International Language Education (ILE): Teaching English to Speakers of Other Languages (TESOL)

Graduate Student Handbook
Spring 2024

Overview

Purpose

The aim of this handbook is to bring together in one place the key information you will need to navigate a path to successful completion of your graduate degree in TESOL at Soka University. As with any document of this type, some regulations and procedures currently may be in the process of revision; thus, it is always a good idea to check with your advisor or the TESOL Program Chair to verify details related to any important decisions you may need to make about your individual program of study.

Features

The main sections of the handbook are as follows:

- Admission to the Program
- Program Outline
- Scholarly Project Overview
- Degree Progress Milestones
- Program Policies and Expectations
- Academic Integrity
- Additional Information

Admission to the Program

Prerequisites

You must hold an undergraduate degree from an accredited college, university, or professional school with a minimum GPA equivalent of B/B+. However, your major area of study at the undergraduate level does not necessarily have to be related to English, linguistics, or education. The main thing is that you have a strong desire to teach English to speakers of other languages.

English Test Scores

English is the language of instruction for all the courses in the ILE Master's program at Soka University. Whether or not your first language is English, it is essential that you be able to keep up with lectures, course readings, and class discussion, as well as being able to write in English with ease and precision. Thus, to succeed in this English-medium learning environment applicants with a minimum equivalent TOEFL iBT score of 71 or IELTS 6.0 are welcome to apply, although *higher scores are recommended.*

Program Outline

Overview

The ILE TESOL Program at Soka University consists of three basic components: (1) coursework, (2) teaching practicum, and (3) scholarly project. The following section offers the basic information on each of these three components.

Coursework

Overview

The coursework for the ILE TESOL program includes four categories of courses: (1) Core Required Courses, (2) Required Research Electives, (3) Core Elective Courses, and (4) Specialization Elective Courses. The following chart shows how the individual courses fit these categories.

Core Required courses:

All ILE students are required to complete all the Core Required classes, at slightly different times in their programs based on their entry date (April or September), and include:

Major Courses
- Sociolinguistics and Education
- Principles of Second Language Acquisition I
- Principles of Second Language Acquisition II
- Second Language Teaching Methodology I
- Second Language Teaching Methodology II
- Syllabus and Curriculum Design
- Research Proposal Writing in the Social Sciences

Practicum in TESOL
- Practicum in TESOL I
- Practicum in TESOL II

Required Research Electives:

Research Supervision
- Master's thesis in TESOL
  - Research in TESOL
  - Teaching and Learning Project in TESOL
- Research Paper in TESOL

Core Elective courses:

All ILE students are required to complete a minimum of (3) of the following Core Elective courses. The courses are offered only once per academic year, and include:
- Language Testing and Assessment
- Research Methods in Second Language Education
- Language and Culture in EFL Education
- Pedagogical Pragmatics

Specialization Elective Courses:

All ILE students are required to complete a minimum of (3) of the following Specialization Elective courses. The courses are offered only once per academic year, and include:
- Research Literacy Skills for Graduate Students
- English for Academic / Specific Purposes (EAP / ESP)
- Pedagogical Pronunciation
- Technology and Second Language Acquisition
- English for Secondary Education
- Educational Philosophy
- Pedagogical English Grammar
- Special Topics in TESOL I~IV

The following is an example course plan for an ILE student entering the program in April.**
For a current course plan, download a Course Map for the current academic year from the
ILE Program website.

Year 1: First Semester	Course Type	Req.#
● Sociolinguistics and Education	Core Required	(1/7)
● Language Testing and Assessment	Core Elective	(1/3)
● Research Methods in Second Language Education	Core Elective	(2/3)
● Educational Philosophy	S. Elective	(1/3)
● Research Literacy Skills for Graduate Students (recommended)	S. Elective	(2/3)
Year 1: Second Semester		
● Principles of Second Language Acquisition I	Core Required	(2/7)
● Second Language Teaching Methodology I	Core Required	(3/7)
● Syllabus and Curriculum Design	Core Required	(4/7)
● Language and Culture in EFL Education	Core Elective	(3/3)
● Pedagogical English Grammar	S. Elective	(3/3)
Year 2: First Semester		
● Principles of Second Language Acquisition II	Core Required	(5/7)
● Second Language Teaching Methodology II	Core Required	(6/7)
● Research Proposal Writing in the Social Sciences	Core Required	(7/7)
● English for Academic/Professional Purposes (EAP/ESP)	S. Elective	(4/3)*
Year 2: Second Semester		
● Practicum in TESOL I	Practicum	(1/2)
● Practicum in TESOL II	Practicum	(2/2)
● Master's Thesis in TESOL (Research Thesis or Teaching and Learning Project in TESOL supervision)	Research Elective	(1/1)

* Optional additional fourth Specialization Elective if interested, 4/3, not required.
** Please confirm with both the Graduate School Office and your advisor regarding the
minimum required number of courses per semester depending on your specific situation.

The following is an example course plan for an ILE student entering the program in September.**

Year 1: First Semester	Course Type	Req.#
● Syllabus and Curriculum Design	Core Required	(1/7)
● Principles of Second Language Acquisition I	Core Required	(2/7)
● Second Language Teaching Methodology I	Core Required	(3/7)
● Pedagogical Pragmatics	Core Elective	(1/3)
● Research Literacy Skills for Graduate Students (recommended)	S. Elective	(1/3)
Year 1: Second Semester		
● Sociolinguistics and Education	Core Required	(4/7)
● Principles of Second Language Acquisition II	Core Required	(5/7)
● Second Language Teaching Methodology II	Core Required	(6/7)
● Research Methods in Second Language Education	Core Elective	(2/3)
● Educational Philosophy	S. Elective	(2/3)
Year 2: First Semester		
● Research Proposal Writing in the Social Sciences	Core Required	(7/7)
● Language and Culture in EFL Education	Core Elective	(3/3)
● English for Secondary Education	S. Elective	(3/3)
● Special Topics in TESOL (one of I~IV)	S. Elective	(4/3)*
Year 2: Second Semester		
● Practicum in TESOL I	Practicum	(1/2)
● Practicum in TESOL II	Practicum	(2/2)
● Master's Thesis in TESOL (Research Thesis or Teaching and Learning Project in TESOL supervision)	Research Elective	(1/1)

* Optional additional fourth Specialization Elective if interested, 4/3, not required.
** Please confirm with both the Graduate School Office and your advisor regarding the minimum required number of courses per semester depending on your specific situation.

Additional Notes on Elective Courses
ILE students are welcome to enroll in additional Core Elective or Specialization Elective Courses during their program based on their academic interests. However, it should be noted that, while in theory, you may take elective courses at any time during your program, it is not realistic to do so during the fourth semester which must be dedicated primarily to writing your thesis and completing the teaching practicum.

Research Literacy Skills for Graduate Students is <u>strongly</u> recommended for all ILE students during their first semester as all the ILE courses contain a significant writing component.

Teaching Practicum

Overview

The teaching practicum takes place during your last semester. Each student must successfully fulfill this requirement to receive a degree. Moreover, the practicum can be said to be the meeting place of the various strands of study in the TESOL program in that this is where you put into practice the ideas and skills you have been developing during the previous three semesters of coursework. The practicum consists of two components: Practicum in TESOL I and Practicum in TESOL II. In the first of these courses, you learn how to develop effective lesson plans and specific teaching activities with your fellow classmates and a guiding professor. In the second course, you and one or two of your peers will practice teaching an undergraduate communicative English B level course under the supervision of a full-time faculty member while meeting once a week to reflect and plan for future lessons.

Timing and preparation

As you progress through the program, it is imperative to develop working relationships based on respect and mutual understanding with the TESOL faculty members. Take the initiative to develop strong bonds while considering among the available supervisors you wish to work with during the practicum. As a rule, two to three students are assigned as a team to work with one practicum supervisor.

During your third semester of the program, you will be asked to create a prioritized list stating the supervisor and other students with whom you would like to work. After this information has been received, the TESOL Practicum coordinator will make assignments, accordingly, negotiating any adjustments deemed necessary.

Description

The teaching practicum offers you the opportunity to reflect on your own teaching philosophies and how you view the roles of the learner and curriculum. The practicum includes observing, co-teaching, receiving supervision and feedback, and developing content- and level-appropriate activities and lesson plans. However, since each practicum depends greatly on the supervisor's expectation and beliefs, it is highly suggested to discuss these terms with potential supervisors and ultimately with your practicum supervisor throughout the process.

Scholarly Project Overview

General Description

  This component of the ILE program can be fulfilled by successfully completing a Master's Thesis (which includes the Research Thesis [RT] and the Teaching and Learning Project [TLP]) or a Research Paper (RP).

  The Master's Thesis option allows for two types of theses: The Research Thesis (RT) or Teaching and Learning Project (TLP). Both of these scholarly works include data collection and analysis, and are therefore classified by Soka University as Master's Theses.

- The **Research Thesis (RT)** follows a standard research paradigm based on the principles and methods of a quantitative, qualitative, or mixed-method research design. Students work closely with their advisors to draft a literature review and subsequent research proposal (during the Research Proposal Writing course) and then proceed to collect and analyze data and present their results, major findings, educational implications, and recommendations.

- o Minimum requirements:
- o 50 – 70 pages, 350 words per page (see acceptable fonts and sizes) not including references and appendices
- o 60 – 100 pages including references and appendices
- o Abstract, 1 – 2 pages
- o More lengthy RTs are acceptable

- The **Teaching and Learning Project (TLP)** requires the development of a proposal (during the Research Proposal Writing course) that includes a Needs Assessment when the student collects and analyzes data. Based on these findings, the student then develops a curriculum and all materials for 45 hours of instruction. The TLP also includes an extensive literature review, and sections on educational implementation and recommendations.
  - o Minimum requirements:
  - o 40 – 50 pages, 350 words per page (see acceptable fonts and sizes) not including references and appendices (which include lesson plans and materials)
  - o 100 – 200 pages including references and appendices
  - o Abstract, 1 – 2 pages
  - o More lengthy TLPs are acceptable

Importantly, both the TLP and the RT require a different array of skill sets to achieve the completion of each endeavor. Neither option is less academically rigorous than the other. It is strongly advised to consider such conditions with your advisor when determining the scope of your Scholarly Project.

- The **Research Paper** (**RP**) is an extensive literature review that examines an issue of interest or concern in the field of TESOL. Students completing this option also include sections on educational implications and recommendations for future research. If a student decides to pursue the RP, (1) one additional specialization elective course credit will be **required** for graduation.
  - o Minimum requirements:
  - o 50 pages, 350 words per page (see acceptable fonts and sizes) not including references and appendices
  - o 55 - 65 pages including references and appendices
  - o Abstract, 1 – 2 pages
  - o More lengthy RPs are acceptable

The decision of which type of scholarly project to undertake should be made only after carefully considering your personal academic background and interests, as well as your future career goals. In addition, it is imperative that you consult with your advisor and other faculty members in the ILE program before making a final decision.

Committee Formation and Composition
In addition to an advisor who serves as the chair of your thesis committee, two additional faculty members will serve on your committee. The process of selecting your advisor and committee members is described below.

Selecting an Advisor
Overview
Along with choosing the type of scholarly project you will undertake and the topic it will explore, selecting the person who will serve as your advisor is among the most important decisions you will make during the first year in the ILE program. Furthermore, these decisions are related in two fundamental ways: (1) your advisor should be knowledgeable in the area of second language education you plan to explore, and (2) he or she should also be sympathetic to the type of project you plan to undertake.

Getting started
During your first semester of study, the TESOL Program Coordinator initially serves as a provisional advisor for each student to insure you are registered for a proper slate of classes. During the first semester, as described below, you will select an advisor who will serve as the chair of your thesis committee, as well as be your academic advisor for the remainder of the time you spend in the program.

Selection process
Around the first week of May (for spring cohorts) or the first week of October (for autumn cohorts), you will make appointments to discuss possible topics as well the type of scholarly project you wish to pursue. By having to explain your proposal several times within a few days, and answering each professor's questions about it, students often find this to be the point at which their topic first takes shape. Moreover, it is a chance for you and a prospective advisor to get a sense of how compatible you are in terms of interpersonal communication styles. Since the availability of ILE faculty members for advising changes depending on the semester, a list of possible advisors with their respective interests will be sent to each of the students during the initial stage of the selection process.

Follow-up and committee members
After meeting each of the available faculty members, you will be asked to send the TESOL Program Coordinator your first, second, and third choices for an advisor, and the assignments are generally announced the following week. After that, you are responsible for inviting two additional faculty members to serve on the committee during your third semester.

Selecting additional committee members
In addition to your advisor who also serves as the chair of your committee, you must invite two additional members of the ILE faculty to serve on your committee. All **core ILE faculty members** are able to sit on committees. Make certain that you can describe succinctly the way in which you believe he or she will contribute to your project. Again, make sure to discuss with each potential committee member about your scholarly project while gaining their consent. In addition, with the approval of your advisor and the university, a qualified faculty member from outside of the university can also be selected as committee members. Please discuss details of this process with your advisor or the TESOL Program Coordinator as early as possible due to time requirements for approval.

Nature of the Documents

Research Thesis (RT)

Students who choose the research-oriented track work with an advisor on the development of a formal research proposal and carry out that research under the supervision of experienced faculty members. The research project culminates in the writing of a formal thesis that presents your research project in written form and will ordinarily include the following (additional sections and subsections will be necessary):

I.	Introduction
II.	Review of the Literature
III.	Statement of the Problem
IV.	Purpose of the Study
V.	Significance of the Study
VI.	Methods
VII.	Results (or Findings)
VIII.	Discussion
IX.	Educational Implications
X.	Recommendations
XI.	Conclusion

Once again, your advisor will be the primary source of information on the particulars of writing the thesis. During the writing process, you can also rely on your other committee members as well as the instructor of the Academic Writing class for advice.

Teaching and Learning Project (TLP)

Students who choose a more practice-oriented track complete a Teaching and Learning Project in TESOL that includes an in-depth investigation of curricular issues, implementation of a needs assessment methodology, data collection, resulting data analysis, and development of innovative teaching materials and curricula. Keep in mind while considering the format of a TLP, a requirement of 45 hours of lesson plans and materials must be developed to graduate (A TLP cannot make use of or be based on an existing EFL/ESL textbook). Moreover, how you choose to format these hours can be a topic of discussion between you and your advisor. Therefore, please consult with your advisor for the components and structure of your TLP. Overall, while the nature of a TLP depends on the course that is being developed, each TLP will include the following sections and appendixes (additional sections and subsections will be necessary):

I.	Introduction	Appendices
II.	Review of the Literature	A. Syllabus of the course
III.	Statement of the Problem	B. Lesson plans of the course
IV.	Purpose of the TLP	C. Materials for the course
V.	Significance of the TLP	
VI.	Needs Assessment Methodology	
VII.	Results (or Findings)	
VIII.	Criteria for the course	
IX.	Description of the course	
X.	Educational Implementation	
XI.	Recommendations	
XII.	Conclusion	

Each written section of the TLP is developed to academically support your choices and reasoning when developing a practical set of syllabus and lesson plans. As like for the Research Thesis, your advisor will be there to address any concerns and help you identify and support you during the development of reasons and materials for the overall Teaching and Learning Project.

Research Paper (RP)

Students who choose to write a research paper will focus on the development of an extensive literature review which will compile the voices of various sources on a focused topic discussed with their advisor. While no additional self-imposed research is required for the Research paper, an additional elective course (1) is required for students who wish to complete the program. A RP will ordinarily include the following sections (additional sections and subsections will be necessary):

      I.   Introduction
     II.   Review of the Literature
   III.   Educational Implications
   IV.   Recommendations
    V.   Conclusion

Document formatting

The RT or RP, as well as most of the other papers written during your degree program, must follow the *Publication Manual of the American Psychological Association* (7th edition). It is highly recommended that you purchase either a hardcopy or electronic version of the English edition of this important reference book. Both the Graduate School and the ILE program provide style sheets that will determine the "house rules" to meet Soka University standards which are to be followed in conjunction with APA style when creating the final version of your RT or RP. A copy of the ILE style sheet along with sample cover page, table of contents, and heading formats will be found in the Appendix at the end of this handbook. These materials are also provided during the Research Proposal Writing course and can be requested of any ILE faculty member or the ILE: TESOL Program Chair.

Degree Progress Milestones

Important Paperwork

Year 1 and Year 2

Month		Document	Action / Recipient
April Entry	**September Entry**		
April and Sept	Sept and April	Registration Forms	to be signed by your advisor at the beginning of each semester
April	Sept	Research Advising Planning Sheet	to be signed by your advisor at the beginning of each academic year

Year 2 / Semester 1

June	Dec	Institutional Review Board Forms	regarding approval of your research plan and ethics in research
June	Dec	Abstracts and Research Plan for Research Thesis	to be signed by your advisor and sent to Academic Affairs Office
---	Dec	(optional) Conference Presentation Abstract Proposal	to JALT (Japan Association for Language Teaching) regional conferences
July	Jan	Scholarly Project Proposal	to advisor and committee members
---	Jan / Feb	(optional) Conference Presentation Abstract Proposal	to MELTA (Malaysia English Language Teaching Association) International Conference

Year 2 / Semester 2

Sep	---	(optional) Conference Presentation Abstract Proposal	to Cambodia TESOL International Conference
Sep	April	Abstracts and Research Plan for Teaching and Learning Project	to be signed by your advisor and sent to Academic Affairs Office
Oct / Nov	June	Abstract, handout, and PowerPoint for Graduate Student Presentations (in early December)	to advisor
Dec	June	Final Draft	to advisor and committee members
Jan	July	Completed document	to Academic Affairs Office, to advisor and committee members for defense meeting
Feb	July	Final revisions	to Academic Affairs Office

For additional information on benchmarks and required paperwork, see Appendix 7

Graduation Deadlines:
Please refer to the current Graduate School Handbook for the exact dates for the year in which you will graduate.

Program Policies and Expectations

Policies

Course load

In order to successfully complete the ILE graduate program within the recommended two-year time frame, you must be prepared to have sufficient time to take a minimum of four courses (eight credits) per semester. The exact sequence of courses will depend on whether you have taken the April or September option for the startup of your program of study. For the first semester, the TESOL Program Coordinator will make certain that you are registered for a full slate of courses based on the time of year you are beginning your program, and the courses being offered that term. From the second semester of your program, it is your responsibility to consult with your advisor to make certain you are registered for the number and type classes required for graduation.

Leave of absence

Under certain circumstances related to health, finances, family, or personal matters, students enrolled in the ILE Program may apply for a leave of absence for one or two semesters. This decision should be made in consultation with your advisor and the TESOL Program Chair. The forms to request a leave of absence from the program are available from the Graduate School Office.

Expectations

Class Attendance

Being accepted as a graduate student in a two-year Master's program implies certain responsibilities that you may not have experienced in your undergraduate studies. Among these is the obligation to attend every class meeting of each course for which you are registered. Since many of you come to the ILE graduate program with undergraduate degrees in fields other than TESOL, linguistics, or education, much of the subject matter covered in your courses will be covering entirely new ground.

The consequence of missing a single class can be to put you in the position of missing a major set of concepts and/or skills that will be essential to the successful completion of your thesis and becoming an effective language teacher. For any ILE graduate course, an attendance rate lower than 70% will result in a grade of "N", representing No Credit, for the course, and you will be required to enroll in that course again the next time it is offered (or a similar course in the case of an elective course that fulfills the requirement) prior to your graduation. However, please note the attendance policy in each individual class: some ILE faculty members have instituted higher expectations and minimums of attendance in their particular course. It is the responsibility of each student to be aware of and meet these requirements in each class.

Class preparedness and participation

In addition to class attendance, it is paramount that you spend sufficient time and effort to be well-prepared for each class. Even if English is your first (or almost first) language, that is no guarantee that you can "wing it" in class without having studied the assigned readings ahead of time, and then reviewing them afterwards. Taking effective notes before, during, and after class is one of the surest ways to master some of the rather complex concepts that most of you will be meeting for the first time.

Timeliness of homework

The third aspect of this series of expectations is that you do your absolute best to complete and submit assignments, both major and minor, in a timely manner. The fact that there are only fifteen class meetings per semester for each course means that it is of the utmost importance for assignments to be received and returned in a certain sequence and according to the prescribed timeline. Depending on the policy of individual faculty members, late assignments may not be accepted, or may be accepted with a significant decrease in the grade, which may affect your overall grade for the course. Repeated late submission of assignments, or not submitting assignments, can result in a grade of "N", representing No Credit, for the course, and you will be required to enroll in that course again the next time it is offered (or similar course in the case of an elective course that fulfills the requirement) prior to your graduation.

Courtesy towards interactions with faculty members.

One final word: all our graduate faculty members are dedicated to taking the time to assist each one of our students in every way possible to be successful in their studies. However, each of the ILE program faculty members has a demanding teaching load of both graduate and undergraduate classes in addition to administrative responsibilities and other professional activities such as research. Remember this fact when making appointments for one-on-one conferences during their office hours. Be certain to show up on time, show a level of professionalism and respect when contacting them via emails, and to cancel an appointment only in cases of truly unavoidable circumstances. Please refer to the appendix for common issues and an example of the Soka University standard when sending emails to faculty members at the university.

Academic Integrity

SOKA University Graduate School Academic Integrity Policies:
All graduate school students are expected to follow these guidelines and the specific advice of their advisor/supervisor regarding these guidelines when writing master's theses, doctoral dissertations, and other papers.

Academic integrity
Academic dishonesty in the Graduate School is codified as the plagiarism of others' writing and/or falsifying of data. Do not plagiarize, fabricate, or falsify ideas, data, or materials. The following are examples of violations of academic integrity:

- Plagiarism:
  - Plagiarism refers to the use of any idea or written material in any form produced by another author without adequate and accepted paraphrasing and academic referencing / citation of that information. Examples of plagiarism are listed, but not limited to, those below:
  - Lack of sufficient paraphrasing of cited material;
  - Use of referenced papers of others without proper citation; and
  - Misrepresenting the ideas (thoughts, theories, etc.), data, or materials of others as if they were your own, or as if they were researched or created by yourself.
    Plagiarism of others' writing is an infringement of copyright and moral rights, and is a violation of researcher ethics.
    Online information, for example from websites and / or the Internet, is treated in the same way as other publications / papers.

- Self plagiarism:
  Self plagiarism, i.e., submitting the same or similar essays or papers, or portions thereof, to different assignments for different courses. Graduate students are expected to gain knowledge and expertise in a particular content area, and develop a library of relevant literature to which they can refer, but using the same writing for multiple purposes is unacceptable.
- Proper citation guidelines:
  If the requirements for a proper citation are not met, this will be considered plagiarism. The requirements for a proper citation are as follows:
  o Graduate students are responsible for all text included in any assignments, research paper, or thesis/dissertation submitted - by submitting such documents, the graduate student is stating that all ideas and writing included are their own, or is adequately and appropriately referenced / cited;
  o Clearly distinguish between your own writing and the quoted portions of others' writing;
  o Using parts of a thesis or dissertation without notation, such as "cutting and pasting" others' text, is considered plagiarism;
  o Quotations should be used rarely and judiciously:
    - Enclose the entire quoted text in double-quotation marks;
    - Clearly indicate the source for each quote / quoted section;
    - Clearly state the author's name, title of the book (or article or paper), page number, publisher, date of publication, and other bibliographic information.
  o Necessity of citation:
    - Article 32 of the Copyright Act stipulates that quotations "shall be consistent with fair practice and shall be made within the scope justifiable for the purpose of news reporting, criticism, research and other quotations."
- Use of Generative Artificial Intelligence (Large Language Models):
  Students should learn how to use Artificial Intelligence (AI) text generators and other AI-based assistive resources to enhance rather than hinder their developing abilities as writers, materials developers, communicators, thinkers, and teachers. The policies presented below stress transparency, fairness, and respect for all stakeholders in the ILE TESOL Program, including students, professors, the university, future employers, and colleagues.
  The use of Generative Artificial Intelligence (AI) Large Language Models (LLMs) will be regulated individually by your instructors in relation to the goals of their courses. However, the following policy applies in general:
  o Students are not allowed to use Artificial Intelligence (AI) systems (such as ChatGPT and others) to create text for any assignment or examination in ILE classes. Such systems can be used to answer questions or brainstorm ideas. Any identified AI text in a class assignment will be considered plagiarism (not the original work of the student).
  o Any assignment that includes AI produced text will be returned to the student, and no credit will be given for that assignment. By submitting an assignment, students acknowledge that they have not used such AI systems, or in the case that they have in any form, this use has been discussed with the course instructor and approved as within the limits of acceptable use well before the submission deadline.

- o Where AI use is permitted, students will assign credit to AI tools whenever used, even if just to generate ideas (i.e., cite appropriately or add description as outlined below).
- o When AI tools are used on assignments, students will include an appendix with a description of precisely which AI tools have been used, a statement of how the AI tool was used (e.g., to generate ideas, to produce teaching materials) and why the AI tools were used, along with a copy of the entire exchange with the AI tool.

The general policy statement above regarding use of AI in the ILE Program will be in effect until further notice. As technology evolves, this policy will be revised by the ILE faculty. Students will be informed of any policy changes. In general, always review this general policy, and check with ILE faculty members for specific policies in individual classes.

- Use of external editing services:
  Periodically, some students may need/request the services of external editors to finalize their draft of papers or thesis/dissertation submissions. When doing so, the following guidelines should be observed:
  - o In general, only external editors approved by individual programs should be used by students;
  - o Editorial assistance should focus on minor grammatical revision, confirmation of referencing format, and clarity of the organization and presentation of students' ideas;
  - o Editorial assistance should not result in rewriting the student's text, or revising and or adding to student's ideas or data;
  - o Any costs related to external editorial assistance will be borne solely by the student.

  Essay writing services, i.e., companies contracted to write students' essays/assignments/papers/theses/dissertations/other submissions, or to substantially change the structure or contact of students' writing, are not considered editorial assistance, are strictly prohibited, and will result in disqualification of submissions and/or disciplinary action.

- Fabrication of data and materials:
  The fabrication of data and materials is defined as:
  - o Creating or manipulation of data that objectively does not exist as presented; and / or,
  - o Changing the content of data and materials that have been researched and prepared without proper authority.

- Misconduct in paper submission:
  Submission of a paper to more than one journal or collection of journals without changing the content is prohibited.

- Compliance with the Code of Institutional Review Board for Human Research:
  When using the results of interviews and questionnaires, students / researchers must comply with the Code of Institutional Review Board for Human Research.

Disciplinary action for academic misconduct

When misconduct in the preparation of a thesis is discovered, the respective Graduate School Committee will deliberate the matter in accordance with Article 50, Paragraph 4, Item 10 of the SOKA University Graduate School Regulations. If the committee determines that a student falls under the grounds for disciplinary action as stipulated in Article 58 of the University Regulations, the committee will report to the President and request the President to decide on disciplinary action. There are three types of disciplinary actions: warning, suspension, and expulsion. If necessary, the degree may also be revoked.

Prevention

General guidelines. As with many things in life, the best cure for the problem of plagiarism is to prevent it from happening in the first place. There are three situations in which plagiarism most often occurs: (1) when making direct and indirect quotations, (2) when paraphrasing, and (3) when referring to the ideas of others. These and other techniques are studied extensively in the Academic Writing course. Additionally, the Online Writing Lab (OWL) at Purdue University offers an excellent starting point for understanding and preventing plagiarism: https://owl.english.purdue.edu/owl/resource/589/1/

Using proper citation style.

Direct and indirect quotations
Making a direct quotation is a simple way to include the words of another writer and indicate which portion of the text belongs to them, and which belongs to you.

> Example
> According to Palladino and Wade (2010), "a flexible mind is a healthy mind" (p. 147).

Indirect quotations: Paraphrasing
When making an indirect quotation, you do not use quotation marks and the original words are adapted through the technique of paraphrasing.

> Example
> According to Palladino and Wade (2010), flexibility of mind is one of the keys to good mental health.

Ideas. When ideas or concepts are attributed to a particular individual, you should also give a proper citation.

> Example
> One of Carl Jung's greatest contributions to the field of psychology was his concept of the *collective unconscious* (Jung, 1996, p. 43).

Computer tools

Plagiarism detection software. A number of free and paid services are available that help students (and teachers) to scan papers for potential cases of plagiarism, often referred to as "unoriginal material". Some of the programs also include extensive spelling, grammar check, and even writing coaching functions as well. Please check with the instructor of the Academic Writing class for information on how to gain affordable access to one of these services.

Turnitin©/iThenticate. In addition to self-sought out programs, majority of the teachers will be using Turnitin© or iThenticate services to check for plagiarism within course assignments. Please consult with your course instructor when setting up an account and linking them to the course.

Copyrighted Material

The use of copyrighted material such as photos, audio files, music, computer programs, artistic or literary works in your papers, presentations, or thesis must be handled in a legal and ethical manner. The concept of "fair use" as it is known in North America and Europe is still evolving in Japanese copyright law. If you have any questions, please consult the instructor of your course, or your advisor. Also, the website of CRIC (Copyright Research Information Center) is a useful resource. http://www.cric.or.jp/english/clj/cl2.html

Textbooks

All students are expected to purchase official copies of all textbooks and materials used in graduate courses. Electronic (for example, Kindle), paper or used textbook versions are acceptable. However, unofficial PDF versions or other non-copyright versions of class materials are not allowed.

Informed Consent

It is a standard operating procedure for researchers of all types to request participants to sign a statement that they understand such issues as anonymity and liability. In the case of research done with participants under the age of 21, you must secure the written consent of their parents or legal guardians. If you plan to give a presentation at an international conference or submit your writing for publication, it is absolutely necessary to have documentation that you followed proper informed consent protocols. The university has strict requirements and standard procedures for all research conducted inside or outside the university, including research or data collection for theses or teaching and learning projects that can be found in the Graduate Schools Handbook. For additional information and assistance in interpreting these requirements, please consult with your advisor and the instructor for the Research and Proposal Writing in the Social Sciences course.

The university has also instituted a Research Ethics Education module that must be completed within the first year of your program of study. Please consult with your advisor on the procedures for fulfilling this requirement.

<div align="center">Additional Information</div>

Academic Visiting Scholar / Speaker Program

Since Fall 2016, the ILE: TESOL program has inaugurated a new Visiting Faculty Member Program. Through this initiative, internationally known scholars and practitioners in the field of second language education will be invited to spend a semester at Soka University, usually teaching an elective course related to their areas of specialization. These courses will be labeled under Special Topics in TESOL (I - IV). Students are highly recommended to avail themselves of the opportunity to take at least one elective course with these world-class scholars and practitioners.

In addition, when possible, the ILE Program will invite guest speakers for individual lectures in their areas of expertize. Likewise, students are highly recommended to avail themselves of these opportunities and join these lectures.

Exchange Programs

The ILE Program encourages our students to study beyond the context of Japan. There are several programs where students can take courses abroad to develop their studies more thoroughly. Further details are sent out to the students when they become eligible.

1. Soka University-King Mongkut's University of Technology Thonburi Teacher exchange program (1st, 2nd, and 3rd semester students primarily).
2. Soka University-University of the East practicum course (4th semester students only).

Conference Presentation Opportunities

Due to ongoing relations between Soka University's ILE program and regional TESOL organizations in Cambodia and Thailand, our graduate students are often able to give presentations at the annual CamTESOL and ThaiTESOL conferences. For more information on these opportunities, please consult with the TESOL Program Chair.

In addition to international conferences, Japan Association of Language Teachers (JALT) host several conferences within mainland Japan throughout the year. With the availability of student priced memberships, attending and presenting the progress of your Scholarly Project is highly recommended. Moreover, with the presence of regional and countless Special Interest Groups (SIG) within JALT, there is a high possibility to discover firsthand fresh ideas within the TESOL Society.

The university provides subsidies for travel expenses to attend these conferences if you are selected to give a presentation by the sponsoring organization. Please check the Graduate School Handbook for further information.

Assistant Lecturer Positions

Each year a limited number of Assistant Lecturer positions are available for students who have just graduated from the ILE program. These positions are normally offered as a yearly renewable contract for a maximum of three years. In essence, the AL positions are an entry level job teaching a set number of undergraduate English classes per semester. There are obviously fewer vacancies every year than graduates, so everyone is not guaranteed a place in this program. If you are interested in knowing more about these positions, please discuss the matter with your advisor.

Student Life

Due to the high demand of expectations within the ILE TESOL program, keeping a sound mind and body will prove useful throughout your career as a graduate student. Let this be a reminder of the several avenues available as a student of Soka University.

Training Gym

Keeping in good health can be tough as a graduate student. Soka University provides free athletic facilities where students can take advantage of an indoor running track and student gym. Due to rules and procedures established, students must undergo a one-time introduction course provided by the staff. A reservation in person is required before attending the course.

Counseling

Sometimes life of a student living aboard can become overbearing, and at these times it is best to seek help or even just a sympathetic ear. Soka University does provide counseling support for their students. Their office is located on the first floor on the left side of Global

Square. While sessions with an English-speaking staff are limited, feel free to walk in and inquire for more information. In addition to the school counseling service, TELL Japan (Tokyo English Life Line) offers a free telephone lifeline for anyone living in the Japanese area.

Free anonymous telephone counseling in English: TELL Japan Lifeline 03-5774-0992
Additional information available at the TELL website http://telljp.com

Health Center

If during your time as a student you happen to fall ill or are under the weather, then it would be best to take advantage of the free services provided at the Soka University health center located on the 1st basement floor of the "East" tower of Global Square. For access, you must use the stairs or elevators to the back of the building from the first floor of global square.

Appendix 1
Document Specifications for the Research Thesis and Teaching and Learning Project

ILE: TESOL Teaching and Learning Projects (TLPs) and the Research Thesis (RT): *Word and Page Requirements*

1. Choose one of the four font and sizes (Margins of 1" (or 2.54cm) on all sides of the text):

Font	Size	Approximate number of ***words*** per page	Approximate number of ***lines*** per page
Times New Roman	11.5	357	25
Century	11	322	25
Century	10.5	344	26
Calibri	11	345	24

2. Total number of pages is a guide; Emphasis should be placed on the number of words (as is the practice at the university).

3. In all cases, relevant formatting guidelines as stated in the most recent version of the APA Publication Manual should be followed:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

4. Any questions regarding formatting should be addressed to the advisor or Program Chair.

5. In case of a conflict in referencing guidelines, Soka University regulations and requirements should be followed in all cases.

Specific guidelines for Research Thesis

- 17,000 – 25,000 words, **not including** References / Appendices
- 50 – 70 pages text, **not including** References / Appendices
- Assumption of Appendices included
- Total: min 60 pages ~ (**including** References / Appendices)

Specific guidelines for Teaching and Learning Projects

- 14-18,000 words, **not including** References / Appendices
- 40-50 pages text, **not including** References / Appendices
- Assumption of 4 - 10 pages of supporting material per week for a 15-week designed course, included in the Appendices (Assuming two 90-minute periods per week)
- Assumption of 2 – 5 pages of supporting material per week for a 30-week designed supplemental materials, included in the Appendices (Assuming one 90-minute period per week)
- Total: min 100 - max 200 pages (**including** References / Appendices)

Specific guidelines for Research Paper

- Minimum 17,500 words, **<u>not including</u>** References / Appendices
- 50 pages text, **<u>not including</u>** References / Appendices
- Assumption of Appendices included
- Total: min 55-65 pages ~ (**<u>including</u>** References / Appendices)

Additional formatting guidelines:

- Thesis formatting thesis title, 10 to 12 words
- Running head, 3 to 5 words
- Referencing
  - Do not use "&" when the in-text reference is part of the sentence; can be used in the reference list and within parentheses
  - Reminder to check in-text references against the reference list
  - Use tables rather than lists, or use appendices rather than longer lists in the narrative
  - Figures or tables
    - Do not use pictures, PDFs or cut and pasted figures or tables in your thesis.
    - Replicate / adapts figure / tables as necessary, include in-text reference under the figure / table
  - Ensure to maintain font formatting consistency between text, running head, page numbers, appendices, and tables and figures, etc.
  - Observe specified margins (Optional: Except in the case of binding margins - when printing a final copy for binding, the margin on the binding edge may need to be enlarged).
- While Soka University requires that the abstract be filed separately from the thesis, the ILE Program requires that the abstract be included in the text as the page immediately following the Title Page. You should meet both requirements.
- The Table of Contents should include all those sections which precede the main text and are usually marked with lower case Roman numbers.

Appendix 2
Sample Title Page

ADVICE NEGOTIATION IN INTERCULTURAL PEER

Advice Negotiation in Intercultural Peer Tutorials

at a Japanese University Writing Center

A Thesis

Presented to

The Graduate School of Letters

Soka University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

2UM3203

Nikki Marzoña

February 2022

Appendix 3
Sample Table of Contents

Table of contents

Appendix 3
Sample Table of Contents

Appendix 4
Heading Formatting

Heading Formatting: ILE Research Thesis, Teaching and Learning Project and Research Paper

The heading formatting for ILE Research Theses, Teaching and Learning Projects, and Research Papers is adapted from the *APA Publication Manual*, 7th edition. Please note the following examples and descriptions, as well as exceptions to meet the Soka University style sheet.

Level 1 Heading for First Main Section (Introduction)

The title of your thesis is included on the title page of your thesis or research paper. An abbreviated version is also included in the running head for each page. While the *APA Publication Manual*, 7th edition does not use the heading "Introduction," for the purposes of your thesis in the ILE: TESOL Program, your first heading in your thesis will be "Introduction." APA style headings are based on five possible levels. Each main section starts with the highest level of heading (Level 1), even if one section has fewer levels of subheading than another section. For example, in a paper with Level 1 Introduction, Literature Review, Methodology, Results, and Discussion headings, etc., the Methodology and Results sections may each have two levels of subheading (Levels 2 and 3), and the Discussion section may have only one level of subheading.

Level 2 Heading within a Main Section

Use Level 2 headings for any headings within a main section. Level 3 headings for subsections of any Level 2 headings, and so on.

Level 2 Heading within a Main Section

Avoid having only one subsection heading within a section, just like an outline. Use at least two subsection headings within a section or use no subsection headings at all (e.g., in an outline, a section numbered with a Roman numeral would be divided into either a minimum of A and B subsections or no subsections. An A subsection would not stand alone.)

<div align="center">**Level 1 Heading for Second Main Section**</div>

After the introduction (regardless of whether it includes headings, use a Level 1 heading for the next main section of the paper (e.g., Literature Review).

Level 2 Heading

Use Level 2 headings for subsections of Level 1 headings. Do not label headings with numbers or letters.

Level 2 Heading

All topics of equal importance should have the same level heading. For example, in a multiexperiment paper, the headings for the Method and Results sections for Experiment 1 should be the same level as the headings for the Method and Results sections for Experiment 2, with parallel wording. In a single experiment study, the Method, Results, and Discussion sections should all have the same heading level.

Level 3 Heading

The number of levels of heading needed for a paper depends on its length and complexity. Three levels of heading is average.

Level 4 Heading. Use Level 4 headings for subsections of Level 3 Headings. Use only the number of headings necessary to differentiate distinct sections of your paper. Short student papers may not require any headings.

Level 4 Heading. It is not necessary to add blank lines before or after headings (but see our exception for a line below Level 1 headings above), even if a heading falls at the end of a page. Do not add extra spacing between paragraphs.

Level 5 Heading. Use Level 5 headings for subsections of Level 4 headings. In the *Publication Manual of the American Psychological Association* (7th ed.), Table 2.3 shows how to format each level of heading. Figure 2.4 demonstrates the use of headings in the

introduction, and Figure 2.5 lists all the headings used in a sample paper in the correct format. In the *Concise Guide to APA Style* (7th ed.), this content is found in Table 1.3, Figure 1.3, and Figure 1.4, respectively.

   Level 5 Heading. The sample papers at the end of Chapter 2 in the *Publication Manual* and Chapter 1 in the *Concise Guide* show the use of headings in context. Additional sample papers can be found on the APA Style website (https://apastyle.apa.org)

Appendix 5
Course Criteria Section

The Course Criteria section is one that is unique to the Teaching and Learning Project. As a graduate student develops and writes a Literature Review, key ideas and topics that should be included in the syllabus and materials design become apparent. In addition, during the Needs Analysis phase of the TLP, similar or additional key ideas and topics of importance may also emerge and are discussed in the Results and Discussion section. The Course Criteria section is linked to the Goals and Objectives sub-section. However, the Criteria section goes further and provides the graduate student with the opportunity to consolidate these key points from both the Literature Review and the Needs analysis, and to highlight those as important aspects to include in the TLP syllabus and materials. The Course Criteria section is a pivotal point where the author transitions from mainly thinking as a researcher to thinking as a curriculum developer. Once this section is complete, and a summary list is added, this list of criteria guides the further development of the syllabus and course materials without having to look back at the previous sections of the thesis. This Course Criteria section serves as an assessment tool for both graduate students and their advisors to ensure all required points are included and emphasized in the curriculum.

This section is comprised of a number of components (please see the examples below):

1. An overall introduction paragraph to the section, explaining the purpose of the list of criteria and ending with a thesis statement indicating the general areas in which the criteria can be grouped.

2. Numbered criteria: A specific statement of each criterion.

3. A corresponding paragraph for each criterion following the specific statement of each that highlights a) relevant literature (with in-text references) and b) needs analysis results and c) an explanation of the criterion. In addition, d) explicit details of how the criterion will be addressed in the syllabus/materials is included (Optimally, information from both the literature review and from the needs analysis would be used to provide a rationale for a particular criterion; however, in some cases, only information from one or the other source may be available, and with the guidance of your advisor, that would be acceptable along with the explicit details as to how the criteria would be addressed in the syllabus/materials).

4. A conclusion paragraph that summarizes the key points in the section, highlights key criteria groups, and links to the next section in the thesis.

5. A separate list of the specific criteria in a Table in the text or an Appendix is added to provide clarity and to ensure all required components of the curriculum are present and appropriately emphasized. This list can include subsections that focus on specific criteria related to what the teachers, students and / or materials are expected to accomplish.

Please see examples of specific criterion, explanation paragraphs, and list entries:

Example Criteria 1:

Self-expression will be considered as an important aspect of both poetry reading and poetry writing.

Associated paragraph 1:

In the literature, self-expression was cited as one of the core rationales for including [poetry in the] language-learning curriculum. Unlike other types of written discourse, literary text[s] convey emotions or to evoke certain impressions in readers (Bobkina & Dominguez, et al., 2011; Hanauer, 2012; Schroeder, 2010; Smith, 2013). This aspect of poetry enables self-expression that, in turn, can potentially increase learners' engagement (Bobkina & Dominguez, 2014; Hanauer, 2012). Data obtained from teachers and students in the needs analysis also indicates that self-expression is extremely important. Two teachers, Taylor and Portn[ey] self-expression with positive language-learning outcomes and elevated interest. Anot[her] James noted that the interpretability of poems might encourage sharing of opi[nions] self-expression. In the students' questionnaire, items related to self-expression repeatedly scored higher than other possible rationales for using poetry. Interviews with students also revealed that self-expression is considered a valuable aspect that is tightly connected with productive skills. Hence, multiple opportunities for self-expression will be presented in this course. From a creative, [perspective] self-expression will be ensured via the absence of topic restrictions for poems [during each unit). From a language-learning perspective, self-expression will [quick]write activities that focus on fluency and expression rather than accuracy [(every third lesson)]. In addition, discussion skills and strategies will be included to support students as they improve their linguistic ability to share opinions (every third lesson). The addition of the multiple aforementioned activities will provide regular opportunities for students to practice and develop their skills and confidence related to self-expression.

[Callout: Information from the literature]

[Callout: Information from the needs analysis]

[Callout: Explicit details of how the criterion will be addressed]

Example Criteria 1 – List in Table:

Self-expression will be considered as an important aspect of both poetry reading and poetry writing:
- Students will have the opportunity to choose their own topics for poems in each unit.
- Quickwrites focusing on creativity and fluency (less on accuracy) will be included in at least every third lesson.
- Discussion skills and strategy activities, included in at least every third lesson, will focus on improving students' abilities to express their ideas and opinions.

Example Criteria 2:

Each class provides students with opportunities to negotiate the content of the lesson or major assignments by using a reflective journal as a mean of communication with the teacher.

Associated paragraph 2:

Based on the results of needs analysis, participants in the study experienced only a limited amount of negotiation with their high school English teachers. In particular, the participants rarely decided goals and objectives for their English courses and the content of the course. This teacher-centered education predominates English-Japanese education in Japan. According to Nunan (1997), however, the Japanese educational setting is far from an ideal environment in which learner autonomy nurtures. Based on a learner autonomy theory, constant interactions between the teacher and students should be guaranteed (Nunan, 1997). In order to communicate with the teacher, students need to utilize a means of communication. To meet this objective, a learning log during each class will be used as a means of communication with the teacher and as a tool that would provide students with opportunities to negotiate content of the lesson or major assignments. This log would also serve as a tool for the teacher to see what the students actually learned in relation to the class content and objectives.

Example Criteria 2 – List in Table:

Students will complete a learning log during / after each class through which they will be encouraged to communicate with the teacher and provide input on the content of lessons and major assignments.

Example Criteria 3:

Students will be assigned to communicate with ALTs each term.

Associated paragraph 3:

Given the EFL environment, high school students rarely encounter the opportunities to interact with English speakers (Tajiro, 2004). Based on the interview results of needs analysis, participants showed the necessity for communication with native English speakers but at the same time reported a lack of the opportunities. Additionally, one of the interviewees exhibited anxiety related to interacting with Assistant Language Teachers (ALTs) at the school because the student sometimes felt an emotional distance from the ALTs. The emotional distance emerged. To lessen these emotional boundaries and create a more positive communicative environment, students will be assigned to communicate with ALTs each term, beginning with informal exchanges. The communication with the ALTs will be for more than 30 minutes, and will occur at least once every two weeks at a minimum. After talking with ALTs, students will write a report about the discussion via the ALT conversation log.

Example Criteria 3 – List in Table:
Students will be assigned to communicate with ALTs each term. The communication with the ALTs needs to be for more than 30 minutes and should occur a minimum of once every two weeks. After talking with ALTs, students will write a report about the discussion via ALT conversation log.

Appendix 6
Email Protocol

There have been some problems in the past with basic email formats and language, especially in relation to contact with WLC teachers. This section is to guide you in your professional email communication while at Soka University.

Here is a basic email format:

1. Greeting.
2. Identify yourself.
3. State the purpose of the email and essential information.
4. Closing.
5. Your name.

Comments on each section follow:

1. You must start your email with a greeting. Practice professionalism when addressing future colleagues. Use the following formula as a generic greeting: Dear + (Title) + Family Name. For titles, use Professor (Prof.) for addressing any faculty members. While Dr. may be appropriate for those who have PhDs, you will not always know whether someone does. Professor is always safe. The use of Mr. or Ms. in writing to faculty is not appropriate. The title Professor is used with family names, not given names. If you are not sure which name is the family name, use both names with the title. Be sure to spell names correctly; check to make sure that autocorrect has not changed what you have written.

2. All faculty members have lots of classes and students, so help the reader out by giving your full name and status in the university or specific class that you are taking with that faculty member.

3. You should state the purpose of your email directly. But be careful to not be overly aggressive, especially if you are making a request of some kind. Use of polite forms is expected in such cases.

If you are requesting an appointment to meet with a professor, you should check their office hours, either online (via PLAS), on the schedule that many keep outside their office door, or on the syllabus (if you are taking a class with them). If you cannot meet them during their office hours, check their schedule and suggest two or three times when they do not have classes at which you could meet. However, you should offer to be flexible and meet when they are available. Thank the person you are writing to for their assistance.

4. Safe closings include "Best wishes", "Best regards", and "Sincerely". Simply 'Best' can also be used, especially if you already know the person.

5. Sign your name at the end of your email. Do not leave a message unsigned.

A few further thoughts about proper email usage:

Do not expect immediate responses to email. Many professors schedule limited times when they check and respond to email messages. Your urgency may not be theirs. This suggests that you plan requests well in advance.

If you are unsure about whether your email is appropriate, especially for approaching someone you have not met before, ask your advisor (politely, by email, to vet it).

Email Example:

Dear Prof. Takada,

My name is John Smith and I am a graduate student in the ILE: TESOL program, taking a course in Pedagogical Pragmatics that requires class observations to look at how students interact in class.

I am contacting you to ask about the possibility of observing your English 3 class on Wednesday, June 14th, 4th period. If you agree, I was wondering if you could spare some time for me to talk with you prior to the observation. I looked at your office hours online and see that you have an office hour scheduled for Tuesday, 2nd period. Would it be possible for me to speak with you on June 6th at that time? If that time is not good, would it be possible for you to meet at either of these other times:

June 8 (Thu), 2nd period
June 12 (Mon)... lunch time

If you have other available times that suit you better, let me know and I will make arrangements to meet you.

Best regards,

John Smith
14M0000

Appendix 7
Program Benchmarks and Paperwork Schedule

Pre-Semester Orientation

- Students are provided an orientation that details expectations of the program.

- Students select courses and devise a preliminary four semester schedule encompassing all required courses and electives of their choice.

- Students begin considering topics for either their Master's Thesis (Research Thesis or Teaching and Learning Project) or Research Paper.

- The differences between a master's thesis (Research Thesis or Teaching and Learning Project), and Research Paper are explained.

- Students are advised to build a library of literature and gain a foundation of knowledge in their selected research area.

First semester

- During their first semester, the ILE program chair acts as advisor for all new students and discusses potential research topics.

- The ILE program chair/advisor meets with all new students and reviews their preliminary four semester course schedule.

- The ILE program chair/advisor meets with all new students and assists with the completion of their research advising plan.

- During the end of their first semester, students are asked to select their individual advisers.

- In the Writing Skills for Graduate Students course, students are introduced to the concepts of academic writing and referencing systems.

- Students enroll in and complete required courses and electives. All ILE faculty members note and confer on students' progress and any difficulties which are observed.

Second semester

- Students select a specific topic in their content area on which to focus their thesis.

- Students continue reading literature focusing on their specific topic with a goal of reading a minimum of 50 to 60 academic journal articles on the topic by the end of their second semester.

- The ILE faculty members assist with identification and selection of research materials related to the thesis topic.

- The ILE faculty advisor provides guidance to the student as they decide whether to complete a research thesis, a teaching and learning project, or a research paper.

- The ILE advisor provides assistance as the student begins to develop their thesis methodology.

- The ILE faculty advisor meets regularly with the student for guidance.

- Students continue to enroll in, and complete required courses and electives as stipulated by program requirements and their course registration plan. All ILE faculty members note and confer on students' progress and any difficulties which are observed.

- Students are encouraged to revise their coursework and submit their initial research projects to relevant academic publications.

Third semester

- The ILE faculty advisor meets with the student and assists with the completion of their research advising plan.

- Students enroll in the Research Proposal Writing course and draft the first approximately 50 pages of their thesis, including the introduction, literature review, statement of the problem, purpose of the study, significance of the study, and methodology sections.

- Meetings with ILE program advisors are more frequent and consistent.

- Students draft documentation and required forms for Institutional Review Board (IRB) application submission.

- Students who have chosen the research paper option for their thesis focus on developing a detailed outline, reference list, and initial draft of their extended literature review.

- Students select an additional two committee members for their thesis defense.

- Students continue to enroll in, and complete required courses and electives as stipulated by program requirements and their course registration plan. All ILE faculty members note and confer on students' progress and any difficulties which are observed.

- Students are encouraged to identify international conferences and submit presentation proposals based on their research methodology.

Post third semester

- Students are required to submit the final draft of the research proposal to their ILE faculty advisor and committee members for their feedback.

Fourth semester

- All students meet with their ILE faculty advisors to review their course of study over four semesters to ensure that all course requirements have been fulfilled.

- All students enroll in either a Research Thesis or Research Paper Advising course which meets once a week throughout the semester.

- The ILE faculty advisor helps the student prepare for their thesis defense.

- Committee members assist with the writing and revision process of each section of the student's thesis / research paper.

- Students opting for a Research Thesis: 1) complete any revisions, 2) complete data collection during the first 6 to 8 weeks of the semester, 3) complete data analysis during the next 2 to 3 weeks, and 4) complete writing the results, discussion, and recommendations sections of their theses during the final 5 weeks of the semester.

- Students opting for a Teaching and Learning Project: 1) complete any revisions, 2) complete data collection during the first 3 to 4 weeks of the semester, 3) complete data analysis, syllabus and criteria during the next 2 to 3 weeks, and 4) complete writing the lesson plans and materials during the final 5 weeks of the semester.

- Students opting for a Research Paper: 1) complete any revisions, 2) complete the detailed outline during the next 2 to 3 weeks of the semester, and 3) complete writing all required and additional sections during the remaining weeks of the semester.

- A timeline based on a detailed outline of topics covered in the extended literature review is devised and followed throughout the semester for those students opting for a research paper.

- During the latter portion of the fourth semester, students are required to provide a public presentation based on their preliminary findings.

- The ILE faculty advisor assists the student in the preparation for their defense, and editing/revising their final document.

- In some cases, to address any persistent grammatical or writing issues, students are recommended to seek the assistance of external, program-approved editorial support.

- Final drafts for students' Research Thesis, Teaching and Learning Project or Research Paper must be submitted to the Graduate School Office at a date determined by the university for each semester, approximately two weeks before the end of the semester.

- Research Thesis, Teaching and Learning Project or Research Paper defenses are scheduled during the final days or immediately after the end of classes each semester. Students are expected to present for approximately 45 minutes (including a concise and complete overview of each section of their final document) and then respond to defense committee questions and suggestions / recommendations for the following 45 minutes.

- At the close of the defense, once the defense committee members confer, students will receive provisional grades on their defense presentation and the final document submitted, pending any remaining revision requirements.

- After the thesis defense, the ILE faculty advisor collaborates with the student in order to address any recommendations or comments made by committee members.

Post graduation

- After graduation, each student is supported to publish their research in relevant academic journals.

ILE: TESOL Program Submissions Schedule

Submitted by students to Graduate School Office □□□□□□□□□	Spring Entry Submission deadline 4□□□□□□□	Fall Entry Submission deadline 9□□□□□□□	Faculty's singature □□□□□□
1st semester			**N/A**
2nd semester			**N/A**
3rd semester			
Title of Thesis and Research Plan □ Graduation and students selecting a Research Thesis) □□□□□□□□□□□□□□□□□□□□□□□□□)	Late June 6□ □	Late November 11□ □	Required
Title of Thesis and Research Plan □ Graduation and students selecting a Research Paper) □□□□□□□□□□□□□□□□□□□□□□□□□□□)	Late September 9□ □	Late March 3□ □	Required
4th semester			
Master's Thesis / Research Paper □□□□ /□□□□□□□□	Early January 1□ □ □	Early July 7□ □ □	Not required
The abstract of their research thesis / research paper □□□□ /□□□□□□□□□	Early January 1□ □ □	Early July 7□ □ □	Not required
CV □□□	Early January 1□ □ □	Late June - Early July 6□ □ /7□ □ □	Not required
Application Form for Assessment of Thesis □□□□□□□	Early January 1□ □ □	Late June - Early July 6□ □ /7□ □ □	Required
Final examination Schedule (Oral Defense) □□□□□□	Mid- January 1□ □ □	Mid- July 7□ □ □	N/A
Manuscript for Bookbinding □□□□□	Early Feburary 2□ □ □	End of July 7□ □	Not required

Submitted by faculty members to Graduate school secion office □□ (□□)□□□□□□□□	Spring Entry Submission deadline 4□□□□□□□	Fall Entry Submission deadline 9□□□□□□□	Faculty's singature □□□□□□
4th semester			
Master's Thesis/Reserch paper Assessment/ Evaluation and final Exam Report □□□□□	Late January 1□ □	Mid July 7□ □ □	Required

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