

December 2013
Issue 4

ESL GO! Newsletter



**SLS/ESL Program,
Department of
English,
Purdue University**



Conferences Presentations

We had a great representation of our program at the conference of the International Association for World Englishes that took place a couple of weeks ago in Arizona State University. The following SLS students presented their papers:

Cong (Annie) Zhang
Ghada Gherwash
Joshua Paiz
Heejung Kwon
Kamal Belmihoub
Keira Hyojung Park
Kyle McIntosh



Lena Shvidko
Margie Berns
Scott Partridge
Shih-Yu Chang
Suneeta Thomas
Wutthiphong Latoriandee
Xun Yan
Yu-Shan Fan



Congratulations

Aylin Baris Atilgan was nominated for the 2013-2014 INTESOL Board. If you have any questions or contributions towards the advancement of INTESOL, please e-mail her at students@intesol.org

SLS Journals

By Lena Shvidko

I would like to introduce a new section of ESL Go! newsletter: SLS Journals. This section will briefly describe the major journals in the field of Second Language Studies. Today, our focus is Second Language Writing.

Assessing Writing

This journal publishes “articles, book reviews, conference reports, and academic exchanges concerning writing assessments of all kinds, including traditional (‘direct’ and standardized forms of) testing of writing, alternative performance assessments (such as portfolios), workplace sampling and classroom assessment.”

According to their website, the journal welcomes research on:

- “Any stage of the writing assessment process
- “Different perspectives on writing assessment
- “Theory and practice of writing assessment
- “Assessment of writing in different fields (i.e., composition, TESOL, writing across the curriculum)”

<http://www.journals.elsevier.com/assessing-writing>

College Composition and Communication

This journal publishes “research and scholarship in rhetoric and composition studies that supports college teachers in reflecting on and improving their practices in teaching writing and that reflects the most current scholarship and theory in the field.”

Topics of interest may be drawn from the following subfields, outlined on their website:

- “Technical communication
- “Computers and composition
- “Writing across the curriculum
- “Research practices”

<http://www.ncte.org/cccc/cccl/>





Journal of Second Language Writing

This journal publishes “theoretically grounded reports of research and discussions that represent a contribution to current understandings of central issues in second and foreign language writing and writing instruction.”

According to their website, possible areas of interest include:

- “Personal characteristics and attitudes of L2 writers
- “L2 writers’ composing processes
- “Features of L2 writers’ texts
- “Readers’ responses to L2 writing
- “Assessment/evaluation of L2 writing
- “Contexts (cultural, social, political, institutional) for L2 writing”

<http://www.journals.elsevier.com/journal-of-second-language-writing/>

WPA: Writing Program Administration

This journal publishes “articles and essays concerning the organization, administration, practices, and aims of college and university writing programs.”

Possible areas of interest, provided on their website, include:

- “Writing Faculty Education, Training and Professional Development
- “Writing Program Creation and Design
- “The Development of Rhetoric and Writing Curricula
- “Writing Assessment within Programmatic Contexts
- “Advocacy and Institutional Critique and Change
- “Writing Programs and Their Extra-Institutional Relationships with Writing’s Publics
- “Technology and the Delivery of Writing Instruction within Programmatic Contexts
- “WPA and Writing Program Histories and Contexts
- “WAC / ECAC / WID and their Intersections with Writing Programs
- “The Theory and Philosophy of Writing Program Administration
- “Issues of Professional Advancement and WPA Work
- “Projects that Enhance WPA Work with Diverse Stakeholders”

<http://wpacouncil.org/node/1812>

Written Communication

This journal publishes “theory and research in writing from fields including anthropology, English, education, history, journalism, linguistics, psychology, and rhetoric.”

According to their website, possible areas of interest include:

- “The nature of writing ability
- “The assessment of writing
- “The impact of technology on writing (and the impact of writing on technology)
- “The social and political consequences of writing and writing instruction

- “Nonacademic writing
- “Literacy (including workplace and emergent literacy and the effects of classroom processes on literacy development)
- “The social construction of knowledge
- “The nature of writing in disciplinary and professional domains
- “Cognition and composing
- “The structure of written text and written communication
- “Relationships among gender, race, class and writing
- “Connections among writing, reading, speaking, and listening”

<http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200767#tabview=aimsAndScope>

Our Experiences

The Wuhan University Summer Intensive English Program (WUSIEP)

By Joshua M. Paiz



In October, I was invited to share my experiences teaching in a summer intensive English program located at Wuhan University (武汉大学). In that presentation, part of a panel presentation on summer professionalization options, I shared some of my personal experiences and impressions with audience members. Allow me to use this space to share some of the more specific details of the program and the application processes with you, my dear colleagues in, and alumni from, the Purdue University Second Language Studies Program.

Program Specifics

- Application Open Date: January 2014
- Hosting Universities: Wuhan University and The Ohio State University
- Program Location: Wuhan, China – A sub-provincial city and the provincial capitol (Hubei Province)
- Program Duration: 3.5 weeks in July
- Program Type: Intensive, oral English program
- Number of Students: ~250-500
- Program Highlights: Intense contact with a large number of students, co- and extra-curricular activities facilitating language learning and teaching/student bonding, college fair, annual academic conference
- Program Perks for Teachers: A 2.5 day tour of Beijing, typically including Tiananmen Square, the Forbidden City, the Temple of Heaven, and the Great Wall at Badaling, tours of the Hubei provincial museum and of *Huang He Lou* (the Yellow Crane Tower)
- Teacher Stiped: ~2500-4000 RMB, based on experience and time-in-program
- Additional Teacher Benefits: Airfare to-and-from China, train ticket from Beijing to Wuhan, room and board, paid by hosting universities
- Costs to Teachers: Visa application fees and the cost of decorations for your homeroom

Application Procedures

Please note, up-to-date information on application procedures can be obtained by visiting:

<http://people.cohums.ohio-state.edu/eckhart5/index.html>.

The application submission window typically runs from early-to-mid January to late February of each year that WUSIEP is being held. Materials to be submitted include a cover letter stating your interest in the program and the possible personal contributions that you can make the program's curriculum, college fair, conference, and/or co-/extra-curricular activities. Also to be submitted is current CV listing relevant teaching, research, and leadership experiences. A number of leadership/administrative appointments exist in the program; often program veterans fill these positions. Alternatively, the responsibilities may be shared between highly qualified new comers.

The Selection Process & Pre-departure Training

The selection process begins immediately, as applications are received. After an initial selection process, pre-screening begins. This involves a short telephone interview with one of the program coordinator's, either Mr. Bob Eckert or Dr. Minru Li, both of The Ohio State University. If your application is selected for advancement beyond the pre-screening, you will be invited to a one-day training session to be held at The Ohio State University main campus in Columbus, Ohio. This training is mandatory for all new teachers in the program. This training is designed to prepare teachers for teaching in the WUSIEP program and for life in Wuhan, China; it is held in mid-April every year. After this training, you have two months to prepare for the program.

Closing Comments

While this is most certainly more that I can say about the WUSIEP program, I will not. I will leave you with, it is often a profoundly impactful experience for both the teachers and the students. With that in mind, I strongly encourage you to consider applying for this unique summer professional development opportunity.

Places we come from



The place we visit today is Thailand. Wutthiphong Laoriandee (Hai) will tell us about how Thai people are different from other Asians, and he will also describe his favorite Thai tradition.

Lena: *Can you tell us about your hometown?*

Hai: I am from Bangkok, the capital city. It's about 10 million people there, so it's very crazy there! What I don't like about Bangkok is the traffic – it's really bad. And another thing is climate, it's pretty hot all year around. Apart from that, I like Bangkok a lot because it's a place that never sleeps, you can always go out and find food on the street, anytime. And it also has lots of tourist attractions that people can visit. We have lots of temples, even in Bangkok. It's good for education, too: I went to school there.

Lena: *What do you think can be a symbol of Thailand?*

Hai: I would say the King. We respect him a lot. And because of the King, we have so many tourist attractions such as palaces. But we also have lots of temples because 95% of people in Thailand are Buddhists. It's similar to Italy, for example, Rome, where are lots of churches too.

Lena: *Do you think that people in Thailand are different from other Asian people?*

Hai: We say that Thailand is a land of smiles. So we smile a lot, and I would say that people are not very stressed. They take life easy when they have problems. In rural areas, not in Bangkok, life is not rushed, and people live their life happily. But it might not be good for competition. Thai people tend to be slackers a little, so I think we need to be a little more hardworking.

Lena: *What do you think is the best tradition in Thailand? Your favorite?*

Hai: Oh my favorite is Songkran. It's on April 13th. People just splash water on each other! During that time it's summer in Thailand, so it's very hot, and people just play with water. You can see lots of water guns, and we just shoot water guns to each other. Anywhere on the street, and even with strangers. And we don't get angry because it's some kind of tradition. And we also use liquid power, kind of clay. And we put it on cheeks. It's a good opportunity for guys to touch girls' faces (laughs).



Lena: Does this holiday have a symbolic meaning?

Hai: Well this is the fun part. But there is another part when you go to the temple and put water on the Buddha image. And also, on the same day, we visit our grandparents and people who are pretty old in the family, and we pour water on their hands, so they can give us a blessing. So you have a fun part, but you also have a traditional part. But it's actually not just on April 13th because it's a long holiday. Every year, we have at least five days off, so you can have time to play with water and visit your extended family.



Lena: That sounds great! So tell us a little bit about the role of English in Thailand.

Hai: Well, Thailand is the only country in Southeast Asia that was not colonized. So we joke that the English proficiency of Thai people is not high because we were not colonized. Because we have lots of tourists in Thailand, you will see a lot of English in daily life, both with tourists and also in business. So I would say, even though we are an Expanding Circle, you can still see people using English a lot. And people are also very crazy about English: there are lots of cram schools everywhere. So people tend to see the importance of English.

Lena: So there are many opportunities for teachers to go and teach English in Thailand?

Hai: Yes, there are thousands of schools and they always need teachers.

Lena: Thank you so much, Hai!

Voices from the Classroom

Digital Storytelling

By Kyle McIntosh

Note for the teacher:

I used this assignment in my 106i class as a way to explore the idea of multi-modal writing, and how the same content is necessarily altered by the form in which it appears. I found this to be a useful way to introduce the sequenced writing project and to allay some of the students' fears about "writing on the same topic over and over." It also provided an



opportunity to throw a little discussion of digital rhetoric into the mix.

Introduction

Today you are going to make a short animated film about an experience that you included in your Writer Autobiography for ENGL106i. Be creative, but also try to represent the experience as accurately as possible (in spirit anyway). Please do NOT include anything that might embarrass you or one of your classmates. Most importantly, have fun!

Instructions

1) Go to the website <http://www.dvolver.com/live/moviemaker.html>

2) Follow the instructions below:

Start Moviemaker and select a background and sky from the list

Press 'Next' and select a plot

Press 'Next' and choose your character(s)

Press 'Next' and write a dialogue (or monologue)

When you are finished, select the music and then click on 'Finish Movie'

Write the title of your movie and add your name as director

3) Watch the completed film and then send it to your teacher via email

We will be watching your video in class, so please compose it with present audience in mind.

Our Research



Matthew Allen

Matthew Allen is currently a PhD candidate and Tony Silva is his advisor. At the moment, I am gathering data for my dissertation research, which is a qualitative examination of tutoring strategies in writing center tutorials. The aim is to provide an empirical account of some of the ways that tutors and students work together. In essence, I want to better understand reader response as it is enacted in tutorials. To collect data, I am recording tutoring sessions and interviewing participants (i.e., tutors and students). Since I will end up with dozens of hours of recordings, I plan to spend lots of time transcribing and working through data in the next year or two. I am using a conversational analytic (CA) framework to examine specific interactional sequences in the recorded tutorials, but I will use other forms of data (interviews, documents, stimulated recall, etc.) to provide an expanded understanding of the tutors' practices that I identify.

Xun Yan

Greetings fellow ESL-ers, and thanks, Lena, for creating this space in the newsletter for us to share research interests and experiences! I am now a 4th year PhD student in our program interested in language testing, second language acquisition, and world Englishes. Having worked with my advisor, professor April Ginther, at the OEPP for the past two and half years, I have developed broad interests in L2 speaking assessment, language processing, formulaic language and SLA, L2 speech intelligibility, automated scoring, and test score use in educational settings.

My dissertation study focuses on the examination of L2 learners' processing of formulaic language in and the development of an automated scoring tool for elicited imitation (sentence repetition) tasks, which were developed this summer and will be used as part of the post-entry English proficiency test for undergraduate ESL students at Purdue in the near future. Specifically, I will use a mixed-design model to analyze the effects of presence of formulaic language, level of English proficiency, and length of task sentence on responses (automatically measured on temporal and other prosodic features) to elicited imitation tasks. Based on these automatic measures, I will then use ordered logistic regression model to develop an automated scoring system and examine the validity of the automated scores by comparing them with scores awarded by human raters. Currently, I am still in the early stage of my dissertation study, and I expect to defend my prospectus earlier next semester and collect the data shortly afterwards. I hope that I can finish my study in time and share my findings with all of you soon. In the meantime, if you have any suggestions or the study sounds any interesting to you, please feel free to email me (yan50@purdue.edu) or chat with me over coffee/tea/smoothie/lunch/dinner/XXX. I hope everyone has a productive end of the semester and a happy holiday season!



End-of-the-Year Celebration

It's time to celebrate!

Tony Silva and Margie Berns
Invite us to celebrate the end of
classes and semester

Date: Tuesday, December 10

Time: 7:00 pm

**Place: 2315 Sycamore Lane,
West Lafayette**



Holiday Recipe



Creamy Hot Cocoa

- 1/3 cup unsweetened cocoa powder
- 3/4 cup white sugar
- 1 pinch salt
- 1/3 cup boiling water
- 3 1/2 cups milk
- 3/4 teaspoon vanilla extract
- 1/2 cup half-and-half cream

Combine the cocoa, sugar and pinch of salt in a saucepan. Blend in the boiling water. Bring this mixture to an easy boil while you stir. Simmer and stir for about 2 minutes. Watch that it doesn't scorch. Stir in 3 1/2 cups of milk and heat until very hot, but do not boil! Remove from heat and add vanilla. Divide between 4 mugs. Add the cream to the mugs of cocoa to cool it to drinking

temperature.

Taken from: <http://allrecipes.com/Recipe/Creamy-Hot-Cocoa/Detail.aspx>

Happy Holidays!



ESL GO! Website:

<http://web.ics.purdue.edu/~eslgo/index.html>

SLS/ESL Facebook Page:

<https://www.facebook.com/groups/117624535104094/>

ESL GO! Newsletter Editor

Lena Shvidko

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