still must enroll in LLT 899. The pool of funds for these extra tuition credits is known as the TA Tuition Pool and is negotiated by the MSU/Graduate Employees Union (GEU). Applications are made per semester. A notice will be sent by email from the program director to eligible students when applications can be submitted.

Other Possible Forms of Support:

CeLTA (the Center for Language Teaching Advancement) at MSU may also have available a graduate assistantship for a student to work on various projects related to language teaching and technology. CeLTA coordinates and assists with language-related activities at MSU and in the community, with the ultimate goal of improving the instructional environment for all languages. If such a position is available, the information will be distributed to TESOL students.

Eligibility: Regardless of the source of a student's support (e.g., the ELC or another unit), students pursuing a single master's degree may generally receive no more than four semesters of an assistantship (excluding summer semesters). A student who has exhausted her or his eligibility may be given an assistantship if any are available after assistantships have been given to all other qualified candidates who are eligible according to the above guideline. If a student is appointed for more than six semesters (including summers) and already has an MA or its equivalent, the student must be appointed at level 3, according to the 2015-2019 GEU contract. A student who is not making satisfactory progress toward the degree is not eligible for an assistantship. Satisfactory progress is defined as the completion of at least six credits per semester, a GPA of at least 3.25, and no more than six credits below 3.0. Note that any student enrolled in a dual MA program may be allowed to receive six semesters of support. College units that assign GAships to students in programs administered by other units will appoint only those who are eligible according to the rules above and will ask them to confirm their eligibility status at the time they apply for the position.

Thesis Research and Conference Travel Support:

Possible Sources of Funds to Support Thesis Research:
- a) SCRAM (Summer College Research Abroad Monies): College of Arts & Letters
  - Funds are for research requiring significant use of facilities, sources, or resources abroad.
  - Support is for travel during the summer semester.
  - Candidates are nominated by the program.
  - Applications in 2019 will be due February 1st.

b) [Summer Support Fellowships](#): College of Arts and Letters
- Fellowships are designed to facilitate completion of degree.
- Applications are usually due by early March.

c) Graduate Office Fellowships (GOF): TESOL Program
- Limited funds are usually available each academic year.
- The total amount available to the program is determined at the beginning of each academic year.
- Thesis research expenses take priority.
- The program director will send out an email inviting applications for these funds when they become available.

Possible Sources of funds to Support Conference Travel to Present a Paper or Poster:
a) Graduate Office Fellowships (GOF) as described above: TESOL Program. Note that thesis research expenses take priority.

b) Limited funds may also be available through the following:
- Graduate School
- [Council of Graduate Students](#) (COGS): Check the website for the application due date for travel in the fall and spring.
- College of Arts & Letters Graduate Student Travel Awards
- For English Language Center TAs: The ELC may offer limited travel assistance to present papers or posters at conferences. Please contact the ELC Director.

If you travel abroad, check with the [MSU Travel Clinic](#) for information on any health risks or immunizations. Check the [International Studies and Programs](#) website for issues related to safety around the world.

XI. Michigan State University Resources

English Language Center (ELC): The [ELC](#) provides English language instruction to international students. The ELC offers teaching assistantships (see above) to qualified students in the MA program. In addition, it sponsors a number of brown-bag discussions, in-service sessions, and lectures. These are open to everyone. Topics and dates are announced on the [TESOL website](#).

Center for Language Teaching Advancement (CeLTA): Among its varied activities, [CeLTA](#) hosts a professional development series of workshops each semester in support of language teaching. A link to the schedule is posted on the [TESOL](#) website homepage under Upcoming Events.

XII. Communications

E-mail: The most efficient way of communicating with faculty and with fellow students is through electronic mail. All graduate students are expected to obtain an MSU e-mail address as soon as possible. They should check the MSU account regularly. Instructors will often send out class emails and these will go to a student's MSU account.

XIII. Conferences and Organizations

Several TESOL and applied linguistics conferences are held throughout the year at various locations. Even if students are not presenting a paper, they are encouraged to attend these conferences, particularly if the location is nearby. Information on conferences is available on the TESOL website homepage under Upcoming Events.

The MSU Linguistics Student Organization has a weekly colloquium on Thursdays from 4:30-5:30 p.m.

SOSLAP (Student Organization of Second Language Acquisition and Pedagogy) fosters communication among students who are enrolled in the TESOL and SLS programs at MSU. Several academic and social activities are scheduled each year.

Chittenden Hall is the home of the Graduate School. The building also houses the Council of Graduate Students (COGS).

XIV. Faculty

Core Faculty

Peter De Costa (Associate Professor; BA. National University of Singapore, 1995; M.Ed. Harvard University, 2002; MA Nanyang Technological University, Singapore, 2004; Ph.D. University of Wisconsin-Madison, 2011), who holds a joint appointment with the Department of Teacher Education (College of Education), conducts research in the areas of identity, ideology and emotion in second language acquisition and language policy, and ethics in applied linguistics. He is the author of monograph, *The power of identity and ideology in language learning: Designer immigrants learning English in Singapore* (Springer, 2016). He has edited several books, namely, *Ethics in applied linguistics research: Language researcher narratives* (2016, Routledge), *The Palgrave handbook of applied linguistics research* (2018, Palgrave), *Investigating World Englishes* (2019, Routledge), *The sociopolitics of English language testing*

(2020, Bloomsbury), and *A sociolinguistics of the south* (2021, Routledge). He has also guest-edited special issues of the following journals: *Australian Review of Applied Linguistics*, *Chinese Journal of Applied Linguistics*, *Journal of Language, Identity and Education*, *Linguistics and Education*, *Modern Language Journal*, *Multilingua*, *RELC Journal*, *System*, and *World Englishes.* He is the co-editor of *TESOL Quarterly* and the Second Vice-President of the American Association for Applied Linguistics.

Sandra C. Deshors (Associate Professor; BA. Université Paris IV-Sorbonne, France, 1998; MA Université Paris IV-Sorbonne, France, 2000; PGCE (Post Graduate Certificate in Education) Oxford Brookes University, UK, 2001; Ph.D. University of Sussex, UK, 2012) specializes in quantitative corpus-based approaches to learner language. In her research, she contrasts English as a Foreign Language (EFL), English as a Second Language (ESL) and World Englishes at large. In that regard, she has primarily focused on investigating linguistic co-occurrence patterns that set non-native Englishes apart as well as identifying the cognitive factors that cause those patterns to emerge. In addition, in the last few years, Professor Deshors has become interested in issues relating to linguistic innovations in learner English and the theoretical modeling of World Englishes. Theoretically, Professor Deshors' research is anchored in the usage-based theoretical framework and recognizes a correlation between speakers' mental knowledge of linguistic items and their uses in grammatical contexts. Methodologically, she has applied and (co-)developed multifactorial statistical approaches to grammatical patterns characteristic of learner English(es). She is the author of a research monograph on *Multidimensional perspectives on interlanguage: Exploring 'may' and 'can' across learner corpora*, published by Presses Universitaires de Louvain. She has published in a variety of international journals (the *International Journal of Learner Corpus Research*, the *International Journal of Corpus Linguistics*, *Corpora*, *Corpus Linguistics and Linguistic Theory*, *English Text Construction*, the *Journal of English Linguistics*, *English World-Wide*) as well as different edited volumes. Professor Deshors also serves on the editorial board of the *International Journal of Learner Corpus Research* and is a member of the national selection committee for the Fulbright U.S. Student Program.

Aline Godfroid (Associate Professor; BA. University of Namur, Belgium, 2001; MA University of Antwerp, Belgium, 2003; Ph.D. University of Brussels, Belgium, 2010) is an Associate Professor of Second Language Studies and TESOL at Michigan State University. Her primary research interests are in second language psycholinguistics, with a special emphasis on the study of implicit and explicit knowledge and learning, and in the teaching and learning of vocabulary, quantitative research methods, and eye-tracking methodology. Her research is situated at the intersection of cognitive psychology and second language acquisition and aims to bring second-language psycholinguistics closer to the realities of actual second language learning and teaching. Dr. Godfroid is Co-Director of the Second Language Studies Eye-Tracking Lab (with Paula Winke). She is the author of Eye tracking in SLA and bilingualism: A research synthesis

and methodological guide (2020, with Routledge). As a principal investigator, she has received grants from the National Science Foundation, Language Learning, and the Research Foundation – Flanders (FWO). Her work has appeared in international, peer-reviewed journals including Applied Psycholinguistics, Bilingualism: Language and Cognition, Cognition and Emotion, Language Learning, the Modern Language Journal, Studies in Second Language Acquisition, and TESOL Quarterly. She is the recipient of the 2019 TESOL Award for Distinguished Research.

Debra M. Hardison's (Associate Professor; BA. The University of Toledo, 1987; MA Indiana University, 1989; Ph.D., Indiana University, 1998) research program has focused on auditory-visual integration in spoken language processing, co-speech gesture, second-language speech production and the applications of technology in perception and production training of the segmental and suprasegmental aspects of language. Current projects are investigating the relationships among elements of L2 learners' socioaffective profiles, language use factors, and interlocutor type in the development of the component skills of their oral interaction abilities, merging quantitative findings and qualitative data from participants' learning histories. A project supported by CLEAR investigated the development of oral skills for participants in short-term study abroad programs to Germany and Japan. A project supported by CeLTA explored the relationship between learners' oral communication strategies in the second language and their speaking abilities. Another study used eye tracking to investigate the effects of task difficulty on L1 and L2 auditory-visual speech perception. Publications appear in *Applied Psycholinguistics, Canadian Modern Language Review, Journal of Second Language Pronunciation, Language Learning, Language Learning & Technology*, *RELC Journal*, and various edited volumes. She has a book entitled *Multimodal Factors in Phonological Learning* under contract with Equinox in a new Applied Phonology series. Teaching interests emphasize the integration of theory, research, and practice in the professional development of second language acquisition specialists and classroom language teachers. At MSU, she has taught courses on second language acquisition, research methods in language learning and teaching, and L2 phonetics and phonology. She also serves as the coordinator of *EPIC (English Partners in Communication)*, the TESOL teaching practicum. She has given plenaries at *New Sounds: International Symposium on the Acquisition of Second Language Speech* and *Pronunciation in Second Language Learning & Teaching*, and is a member of the editorial board of the journal *Language Learning & Technology* and the *Journal of Second Language Pronunciation.*

Shawn Loewen (Professor; BA. University of Illinois at Chicago, 1991; MA Temple University, 1996; Ph.D. University of Auckland, 2003) is Professor at Michigan State University in the MATESOL and Second Language Studies programs. He teaches courses on second language acquisition and quantitative research methods, and his research interests include instructed second language acquisition, second language interaction and quantitative research methodology.

In particular, his current interests include the link between SLA research and researchers, on the one hand, and second language teachers and pedagogy on the other. In addition to publishing in leading SLA journals, he has co-authored two books, *Key Concepts in Second Language Acquisition* (with Reinders, 2009), and *An A-Z of Applied Linguistics Research Methods* (with Plonsky, 2016). His sole authored book, *Introduction to Instructed Second Language Acquisition*, appeared in 2015, and the co-edited *The Routledge Handbook of Instructed Second Language Acquisition* (with Sato) was published in 2017. In 2018, he became the associate editor of *The Modern Language Journal*.

Charlene Polio (Professor; BA. University of Pennsylvania; 1983; M.S. University of Pennsylvania; 1984; Ph.D. UCLA, 1992) specializes in the area of second language writing and research methodology. In addition, she has published studies on discourse patterns of preservice and experienced teachers. Professor Polio's publications appear in various journals including *Studies in Second Language Acquisition, The Modern Language Journal, TESOL Quarterly*, and *Journal of Second Language Writing* as well as several edited volumes. She has recently published two books, one on research methods for L2 writing, with Debra Friedman, and one on using authentic materials, with Eve Zyzik. She has served on the editorial boards of *TESOL Quarterly* and the *Journal of Second Language Writing*. She is the co-editor of *TESOL Quarterly*. Professor Polio has also taught ESL for several years in academic programs both in the US and China, and has had much practical experience in the area of language assessment.

Patti Spinner's (Associate Professor; BA. Rutgers University, 1995; MA German, Ohio State University, 1999; MA Linguistics, University of Pittsburgh, 2003; Ph.D. Linguistics, University of Pittsburgh, 2007) primary research interests are in the second language acquisition of morphosyntax from a formal perspective, particularly the acquisition of features such as grammatical gender, case, number, and tense. Currently she is investigating the acquisition of gender and number in L2 Swahili. Another project examines Italian gender and number using eye-tracking measures. Other research interests include morphosyntactic measures of L2 language development and the use of music in the instruction of L2 grammar. Her work has appeared in journals such as Studies in Second Language Acquisition, Second Language Research, Applied Linguistics, and Language Learning. She has taught German as a foreign language at the Ohio State University and Kenyon College, and ESL at the University of Pittsburgh, the University of Rostock (Germany), and Inlingua Language Schools (Germany). She has also developed music-based lessons for ESL grammar instruction, including Betty Azar's English Grammar series and L-Pop: Real Music for English Language Learning.

Koen Van Gorp (Assistant Professor, BA and MA, University of Antwerp, Belgium, 1985, 1989; PhD KU Leuven, Belgium, 2010) is an Assistant Professor in the MATESOL and Second Language Studies programs, and Less Commonly Taught Languages (LCTL) Coordinator at the

Department of Linguistics, Languages and Cultures at Michigan State University. He is also the Curriculum and Assessment Director and Co- Investigator of the [LCTL and Indigenous Languages Partnership](#) (2016-2023), an Andrew W. Mellon Foundation sponsored project. From 2015 till August 2021, he was Head of Foreign Language Assessment at the Center for Language Teaching Advancement at MSU. He also serves as a Research Fellow at the [Centre for Language and Education](#) (KU Leuven, Belgium) where he worked from 1991 until 2015, and was involved in in-service teacher training and curriculum development. He worked with school teams and teachers of Dutch as a second language at K-12 settings and with teachers of Dutch as a foreign language at universities. From 2010 to 2015, he was the Director of the [Certificate of Dutch as a Foreign Language](#), the international standardized test of Dutch as a Foreign Language. His research interests are task-based language teaching and assessment, language awareness and multilingual education, and language-in-education policy. He has published extensively in Dutch and English, and co-edited *The Multilingual Edge of Education* (Palgrave, 2018) and *Language Awareness in Multilingual Classrooms in Europe: From Theory to Practice* (De Gruyter Mouton, April 2018). He is the Co-Editor (with Kris Van den Branden, KU Leuven) of *[TASK](#). Journal on Task-Based Language Teaching and Learning,* Treasurer and Executive Board Member of the *International Association for Task-Based Language Teaching* ([IATBLT](#)) and Individual Expert Member for the *Association of Language Testers in Europe* ([ALTE](#)).

[**Paula Winke**](#)**'s** (Professor; BA. University of Wisconsin-Madison, 1993; MA University of Minnesota, Minneapolis, 1998; Ph.D. Georgetown University, 2005) primary research is on foreign and second language testing. She investigates the content and construct validity of high-stakes, standardized tests that English language learners and foreign language students take. She researches language-test reliability and methods for creating (and managing) placement and proficiency tests. Paula also researches language teaching methods, with a particular focus on task-based language assessment and task-based materials design. With Aline Godfroid, Paula co-directs the Second Language Acquisition Program's Eye-tracking Labs. She is co-editor (with Luke Harding, Lancaster University, UK) of the journal *Language Testing.* From 1998 to 2000, Paula was a Peace Corps Volunteer in China. In 2008, she was a Fulbright Scholar in Hungary. In 2020, she will be a Fulbright Scholar to Germany. In 2008, she received the CALICO Article of the Year Award with Senta Goertler, and in 2012 she received the TESOL International Award for Distinguished Research. With Susan Gass, Paula is the PI on a $1,200,000 grant from the National Security Education Program; the funding supports a Proficiency Flagship at Michigan State University whose goal is to aid in the development of sustainable proficiency initiatives across the language programs at Michigan State. Currently, Paula is serving on a National Academy of Sciences committee, advising the U.S. Foreign Service Institute on foreign language proficiency testing methods.

Faculty in Other Programs and Departments

Linguistics
Alan Beretta, Neurolinguistics, Applications of Linguistic Theory
Karthik Durvasula
Yen-Hwei Lin, Chinese Language Teaching, Phonology
Alan Munn, Syntax
Cristina Schmitt, Syntax, Child Language Acquisition
Betsy Sneller, Sociolinguistics
Suzanne Wagner, Sociolinguistics

German
Senta Goertler, German Language Teaching, Computer-assisted Language Learning

Asian Languages
Xiaoshi Li, Chinese Language Teaching, Sociolinguistics

College of Education
Sandro Barros, Multilingual Development, Culture, and Language Politics
Carrie Symons, Curriculum and Instruction, Diverse Learners and Educational Equity, Literacy Education, TESOL
Lucia Cardenas Curiel, Curriculum and Instruction, Diverse Learners and Educational Equity, Literacy Education, Teacher Education, Learning, and Policy, TESOL

Communications
Mary Bresnahan, Language Attitudes, Intercultural Communication

Romance and Classical Studies
Gabriela Alfaraz, Spanish Sociolinguistics
Silvina Bongiovanni, Spanish Phonology and SLA
Meagan Driver, Spanish Language Teaching, Heritage Learners
Anne Violin-Wigent, French Linguistics and Language Teaching

Hindi
Rajiv Ranjan, Second Language Acquisition

Russian
Jason Merrill, Russian Language Teaching
Shannon Spasova, Russian Language Teaching, Instructional Technology

Center for Language Education and Research
Felix Kronenberg, Instructional Technology
Amanda Lanier, Instructional Technology
Koen Van Gorp, Assessment, Tast-Based Language Teaching

Appendix A: Checklist of Courses for Graduation

Semester taken

LLT 822 Interlanguage Analysis (fall) – taken in the first semester _____

LLT 895 ESL Classroom Practices (fall) – taken in the first semester _____

LLT 807 Language Teaching Methods (fall) – usually taken in the first semester _____

LLT 808 Assessment for Language Teaching and Research (spring) _____

LLT 809 Teaching Second-language Reading and Writing (fall) _____

LLT 846 English Structures and Functions (spring) _____

LLT 860 Second Language Acquisition (spring) _____

LLT 872 Research Methods for Language Teaching and Learning (spring) _____

LLT 896 Practicum in TESOL (spring) _____

Course on language in context: Options:
- LLT 856 Identity and Ideology in Multilingual Settings
- LIN 471 Sociolinguistics (fall and spring)
- ANP 420 Language and Culture (fall and spring)
- COM 828 Cross-cultural Communication (spring) _____

Two electives OR one elective plus four credits of LLT 899 _____

_____

LLT 813: CALL: Technology-mediated Language Learning and Teaching
LLT 818: Eye Tracking in Second Language Acquisition and Bilingualism (recommended only for student continuing for a Ph.D.)
LLT 821: Individual Differences in Second Language Acquisition
LLT 823: Introduction to Corpus Linguistics for Second Language Studies
LLT 841: Special Topics (Education Abroad; Educational Linguistics; Sociolinguistics)
LLT 842: Teaching and Learning Vocabulary in Another Language
LLT 864: Psycholinguistics
LLT 870: Instructed Second Language Acquisition
LLT 873: Quantitative Research Methods
LLT 874: Qualitative Research Methods

Appendix B: Thesis Committee

(August, 2011)

MA TESOL Program
Department of Linguistics and Germanic, Slavic, Asian, and African Languages

Student's Name _____ PID _____

Tentative thesis title: _____

_____

Chair of Committee:

_____   _____
Print Name   Signature   Date

Other Committee Member(s): One is required.

_____   _____
Print Name   Signature   Date

_____   _____
Print Name   Signature   Date

To the Student: Provide a copy of this completed form to the program director.

Appendix C: Thesis Defense Report

(December, 2010)

MA TESOL Program
Department of Linguistics and Germanic, Slavic, Asian, and African Languages

Student's Name _____ PID _____

Thesis has been ___ accepted ___ rejected ___ accepted subject to revisions (beyond minor editorial
changes required by the committee.)

Oral exam in defense of the thesis was conducted on _____.
(date)

The student ___ passed.
___ failed. Reason: _____

_____

Revisions, if any, approved: _____
(Chair of Committee)

NOTE: Other committee members may request to approve the revisions before final acceptance of the
thesis.

To the Committee Chair: Please provide a copy of this completed form to the program director.