

DEPARTMENT OF
ENGLISH

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- Gloria Park

Gloria's Journey

GLORIA'S JOURNEY

As a TESOL teacher educator and an English language specialist, I entered IUP's English department with a vision to promote the teacher-scholar model in my pursuit of educational equity with respect to IUP students and colleagues.

Professionally, the teacher-scholar model represents my teaching and research philosophy. Essentially, the most important facet in my journey as a professor is the continuance of perfecting my teaching by learning from my students and meeting their academic and professional goals. Through my teaching, I desire to accumulate the students' lived experiences into the design of course curricula. To this end, it has been a learning experience for me to integrate the issues of social justice and diversity into the content of ENGL 202: Research Writing. This is a timely topic as we enter a historical time period where issues of race, gender, language, sexuality, disability, religion, and class need to be discussed more openly, and generate social action ideas where students can become agents of change. As I continue to teach Research Writing and other liberal studies courses in the English department, my goal is to continue bringing a variety of genres for students to begin thinking about what it means to be agents of change in this era of globalization and diversity.

In the areas of mentoring Teaching Associates, teaching graduate TESOL students, and advising doctoral students with their dissertation work, the teacher-scholar model also is appropriate. My relationship with the Teaching Associates commenced when I first walked into their classroom as an observer. With the completion of this responsibility, our mentoring relationship has burgeoned as we begin to think about our own pedagogies and the ways in which we connect (or may not) with different students. We have come to realize that teaching is a complex, developmental journey. It is not only about the content knowledge we bring into the courses. It is about the learner pedagogical knowledge coupled with the content pedagogical

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knowledge that enables us to incorporate effective teaching strategies in multiple contexts. Specifically, Kristen Getchell and I have begun a dialogue journal study where we exchange e-mail letters with one another to discuss our teaching (mostly writing classes) and find ways to bring in new and alternative pedagogies to engage our students in writing courses. This study idea emerged when we sat down to discuss my observation of her teaching of ENGL 101 in fall 2008 semester.

The Teacher-Scholar Model also is important in teaching MA/TESOL students as they struggle to understand what it means to bring theory into practice in different teaching contexts. This will be my first semester teaching graduate TESOL students at IUP. For ENGL 694: Observation in (English Language) Teaching course, I have designed a field component where MA/TESOL students observe different instructors teaching in the English department. The choice of English instructors over ESL instructors stems from the fact that the university has limited resources as pertaining to ESL classrooms and instruction. Although they may not be observing ESL teachers teaching ESL courses, I believe the notion of what it means to be an effective teacher for diverse learners can come from other teaching contexts as well. I am looking forward to working with the MA/TESOL students to help them “see” and “understand” what good teaching is as a way to bridge theory and practice.

In advising dissertation students, my goal is to advise my students to think about and generate their dissertation topics throughout their coursework at IUP. Thus, they will come to theorize the teacher-scholar model in their dissertation topics. I believe that our dissertation work is an extension of who we are as teachers, and the influence that we want to have on our future students. Therefore, I have encouraged all my dissertation students (i.e., as a chair or as reader on a committee) to begin thinking about how their biographies have come to shape the topics that they would like to explore since it is important to look inward as we begin to look at the lives of others in our study.

Finally, as a way to bring theory into practice and uphold the Teacher-Scholar Model, I am organizing the first annual Teacher Scholar Symposium for the IUP English Department Graduate students. This 2009 Teacher Scholar Symposium (**Date: September 25, 2009, Friday**) is sponsored by the Graduate Studies in Composition and TESOL. The highlights for this event are as follows: (1) Guest speaker and the research workshop facilitator: Dr. Scott Kiesling, Linguistics Department Chair at the University of Pittsburgh; (2) Concurrent Sessions of Student Presentations; and (3) Mentor of the Year Award. For this event, I have formed a planning committee (Dr. Lisy Seloni, Marlen Harrison, Whitney Tudor, Amanda Yannella, Qisi Zhang, Lan Wang, Johnny Hrebik, Daniel Baughman). We began our monthly meetings as of December 2008 to begin preparing for this annual

event.

The list below is a compilation of different areas of my Teacher-Scholar Model. I look forward to expanding my Teacher-Scholar Model in the years to come at Indiana University of Pennsylvania.

Teaching

- Taught three sections of ENGL 202: Research Writing
- Designed social action research projects for 202 course students. Fall 2008 semester students have been invited to present their project findings in different venues (i.e., English department student conference, undergraduate research forum, and my Spring 2009 courses)
- Observed/mentored/wrote reports of seven teaching associates' teaching
- Began teaching two sections of ENGL 202: Research Writing (Spring 2009)
- Began teaching ENGL 694: Observation in (English Language) Teaching and coordinated different field placements for the MA/TESOL students matriculated in 694 course
- Will be teaching ENGL 815: Qualitative Research where students will draft their dissertation proposal as a culminating project during summer II session

MA TESOL Program Administration

- Coordinating the TESOL GCoR Program
- Designed and received approval for TESOL Graduate Certificate of Recognition Program for those interested in teaching overseas
- Restructured the TESOL curriculum to meet the needs of incoming students

Action Research: IRB approved and Grants pending (Project Duration: AY2008–10)

- Received IRB approval to study ENGL 202 students' (Fall 2008–Spring 2010) understanding about social justice and diversity issues-collaborative project with Lisy Seloni, Sue Welsh, and Marlen Harrison
- Applied for Faculty Professional Development Council (FPDC) annual grant (\$6,500) for the EN202 project along with Lisy Seloni as co-principal investigators
- Applied for the Spencer Grant (\$40,000) to supplement the above FPDC Annual Grant to include two co-investigators (Sue Welsh and

Marlen Harrison)

Teacher Education Research: IRB approved and Grant secured (Project Duration: AY2008–09)

- Received IRB approval to study undergraduate education majors' life history in becoming teachers-collaborative project with Lincoln University and Gettysburg College
- Completed the interviews for the teacher education project. The interview tapes are being transcribed by a professional transcriptionist and preliminary analysis and manuscript write up will begin in May 2009
- Received a Senate grant (\$1,500) for the above teacher education project

MA/TESOL Program Study: IRB approved and Grants being written up (Project Duration: AY2009–12)

- Received IRB approval to study the experiences of our MA/TESOL program students in order to address necessary improvements in curricular issues as well as recruitment and retention issues; the first set of interviews will begin at the end of April 2009 (Nancy Hayward as a co-investigator)
- Crafting multiple grant applications to fund the multi-year MA/TESOL program project. In the grant applications, I will be working with the following co-investigators: Ben Rafoth, Nancy Hayward, Dan Tannacito, and Lisya Seloni. Eventually, all faculty members of the MA/TESOL program and interested faculty members from the C&T program will be part of the grant programs once secured. I believe each one of us will add components to this on-going project in order to ultimately expand and improve the nature of our current program.

Publications and Manuscripts for Conferences

- Received acceptance upon submitting the revisions to a manuscript entitled, **Park, G.** (in press). "I listened to Korean society. I always heard that women should be this way...": The Negotiation and Construction of Gendered Identities in Claiming a Dominant Language and Race in the U.S. *Journal of Language, Identity, and Education*, 8(4). **(10 percent of the revision was completed at IUP)**
- Revised and resubmitted a manuscript entitled, Park, G. "I am never afraid of being recognized as an NNES": One Woman's Journey in Claiming and Embracing the NNES Identity to a refereed journal. **(50**

percent of the revisions were completed at IUP, submitted on 11/14/08)

- Completed a manuscript for **Park, G., & Suarez, D. (2009, April)**. The Power to Question: The Role of Autobiography in the Empowerment and Language Learning of Adult Immigrant Students of English as a Second Language. Paper proposal accepted to the 2009 American Educational Research Association (AERA) Second Language Research SIG's "Perspectives on Writing in Second Language Education: Research on Multiple Literacies" session in San Diego, CA, April 13-17, 2009. **(70 percent of the manuscript completed at IUP as the first author and will be submitting it to the TATE journal in May 2009 after presenting at AERA)**
- Received President's Research Supplement Grant (\$500) to attend the AERA conference in April 2009.
- Began writing the manuscript for the ESOL Teacher Narrative Inquiry Project: Shaping and Sharing our Stories of Experiences (presented at TESOL2009) **(90 percent of the manuscript will be written at IUP as the first author and will be submitting it to the TE journal)**
- Began writing a manuscript with Lisy Seloni and Marlen Harrison on Complexities in conducting identity research: The journeys of three qualitative researchers **(will submit to 2010 conferences and Qualitative Inquiry journal)**
- **Submitted a book chapter proposal to Language Teaching Research Edited volume: "I hope my voice could be heard...": Understanding the experiences of a Non-Native English Speaking (NNES) Teacher in the U.S. TESOL Teacher Education Program (submitted in March 2009)**
- **Submitted an edited book volume proposal with Ryuko Kubota: Critical crossroads: Investigating nonnativeness, race, class, and gender in second language education (an edited book proposal submitted to the series editor of Research on Second Language Education volumes published by Information Age Publishing) Submitted in March 2009**
- **Began proposing a book examining Women and Teaching: Examining our Personal and Professional Lives with Prologue and Epilogue by Ryuko Kubota**

Dissertation Guidance

- Completed working with Jessica Lee (as an External Dissertation Reader for the George Washington University) since October 2008 on her dissertation entitled, "Non-Native English Speaking Teachers of ESL: An examination of their pedagogical approaches in the classroom and the challenges they face in the teaching profession" She

has successfully defended her dissertation on February 11, 2009, which was teleconferenced to include me on the committee meeting, and has completed her revisions.

- Have been working with Soon Bok Park (as a Dissertation Chair) since September 2008 on her first three chapters of her dissertation entitled, “English Language Teachers’ Identity: Discovering their Identities in Teaching”
- Have been working with Marlen Harrison (as a Dissertation Reader) since December 2008 on his first three chapters of his dissertation entitled, “Discovering Voices and Discovering Selves: Sexuality and English Language Learning in Japan”
- In addition to the above dissertation students, I have been asked to serve on the dissertation committees of the following students as a reader, and I have read and commented on their two-page proposals of their dissertation study as of this month:
 - Nashwa Badr (D. Tannacito, Chair) working on three chapters
 - Qisi Zhang (D. Hanauer, Chair) ready to defend three chapters
 - Joseph Slick (L. Seloni, Chair) working on a proposal
 - Soyeon Kim (J. Fontaine, Chair) working on three chapters
 - Ya-Huei Chen (N. Hayward, Chair) working on a proposal
 - Kat Richards (N. Hayward, Chair) working on a proposal
 - Jyun Bang (S. Deckert, Chair) working on three chapters
 - Seungkyu Park (J. Fontaine) working on a proposal

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- Reviewed “Dissertation of the Year Award” application proposals for the AERA Second Language Research SIG (2009)
- Cofounded a women scholars’ writing group called the QUILLS (2008+) along with Su Motha from University of Washington, Kara Figueredo from George Mason University, Melinda Martin-Beltran, Megan Peercy, and Sherrie Carroll from University of Maryland, College Park, and Noriko Ishihara from Hosei University in Japan. We write together for presentations and publications; Meet regularly at national and international conferences; Discuss teaching, scholarly and other professional issues

University

- Began as a co-editor for the Composition and TESOL Working Papers in September 2008; Reviewed and commented one manuscript submitted for the working papers
- Presented on the Identity Panel Colloquium entitled, **Park, G.** (2008,

November). The Intersection of Gender and Professional Identity: Dancing around our Identity Positions. In M. Harrison, S. Deckert, G. Park, & L. Seloni's Identity Research in Language and Education: Perspectives and Directions Colloquium Panel sponsored by the English Department at Indiana University of Pennsylvania.

- **For English Department Sponsored Colloquia:** Seloni, L., Park, G., Fontaine, J., & Welsh, S. (2009, March). A 2-day workshop on Addressing International Students' Academic Needs: Writing Across Borders"
- Initiated, proposed, and working on the annual graduate student symposium, "Teacher Scholar Symposium." (scheduled for Fall 2009)
- **For the Undergraduate Scholar Forum:** reviewed, commented, and judged undergraduate students' work on English Scholarly Panel (April 7, 2009)
- Presented at the Celebrating Literacies II with Parrish, A., Seloni, L., & Park, G. (October, 2008). Creative writing in classrooms. Workshop presented at the Celebrating Literacies II with Western Pennsylvania area high school students. October 29, 2008

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