The Emotions of Professionalization in a Master's of Teaching English as a Second Language (TESOL) Program

Dana Poole
Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

Recommended Citation
Poole, Dana, "The Emotions of Professionalization in a Master's of Teaching English as a Second Language (TESOL) Program" (2015). Theses and Dissertations (All). 858.
http://knowledge.library.iup.edu/etd/858

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.
STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME
THE EMOTIONS OF PROFESSIONALIZATION IN A MASTER’S OF TEACHING ENGLISH AS A SECOND LANGUAGE (TESOL) PROGRAM

A Dissertation
Submitted to the School of Graduate Studies and Research
in Partial Fulfillment of the
Requirements for the Degree
Doctor of Philosophy

Dana Poole
Indiana University of Pennsylvania
December 2014
Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of English

We hereby approve the dissertation of

Dana Poole

Candidate for the degree of Doctor of Philosophy

________________________
Lynne Alvine, Ed.D.
Professor of English, Retired, Advisor

________________________
Sharon K. Deckert, Ph.D.
Professor of English

________________________
Michael M. Williamson, Ph.D.
Professor of English

________________________
Michele Lee Petrucci, Ph.D.
Assistant Vice President for International Education

ACCEPTED

________________________
Timothy P. Mack, Ph.D.
Dean
School of Graduate Studies and Research
Title: The Emotions of Professionalization in a Master's of Teaching English as a Second Language (TESOL) Program

Author: Dana Poole

Dissertation Chair: Dr. Lynne Alvine

Dissertation Committee Members: Dr. Sharon K. Deckert
Dr. Michael M. Williamson
Dr. Michele Lee Petrucci

This dissertation utilizes Narrative Inquiry to examine emotions as part of the re-socialization of five international graduate students in a Master’s in TESOL program. This work uses theories of emotion, narrative, socialization and multiculturalism to create a picture of the complex nature of re-socialization in a MA TESOL program. Through the narratives of these five graduate students, this dissertation explores the role of emotions in experience, the forces that are impactful during sojourning, and the transformations that the students undergo as they find agency in their new context. Based on this research, I present five unique ways of sojourning which, when read, offer food for thought to policy makers working with Master’s in TESOL students.

This dissertation is presented in six chapters. Chapter One introduces the background and purpose of the study as well as researcher positionality and research questions. Chapter Two reviews literature, including theories in emotions and socialization, Narrative Inquiry, and multiculturalism. Chapter Three presents the theoretical framework of Narrative Inquiry, context of the study, researcher positionality, and a detailed description of the methodology, data collection, and the tools used in analysis. Within Chapter Three, I address ethical concerns and give a detailed description of considerations. Chapter Four shares the narratives produced from the stories told by the participants. Chapter Five analyzes those narratives through the
Lens of the purpose of the study and the research questions. The Chapter Six presents reflection and analysis.