

Proposal:

Certificate in Teaching English to Speakers of Other Languages (TESOL)

1. A statement of the educational objectives of the program.

The English department faculty has determined that an undergraduate certificate in TESOL (Teaching English to Speakers of Other Languages) will help prepare professionals for career opportunities in teaching English as a Second Language (ESL), which means teaching English to non-native speakers in English speaking countries, and English as a Foreign Language (EFL), which means teaching English in non-English speaking countries. The certificate particularly targets those students interested in teaching overseas because it will provide the necessary minimum qualifications required by many of the world's language schools.

2. A statement of the admission standards for the certificate program and a statement of the academic retention standards for the successful completion of the program.

The Undergraduate Certificate in TESOL will be available to qualified candidates with an interest in furthering their education in the area of teaching English to speakers of other languages. Successful applicants will be undergraduate students in their sophomore, junior, or senior year of study at ECU. No other admission requirements will apply. Students must maintain a grade of "C" or higher in all Certificate courses in order to remain in the program and successfully complete it.

Students seeking the Certificate must obtain approval of their academic advisor or undergraduate program director and of the Certificate program director. Each undergraduate program must decide which, if any, Certificate courses can be counted toward the undergraduate degree. The Certificate student must be informed at the time of admission into the Certificate program how many semester hours can be applied toward an undergraduate degree. All Certificate students must remain in compliance with all policies and procedures as required by ECU.

3. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions for both existing courses and any new courses that may be developed.

The undergraduate TESOL Certificate will consist of 4 courses (12 s.h.). The following two courses are required:

ENGL 4710. Teaching English as a Second Language: Theories and Principles (3) (F) P: ENGL 1200. Current theories and principles of teaching English to non-native speakers or speakers of nonstandard dialects.

ENGL 4740. TESOL Methods (3)(S) P: ENGL 1200. Approaches and methods in teaching English as a second or foreign language. **(This course requires approval. See attached course proposal)**

The third and the fourth course (6 s.h.) can be selected from the following (online or campus-based) courses:

ENGL 2700. Introduction to Language Studies (3) (F, S) (FC:HU) P: ENGL 1200. Emphasis on origins of language, historical development of English, acquisition of language, relationship of meaning and language use, and role of linguistic diversity.

ENGL 2710. English Grammar (3) (F,S,SS) P: ENGL 1200. Traditional grammar. Emphasis on syntax, forms and usages, and punctuation.

ENGL 2740. Language in the USA (3) (F) (FC:HU) P: ENGL 1200. Linguistic perspective on emergence of American English within the context of many languages spoken in the USA, both past and present. Issues related to language usage, language variation, and linguistic pluralism also discussed.

ENGL 3720. Writing Systems of the World (3) (F) P: ENGL 1200. Writings systems and their relationship to language, literacy, and multicultural communication.

ENGL 3730. The Structure of English: Phonology and Morphology (3) (F) P: ENGL 1200. Contemporary linguistic theory and its practical application to teaching phonological and morphological components of English language.

ENGL 3740. The Structure of English: Syntax and Semantics (3) (S) P: ENGL 1200. Contemporary linguistic theory and its practical application to teaching syntactic and semantic components of English language.

ENGL 3750. Introductory Linguistics (3) (S) (FC:HU) P: ENGL 1200. Methods and techniques of linguistic analysis. Sample problems on phonological, morphological, syntactic, graphemic, and historic reconstruction levels. Emphasis on non- Indo-European languages.

ENGL 3760. Linguistic Theory for Speech and Hearing Clinicians (3) (F,S) P: ENGL 1200. Linguistic theory for precise formalization of adult language systems on morphophonological, syntactic, and semantic levels. Emphasis on practical applications to clinical speech therapy.

ENGL 3770. Language Universals (3) (WI) P: ENGL 1200. Analysis of components of human language and how they are uniquely configured within the human species, shaped by the brain and evolution.

ENGL 4720. Applied Linguistics for Language Teachers (3) (S) P: ENGL 4710. Pedagogical application of linguistic theory. Emphasis on teaching English as a second language.

ENGL 4730. Language and Society (3) (S) P: ENGL 1200. Explores language in relation to society.

4. A statement explaining the relationship of the certificate program with other programs offered at East Carolina University (ECU). If applicable, the statement should also describe how the certificate may affect other departments or units. Supporting documentation of consultations with affected units is required and should be attached to the proposal.

Other than the courses offered in the English department, there are no undergraduate TESOL courses or TESOL certificate programs currently offered in any department and undergraduate program. In addition, this Certificate has a potential to serve as an effective recruitment tool for the new interdepartmental minor in Linguistics.

5. The catalog copy for the certificate program.

[Certificate in Teaching English to Speakers of Other Languages \(TESOL\)](#)

[The undergraduate certificate in TESOL is designed for students who wish to further their education in the field of teaching English to speakers of other languages. The certificate helps prepare professionals planning to teach English as a second language \(ESL\) in the US or English as a foreign language \(EFL\) overseas. Applicants seeking admission should be undergraduate students in their sophomore, junior, or senior year of study at ECU. Students must earn grades of C or higher in all certificate courses in order to remain in the program and successfully complete it.](#)

[The certificate requires 12 s.h. of credit as follows:](#)

[1. Core - 6 s.h.](#)

[ENGL 4710. Teaching English as a Second Language: Theories and Principles \(3\) \(P: ENGL 1200\)](#)

[ENGL 4740. TESOL Methods \(3\) \(P: ENGL 1200\)](#)

[2. Electives - 6 s.h.](#)

[ENGL 2700. Introduction to Language Studies \(3\) \(F, S\) \(FC:HU\) \(P: ENGL 1200\)](#)

[ENGL 2710. English Grammar \(3\) \(F,S,SS\) \(P: ENGL 1200\)](#)

[ENGL 2740. Language in the USA \(3\) \(FC:HU\) \(P: ENGL 1200\)](#)

[ENGL 3720. Writing Systems of the World \(3\) \(P: ENGL 1200\)](#)

[ENGL 3730. The Structure of English: Phonology and Morphology \(3\) \(P: ENGL 1200\)](#)

[ENGL 3740. The Structure of English: Syntax and Semantics \(3\) \(P: ENGL 1200\)](#)

[ENGL 3750. Introductory Linguistics \(3\) \(FC:HU\) \(P: ENGL 1200\)](#)

[ENGL 3760. Linguistic Theory for Speech and Hearing Clinicians \(3\) \(F,S\) \(P: ENGL 1200\)](#)
[ENGL 3770. Language Universals \(3\) \(WI\) \(P: ENGL 1200\)](#)
[ENGL 4720. Applied Linguistics for Language Teachers \(3\)\(P: ENGL 4710\)](#)
[ENGL 4730. Language and Society \(3\) \(S\) \(P: ENGL 1200\)](#)

6. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives.

The proposed Certificate will provide undergraduate level instruction in the fundamentals of teaching English to speakers of other languages. The training is designed to cover the following three components: (1) second language acquisition (SLA) theories and their intersection with TESOL practice; (2) methods, materials, and assessment in TESOL; (3) fundamentals of linguistic knowledge with practical applications to language teaching.

7. A statement explaining how the certificate program will be delivered (on-campus (face to face), distance course (face to face off campus), and/or online (50% or more of the instruction is offered online)).

The courses included in the Certificate will not have to be taken in a sequence. As proposed, the Certificate can be completed entirely online or as a combination of online and campus-based courses.

8. A statement of the need for the proposed program and the basis for such a need supported by either externally or internally derived data.

The US Migration Policy Institute has noted a great increase in foreign-born residents in the state of North Carolina in the past 20 years. According to their statistics, in 1990, the number of foreign-born residents in NC was 115, 077, which ranked the state in the 21st position among the US states. In 2010, however, the number rose to 719, 137, which brought the state to the 14th position among the US states (MPI, 2011). These changes in the state's demographics suggest an increased need for professionals with a background in TESOL.

As far as international English language teaching and learning is concerned, the British Council, which is an international organization from the United Kingdom promoting education and cultural interchange across the world, has followed the spread of English language teaching and learning. According to their publication titled *English Next* at least "three-quarters of all [world] travel is between non-English speaking countries," suggesting "a large demand for either foreign language learning or the increasing use of English as a lingua franca (Graddol, 2006). Based on current trends, Graddol suggests that the number of people learning English is likely to reach a peak of around 2 billion in the next 10–15 years, which will result in a complex and changing mix of learner ages and levels of proficiency. This establishes further increase of the already strong demand for English language teachers. In many Asian countries, language schools hire native English speakers

with different educational backgrounds, some of whom do not have any teacher training or TESOL training. Those candidates who have a TESOL certificate, however, are more competitive in the job market.

Having a Graduate Certificate in TESOL in the English Department, we often receive requests from undergraduate students from different departments at ECU who want to complete a TESOL certificate as preparation for teaching English abroad. Samples of such requests from students are provided in the supporting documents. However, we have not been able to offer these students a certificate even though they complete the TESOL-related courses that we have available. This Certificate responds to this need.

9. The names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence. Adjunct faculty associated with the program should also include up-to-date curriculum vitae.

The English Department's Chair is Dr. Jeffrey Johnson. Faculty associated with the program or participating in the design of this Certificate include:

Dr. Michael Aceto

Dr. Lida Cope

Dr. Slobodanka Dimova

10. The name and curriculum vita of the faculty member who will be designated as the director of the program for purposes of communication with the university community.

Dr. Slobodanka Dimova, the Linguistics/TESOL area coordinator, will coordinate the proposed certificate. She may be reached at East Carolina University, Department of English, Bate Building #2201, Greenville, NC 27858. Email: dimovas@ecu.edu. (see appendix for CV)

11. A description of the proposed certificate's impact on campus resources.

The Undergraduate Certificate in TESOL requires the approval of the proposed course, ENGL 4740: TESOL Methods. It requires no new faculty, no additional costs, and maintains the ECU requirements for admissions and academic standing.

12. A statement specifying the professional license, if any, for which the certificate qualifies.

The Undergraduate Certificate in TESOL will be awarded by the Department of English. The certificate does not automatically qualify students for any professional licenses at the state or national level. Since no other undergraduate TESOL courses are currently offered on campus, candidates who want to take the PRAXIS test (ESL portion) can take the courses to help them prepare for the PRAXIS test (ESL

portion). Those students who pass the PRAXIS receive the add-on ESL certification awarded directly by the NC Department of Public Instruction.

13. The Classification of Instructional Program (CIP) title and six-digit code (descriptions available at: <http://www.ecu.edu/cs-acad/acadprograms/PoliciesForms.cfm>).

13.1041 Teaching English as a Second or Foreign Language/ESL Language Instructor

14. A statement specifying the minimum number of weeks required for a student to complete the certificate. Fall and spring semesters count as 15 weeks each and a regular summer term counts as 5 weeks. Prerequisites should be considered in determining this number.

The minimum number of weeks required for a student to complete the Certificate is 15 weeks. However, students will be advised to complete the coursework for the Certificate in 30 weeks.

Appendix: Dimova CV

Slobodanka Dimova

English Department • East Carolina University • G311 Old Cafeteria Complex • Greenville, NC 27858 • Email: dimovas@ecu.edu • tel: (252) 864-7402

Positions

Associate Professor, Department of English (August 2011-present)
East Carolina University, Greenville, North Carolina, USA
(responsible for planning, syllabus design, text selection, teaching, assignments, and grading)

Assistant Professor, Department of English (August 2005-August 2011)
East Carolina University, Greenville, North Carolina, USA
(responsible for planning, syllabus design, text selection, teaching, assignments, and grading)

Acting Director, Oral English Proficiency Program, Department of English (Spring 2005) *Purdue University, West Lafayette, Indiana, USA*

Research Assistant, Oral English Proficiency Program, Department of English (2004-2005) *Purdue University, West Lafayette, Indiana, USA*
(responsible for planning, design, administration, and analysis of research projects)

Testing Coordinator, Oral English Proficiency Program, Department of English (2002-2005) *Purdue University, West Lafayette, Indiana, USA*
(responsible for test administration and maintenance, examinee database maintenance, examinee registration and rating, score reports, and data analysis)

Graduate Teaching Assistant, Department of English (1999-2004)
Purdue University, West Lafayette, Indiana, USA
(responsible for planning, syllabus design, text selection, teaching, assignments, and grading)

Instructor Mentor, Oral English Proficiency Program, Department of English (2001) *Purdue University, West Lafayette, Indiana, USA*
(responsible for planning, reading materials selection, assignments, rater training, instructor observation, and evaluation)

Instructor, English as a Foreign Language (1996-1999)
Centre for Foreign Languages, Skopje, R. Macedonia
(responsible for planning, syllabus design, text selection, teaching, assignments, and grading)

Manager, Skopje English Teachers Resource and Education Center (1997-1999)
Skopje, R. Macedonia
(responsible for purchase of instructional materials and equipment, planning and organizing in-service training for EFL teachers, create and maintain teachers and schools databases)

Assistant to TEFL Coordinator, Peace Corps mission in R. Macedonia (Spring 1997) *Skopje, R. Macedonia*
(assist in development of volunteer training program, establishing connection with Macedonian school EFL instructors, observation, and evaluation)

Education

Ph.D. in English as a Second Language, specializing in language testing and measurement (August 2005), Purdue University, West Lafayette, Indiana

Secondary specialization: Linguistics
Dissertation: *POET Tutorial: Test Preparation, Coaching, or Washback?*
Committee: April Ginther (Chair), Margie Berns, Tony Silva, Mary Niepokuj

M.A. in English Language and Linguistics, specializing and sociolinguistics and World Englishes (August 2001), Purdue University, West Lafayette, Indiana

Thesis: *Sociolinguistic Profile of English in R. Macedonia: The Country of the Sun*

B.A. in English Language and Literature (September 1996)
Minor in Italian Language and Literature, Ss. Cyril and Methodius University, Skopje, R. Macedonia

Scholarship

Pick, Enjoy: English in Macedonian TV Advertising, *World Englishes*, 31 (1), (in press).

Matura's Rocky Road to Success. In *Collaboration in Language Testing and Assessment*, Tsagari, D. and Csepes, I. (Eds.): Language Testing and Evaluation Series, Grotjahn, R. & G. Sigott (General Eds.). Frankfurt: Peter Lang (2012).

Non-Native English Teachers' Perspectives on Teaching, Accents, and Varieties. *TESL Reporter*, 44(1&2), pp. 65-83 (2011).

Conceptual and Empirical Relationships between Temporal Measures of Fluency and oral English proficiency with Implications for Automated Scoring (with Ginther, A. and Yang, R.). *Language Testing*, 27(3), pp.379-399 (2010).

Jazi~niot kod kako element vo intermedijalnosta na televiziskite reklami. [The Language Code as an Element in the TV

Advertisements' Intermediality]. *Mirage*, ISSN 1409-715X. Retrieved from: <http://www.mirage.com.mk/tekst.asp?lang=eng&tekst=200>. (2009).

Beyond test practice: What test preparation can offer in locally contextualized language testing. Saarbrücken, Germany: VDM Verlag (2009).

Demystifying the dangers of substituting the Macedonian alphabet for the English alphabet. *ELTAM Newsletter* 20, pp.9-10 (2008).

English in Macedonian commercial nomenclature, *World Englishes*, 27 (1), pp. 84-101 (2008).

English shop signs in Macedonia: Cultivating the linguistic landscape. *English Today* 23, (3-4), pp. 18-24 (2007).

English, the Internet and computer terminology in Macedonia. *World Englishes*, 26 (3), pp. 373-387 (2007).

English in Macedonia. *World Englishes*, 24 (2), pp. 187-201 (2005).

Teaching and learning English in Macedonia. *English Today*, 19 (4), pp.16-22 (2003).

Book reviews

Cognitive Bases of Second Language Fluency. [Review of Norman Segalowitz's book: Cognitive Bases of Second Language Fluency]. *Language Testing* (in press).

A Practical Guide to Assessing English Language Learners. [Review of Christina Coombe, Keith Folse, & Nancy Hubley's book: A Practical Guide to Assessing English Language Learners]. *Asian EFL Journal*, 12 (2) (2010).

Social context and fluency in L2 learners: The case of Wales [Review of Lynda Newcombe's book: Social context and fluency in L2 learners: The case of Wales]. *TESL-EJ* 12.3 (2008).

Conference presentations

Native Speaker Fallacy: Raising Awareness among NESTs. Accepted paper to be presented at the TESOL Convention, Philadelphia, PA (2012, March)

Keep Your Students in Mind: Decisions in Classroom Writing Assessment. Paper to be presented at the Carolina TESOL conference, Asheville, NC (2011, November)

Cognitive aspects of L2 fluency: Implications for teaching. Paper presented at the Carolina TESOL conference, Hilton Head, SC (2010, November)

Effects of Testing Innovation: The Case of Matura. Paper presented at the East Coast Organization of Language Testers (ECOLT). Washington, DC (2011, October)

Pick'n'Joy: English in Macedonian TV Advertising. Paper presented at the International Association of World Englishes (IAWE) Conference. Vancouver, BC, Canada (2010,

August).

Teaching Methodology for Euro-integration: When Will EFL Become ELF? Visual presentation at the English as a Lingua Franca Conference, University of Vienna, Austria (2010, May).

Linguistic and Pedagogical Characteristics Specific to the Macedonian Context. In EFL Academic Session *Reshaping Curriculum for the 21st century*. Paper presented at TESOL Convention, Boston, MA (2010, March).

Why NESTs Should Be Aware of NNEST Issues? Paper presented at TESOL Convention, Boston, MA (2010, March).

Skype or Centra: How should I choose? Paper presented at Think-In, East Carolina University, Greenville, NC (2009, November)

Matura's Rocky Road to Success. Paper presented at the Sixth European Association for Language Testing and Assessment (EALTA), Turku, Finland (2009, June).

Skype or Centra: How should I choose? Paper presented at Think-In, East Carolina University, Greenville, NC (2009, November)

Matura's Rocky Road to Success. Paper presented at the Sixth European Association for Language Testing and Assessment (EALTA), Turku, Finland (2009, June).

Global or Local? - A Framework for Analyzing New Varieties of English Within the ELF Context, Paper presented as part of a colloquium at the Second International Conference of English as a lingua franca, Southampton, UK (2009, April)

How Local Contexts Can Define Nonnative English Teachers, ECU International Scholar Research Symposium, Greenville, NC, (2009, April)

How Local Contexts Can Define Nonnative English Teachers. Paper presented at the Teaching English to Speakers of Other Languages (TESOL) convention, Denver, CO (2009, March).

Is There a Place for L1 in the ESL Classroom? Paper presented at Carolina TESOL, Charleston, SC, (2008, December).

Bringing Authentic ESL Student Performances. Paper presented at Think-In, East Carolina University, Greenville, NC, (2008, November)

Exploring the Benefits of Corpus-Based Instruction for an Authentic EFL Classroom, paper presented at the English Language Teachers Association in Macedonia (ELTAM)-International Association of Teachers of English as a Foreign Language (IATEFL), Skopje, Macedonia (2008, October)

Teacher Talk as Learners' Input, Paper presented at the English Language Teachers Association in Macedonia (ELTAM) conference, Skopje, Macedonia (2008, October)

Corpus-based Analysis of Nonnative EFL Talk. Poster presented at the Ninth European Society for the Study of English Conference (ESSE-9), Aarhus, Denmark. (2008, August).

English Business Names for Global Success. Paper presented at the ECU International Scholar Research Symposium, Greenville, NC, (2008, April)

Temporal Measures of Fluency as Indices of Oral English Proficiency (together with A. Ginther). Paper presented at American Association of Applied Linguistics 2007, Washington, DC. (2008, March).

Virtual Student Presentations and Social Presence. Poster presented at the Thin-in 2007 Conference, East Carolina University, Greenville, North Carolina. (2007, November)

Can We Define Fluency? Paper presented at the Carolina Teaching English to Speakers of Other Languages Conference (Carolina TESOL), Asheville, North Carolina. (2007, November)

An English Name and the Business will Flourish. Paper presented at the 13th Annual Conference of the International Association of World Englishes, Regensburg, Germany. (October, 2007)

Temporal Measures of Fluency as Indices of Oral English Proficiency (together with A. Ginther). Paper presented at Midwestern Association of Language Testers (MwALT), University of Michigan, Ann Arbor, Michigan. (2007, September)

Developing Internet and Computer Terminology. Poster presented at American Association of Applied Linguistics 2007, Costa Mesa, California. (2007, April).

The Imaginative Function of English in Macedonia. Paper presented at the 5th Annual Conference on Arts and Humanities, Honolulu, Hawaii (2007, January).

From a Language Teacher to a Language Tester: What Is a Good Test? Paper presented at the 4th International ELTAM-IATEFL Conference, Struga, Macedonia (2006, October).

Rater-Training for Performance-Based Testing. Paper presented at the 4th Annual Conference on Arts and Humanities, Honolulu, Hawaii (2006, January).

Computer Terminology in Macedonian: Where Does It Come from? Paper presented at the 4th Annual Conference on Arts and Humanities, Honolulu, Hawaii (2006, January).

Measures of Fluency as Indices of Oral English Proficiency (together with A. Ginther, R. Yang, and X. Zheng). Midwestern Association of Language Testers (MwALT), Iowa State University, Ames, Iowa (2005, October).

Test Preparation as a Learning Tool. Paper presented at The 14th Congress of Applied Linguistics (AILA), Madison, Wisconsin. (2005, July)

Purdue's Oral English Test Tutorial: Development and Evaluation. Paper presented at The Eighth Annual Teaching and Learning with Technology Conference, Purdue University, West Lafayette, Indiana. (2005, February).

Timing Item Preparation and Response. Paper presented at INTESOL 2004, Indianapolis, Indiana. (2004, November)

POET Rater-Training Program. Paper presented at the East Coast Organization of Language Testers (ECOLT), George Washington University, Washington D.C. (2004, October)

Test prep, washback, washing forward, what else? Paper presented at Midwestern Association of Language Testers (MwALT), Wright University, Dayton, Ohio. (2004, October)

Test preparation and washback. Paper presented at Southern California Association of Language Assessment and Research (SCALAR), UCLA, Los Angeles, California. (2004, May)

Test prep and Purdue's Oral English Test. Paper presented at Midwestern Association of Language Testers (MwALT), Purdue University, West Lafayette, Indiana. (2003, October)

English loan words in Macedonian: Computer and Internet terminology. Paper presented at International Association of World Englishes (IAWE), Champaign-Urbana, Illinois. (2002, October)

Questions, questions, more questions. Paper presented at INTESOL 2002, Indianapolis, Indiana. (2002, October)

Spread of English: Call from Republic of Macedonia. Paper presented at American Association of Applied Linguistics 2002, Salt Lake City, Utah. (2002, April)

The effects of task formats on the quality of oral responses. Poster presented at Midwestern Association of Language Testers (MwALT), Oakbrook, Illinois. (2002, January)

Testing as a facilitator of language learning. Paper presented at INTESOL 2001, Indianapolis, Indiana. (2001, November)

Model for non-native Englishes. Paper presented at The Student Conference in Critical Sociolinguistics. University of Illinois at Urbana-Champaign, Urbana-Champaign, IL. (2001, May)

Are my students motivated? Paper presented at the International Conference of English Language Teachers' Association of Macedonia (ELTAM-IATEFL), Ohrid, R. Macedonia. (2000, May)

Invited talks

Pick, Enjoy: English in Macedonian TV Advertising, English Department's Scholar Scholar-Teacher Brown Bag Series (2009)

Decisions in Quantitative Research, Workshop presentation at East Carolina University (2009)

Classroom Assessment in ELT. Bureau for the Development of Education, Negotino, Macedonia. (2008)

How to Conduct Research in Applied Linguistics. ELTAM Research Group meeting, Ss Cyril and Methodius University, Skopje, Macedonia. (2008)

National Essay Writing Contest Workshop II. Peace Corps/ELTAM, Veles, Macedonia. 2008 (September 30)

National Essay Writing Contest Workshop I. Peace Corps/ELTAM, Negotino, Macedonia. (2008)

ESL Writers; What Can We Do? Writing Studio instructors' meeting at East Carolina University. (2007)

ESL Writers in Freshman Composition Classes, Freshman composition instructors' meeting at East Carolina University. (2007)

Intercultural Sensitivity in the Classroom. Workshop presentation at East Carolina University, Greenville, NC. (2007, September)

Purdue's Oral English Test Tutorial: Development and evaluation. Paper presented at the Weekly Linguistic Seminars, Purdue University, West Lafayette, IN. (2004, December)

Published Instructional Media

Oral English Proficiency Test Tutorial Website. (2003). Retrieved from:
<http://web.ics.purdue.edu/~aginther>

POET/ OEPT Tutorial Movie. (2003). Retrieved from:
<http://web.ics.purdue.edu/~aginther>

Project Participation

Site coordinator for a TOEFL validity study (Educational Testing Service and Purdue University) (2005)

Development of web-based test preparation materials, *Purdue's Oral English Test Tutorial v1.1* (2003-2004)

Development of CD-ROM based test preparation materials, *Oral English Proficiency Test Tutorial v1* (2002-2003)

Development of POET rater-training program (Summer 2002)

Development of rating scale for Purdue's Oral English Test (Summer 2001)

Development of test items for Purdue's Oral English Test (2000-2001)

Lexical entries for Mayagna Dictionary (1999)

Courses Taught

University courses

Graduate

- Applied Linguistics for ESL Teachers (ECU)
- Teaching English as a Second Language: Methods and Practicum (ECU)
- Teaching English as a Second Language: Theoretical Considerations (ECU)
- Research Methods in Language Study (ECU)
- Language Testing (ECU)
- Advanced Research Methods (ECU)

Undergraduate

- Applied Linguistics for Language Teachers (ECU)
- Teaching English as a Second Language: Theoretical Considerations (ECU)
- Introduction to Linguistics for Speech Pathologists (ECU)
- Functional Grammar (ECU)
- Freshman Composition (ECU)
- English Grammar (ECU)
- Introduction to the Study of Language (ECU)
- English for Computer Science International Teaching Assistants (Purdue)
- English 227: Elements of Linguistics (Purdue)
- English 001T: Classroom Communication for International Teaching Assistants (Purdue)
- English 102: English Composition II (Purdue)
- English 101: English Composition I (Purdue)

Intensive English Program courses

- TOEFL Preparation (Centre for Foreign Languages, Skopje)
- FCE Preparation (Centre for Foreign Languages, Skopje)
- PET Preparation (Centre for Foreign Languages, Skopje)

General English as a Foreign Language courses

- beginning, intermediate, and advanced English for adults (Centre for Foreign Languages, Skopje)
- beginning, intermediate, and advanced English for children (Centre for Foreign Languages, Skopje)
- beginning, intermediate, and advanced English (Centar Stojkovski, Kichevo, R. Macedonia)

Other job experience

- ESL Tutor (International Center, West Lafayette, IN)
- Interpreter (English-Macedonian, Macedonian-English, Italian-Macedonian, Macedonian-Italian)
- Grader of EFL writing (PEKSNAS, Skopje, R. Macedonia)

- UCLES test administrator (University of Cambridge Local Examinations Syndicate, Centre for Foreign Languages, Skopje, R. Macedonia)

Graduate Student Committees

Graduate student committee, Chair

Christine Bethel, MA, Fall 2009

Sabrina Duffy, MA, Fall 2009

Michael Griffin, MA, in progress

Stephen Kintz, MA, Spring 2010

Cynthia Wooten, MA, Spring 2009

Graduate student committee, member

Kim Bunn, MA, Spring 2009	Whitney Larrimore, PhD, in progress
Titus Boucher, MA, Spring 2009	Juan Carols Mari, MA, Spring 2007
Emily Cyrus, MA, Spring 2006	Ivy Newbold, MA, Spring 2006
Zuzana Elliott, MA, in progress	Douglas Solomon, PhD, in progress
Jennifer Fielder, MA, Spring 2009	Ronny Heriquez Uridanavia, MA, Spring 2009
Frank Hurley, PhD, in progress	Hyunjin Yi, MA, Spring 2010
Marydean Jones, MA, Spring 2006	Sun Yi, MA, Spring 2010
Hoi-Ryun Kang, MA, in progress	Valerie Walker, MA, Summer 2006
Sungsook Kim, MA, Fall 2008	

Research Grants

External

2011 - Dimova, S., IELTS-Joint funded research program grant, British Council and IELTS Australia with support from University of Cambridge ESOL Examinations, *pending*

2011 -Dimova, S., ESOL Examinations Grant, ESOL Examinations, University of Cambridge, UK, *pending*

Internal

2010 - Dimova, S., ECU Research/Creative Activity Grant, *recommended for funding*

2010 - Dimova, S., ECU Online Course Development Grant, *funded*

Computer and Software Skills

Instructional software

- Webct
- WebVista
- Blackboard
- Moodle
- Centra

- Camtasia

Statistical packages

- SAS
- SPSS

Web development and language analysis

- Dreamweaver MX
- AntConc—concordancer
- Wordsmith—concordancer
- PRAAT

Languages

- Macedonian (native)
- English (near native)
- Serbian and Croatian (advanced oral and written proficiency)
- Bulgarian (advanced oral, intermediate written proficiency)
- Italian (upper intermediate oral and written proficiency)
- Spanish (basic reading proficiency)

Service

- Article reviewer, *International Journal of Applied Linguistics*, 2011-present
- Article reviewer, *Language Testing*, 2010-present
- Area coordinator for the concentrations in TESOL and Linguistics at East Carolina
- Member, Executive Committee of the Department of English
- Assistant Editor, *Academic Exchange Quarterly*, 2008-2010
- Article reviewer, *TESL-EJ journal*, 2009-present
- Abstract reviewer, TESOL Convention, 2010 and 2011
- Faculty advisor for the TESOL/Applied Linguistics Graduate Student Conference, East Carolina University, Greenville, NC, 2008, February.
- Member, Academic Awards Committee, East Carolina University, Greenville, NC, 2007-present.
- Chair, Alumni and University Awards for Outstanding Teaching Subcommittee, East Carolina University, Greenville, NC, 2007-present.
- Member, Student Services and Scholarships Committee, East Carolina University, Greenville, NC, 2007-present.
- Member, TESL Add-On Certificate Task Force, East Carolina University, Greenville, NC, 2007-present.
- Member, World Community Day (WCD) organizing team, East Carolina University, Greenville, NC, 2006, Summer.
- Faculty advisor for the TESOL/Applied Linguistics Graduate Student Conference (TALGS), East Carolina University, Greenville, NC, 2007, February.
- Committee Chair, International Movie Series Committee (TALGS), East Carolina University, Greenville, NC, 2006-2007.

- Faculty advisor for the TESOL/Applied Linguistics Graduate Student Conference (TALGS), East Carolina University, Greenville, NC, 2006, February.
- Audio/Video assistant for The 14th Congress of Applied Linguistics (AILA), Madison, Wisconsin, 2005, July.
- Audio/Video technology coordinator for the International Conference of World Englishes, Purdue University, West Lafayette, IN, 2005, July.
- Technology coordinator for the Midwestern Association of Language Testers (MwALT) Conference, Purdue University, West Lafayette, IN, 2003, October.
- Assistant to the President of American Association of Applied Linguistics (AAAL) Conference, Salt Lake City, UT, 2002, April.
- Local coordinator for Second Language Writing Symposium, Purdue University, West Lafayette, IN, October 2000.
- Local coordinator for Second Language Writing Symposium, Purdue University, West Lafayette, IN, October, 2002.
- Member of the organizing committee for The First International Conference of English Language Teachers' Association of Macedonia (ELTAM-IATEFL), Ohrid, R. Macedonia, May 2000.
- Member of the organizing committee for The Second National Conference of English Language Teachers' Association of Macedonia (ELTAM-IATEFL), Skopje, R. Macedonia, May 1999.
- Member of the organizing committee for The First National Conference of English Language Teachers' Association of Macedonia (ELTAM-IATEFL), Skopje, R. Macedonia, May 1998.