

ESL GO! Newsletter

SLS/ESL Program, Department of English, Purdue University

SLS/ESL Symposium Call for Proposals

Symposium Theme: “Global
Dimensions in English Language
Learning and Use”

Keynote Speaker: Cecil Nelson, Indiana
State University.

Find the Call for Proposals on ESL Go!
webpage:

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

Submit your proposals by

February 21, 2014 to

sllsymposium@gmail.com



Upcoming Conferences

March 19-22: Conference on College Composition and Communication (CCCC), Indianapolis, IN: <http://www.ncte.org/cccc/conv>

March 22-25: Conference of American Association for Applied Linguistics (AAAL), Portland, OR:

<http://aaal.org/displaycommon.cfm?an=1&subarticlenbr=132>

March 26-29: TESOL International Convention, Portland, OR:

<http://www.tesol.org/attend-and-learn/international-convention/convention2014>

April 5: SLS/ESL Graduate Student Symposium

RAWLS Halls, Purdue University

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

ESL Speaker Series

Professor Estela Ene, IUPUI

“Learner Uptake of Electronic Teacher Feedback in ESL Composition”

February 7, 2014, 5:30 pm – 6:30 pm, KRAN G002

Aylin Baris Atilgan, Doctoral Candidate, SLS/ESL, Purdue University

**“The Journey of Chinese Student students' from Mainstream
Composition Courses to the Writing Lab”**

February 21, 2014, 5:30 pm – 6:30 pm, KRAN G002



SLS Journals

By *Lena Shvidko*

The focus of the journals today—English as a Global Language

English Today

English Today provides accessible cutting-edge reports on all aspects of the language, including style, usage, dictionaries, literary language, Plain English, the Internet and language teaching, in terms of British, American and the world's many other 'Englishes'. Its global readership includes linguists, journalists, broadcasters, writers, publishers, teachers, advanced students of the language and others with a professional or personal interest in communication. Its debates are vigorous and it is noted for its reader involvement. Now in its third decade, *English Today* remains unique in its scope and style.

<http://journals.cambridge.org/action/displayJournal?jid=ENG>

English World-Wide

English World-Wide has established itself as the leading and most comprehensive journal dealing with varieties of English. The focus is on scholarly discussions of new findings in the dialectology and sociolinguistics of the English-speaking communities (native and second-language speakers), but general problems of sociolinguistics, creolistics, language planning, multilingualism and modern historical sociolinguistics are included if they have a direct bearing on modern varieties of English. Although teaching problems are normally excluded, *English World-Wide* provides important background information for all those involved in teaching English throughout the world.

<https://benjamins.com/#catalog/journals/eww/main>



World Englishes

World Englishes is an international journal committed to theoretical research on methodological and empirical study of English in global, social, cultural and linguistic contexts.

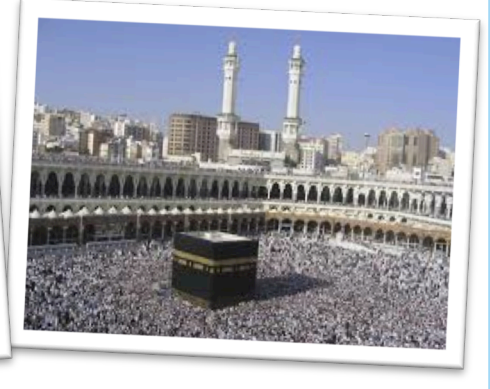
World Englishes is integrative in its scope and includes theoretical and applied studies on language, literature and English teaching, with emphasis on cross-cultural perspectives and identities. The journal provides recent research, critical and evaluative papers, and reviews from Africa, Asia, Europe, Oceania and the Americas. Thematic special issues and colloquia appear regularly.

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISS\)467-971X](http://onlinelibrary.wiley.com/journal/10.1111/(ISS)467-971X)

Asian Englishes

Asian Englishes seeks to publish the best papers dealing with various issues involved in the diffusion of English and its diversification in Asia and the Pacific. The journal highlights such themes as: Varieties of English in Asia; Theories and methods of promoting effective teaching of English and testing of English proficiency; Social roles and functions of English in Asian countries; English-medium education; English-knowing bilingualism; English-language journalism, literature and other media; Borrowing of English by other Asian languages/Structural and functional influences of English on other Asian languages; English as a language of international, intercultural communication in Asia; Multicultural English and Mutual intelligibility; Language policy and language planning

<http://www.alc.co.jp/asian-e/>



Places We Come From

Today we are travelling to Saudi Arabia together with Nawwaf Alhazmi, who will tell about his hometown, Mecca, and share some of his favorite traditions.

Lena: Please tell us about your hometown.

Nawwaf: My hometown is known to most people in the world—Mecca. It's very crowded all over the year. During the fasting month—Ramadan—people come to visit the holy mosque in Mecca. I live just 15 minutes walk from the holy mosque. In terms of climate, it's very hot all over the year, even in winter you cannot call it cold. The coldest it gets is 15C. So winter is like a nice summer day!

Lena: Is it a touristic city, I assume?

Nawwaf: Yes, the government calls it "religious tourism" ... So this is basically where I was born and grew up. But I teach hundreds kilometers away from it, so every two weeks I visit my family and my friends. I am very attached to it, so I have to come every once in a while.

Lena: I wonder what are some major aspects of cultural life in Saudi Arabia?

Nawwaf: Well there is misconception that Saudi Arabia is the same everywhere. We have people in the north, south, west and east and they are all different. Each of them has their specific traditions. But we do share certain things, for example clothes—we don't wear trousers, but we have a thob. This is traditional and it's all over the country. Sometimes I wear casual clothes. But if I go to work, or to a wedding, or to any other special event, it's the expectation that I wear traditional clothes. Some people call it "traditional costumes" which I don't like.

Lena: What is your favorite tradition?

Nawwaf: It's a festival after Ramadan—called Eid al-Fitr. "Al-Fitr" means the break of the fast. So after you fast for the whole month, the first day after the fast is considered the festival—celebrating the end of the fast.

Lena: Why do you enjoy this tradition?

Nawwaf: Because it's like Christmas time: people enjoy time with their families. We celebrate it for four or five days. And we celebrate it with our extended families. Oh and the concept of family is very different from the Western concept. The extended family is considered your actual family.



You can't imagine celebrating without being with them, so we all get together. And usually we go to the oldest person in the family. What I like most about it that it is something that gets people together. However, now it's changing a little and becoming a more individualistic celebration—not one person alone, but a small family that gets together and celebrates it.

Lena: *What do you think many people in the world don't know about Saudi Arabia?*

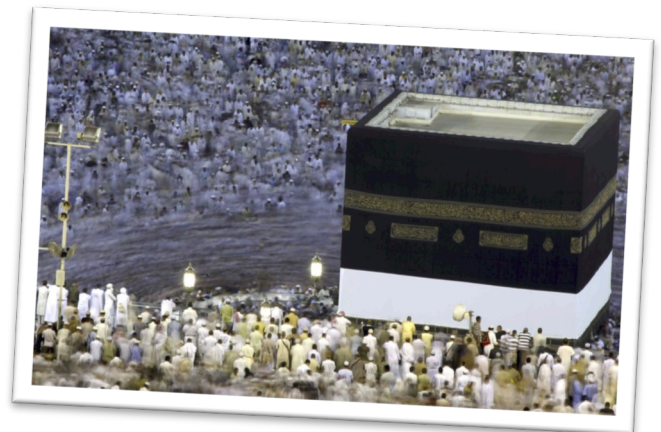
Nawwaf: I wish that people knew that we are not the same, we are different. What I mean is we have the conservative, we have the liberals, and we have some who are in the middle. And also, many people think that a monarchy is something bad or something controlling people. There is corruption everywhere, even in the democratic countries. Yes we have an absolute monarchy where the royal family controls everything. But at the same time the concept of monarchy the way it's presented in the Western world can be successful where we are. And it's part of our culture. In the place where I come from there was a tribal system even before the country was created. And every tribe had a chairman or a head person that rules that tribe. And it was long before the royal family came. And why do we believe so much in the royal family? Because we have some kind of gratitude towards them and respect, because their fathers sacrificed their lives to unify this people

So there was an agreement that the ruling would continue this way. But many people don't understand it. And another thing that I want other people to understand that we are not people on camels who live in a desert! I don't know if people don't watch TV or something else... Perhaps it's media shows things in an ironic way, but I found that this is what some people really think!

Lena: *What are some characteristics of people in Saudi Arabia?*

Nawwaf: We are generous, open, and ready to help.

Lena: *Thank you so much!*



Voices From the Classroom

A Google Day

By *Chen Yue*

Writer's note:

After having heard of the argument that Google should not be used in academic writing for so many times, I decided to explore the possibility of teaching the use of Google as a legit search tool in academia. Personally, I think, used properly, Google can be beneficial in looking for various sources, and ENGL 106 students, in general, are more familiar with Google than library databases. Therefore, I designed a series of mini presentations on using Google sources in writing academic papers, followed by an extra-credit activity.

I introduced this series in the unit of Disciplinary Discourse, when students were required to find and read peer-reviewed journal articles before writing annotated bibliographies and literature reviews. Besides introducing the use of library databases, I had 5-minute presentations every single class day for the first two weeks, and assigned an extra-credit activity by the end of the second week, asking students to use the knowledge they learned to solve real searching

The extra-credit activity I assigned included two problems to solve:

1. I am looking for information on the benefits of standardized tests (any standardized tests but not SAT or ACT). I want to find information from educational websites published between 2008 and 2013. Also, I would prefer to read PDFs. What keywords and operators should I use in Google search?
2. The picture below was taken on a university campus in the United States. Please use Google search to find out the name of the university, its current enrollment, and the current tuition (\$ per credit hour) for international master's students.



Topics of my mini presentations:

1. Google search with advanced operator (For example, how to limit the results to pdf's or to records from government websites)
2. Google advanced search (For example, how to use multiple refinements)
3. Google scholar and academic sources (For example, how to find and access academic articles using Google)
4. Power searching with Google (For example, what education programs Google provides for its users)
5. A Google A Day (An online game that you can play to practice searching with Google)
6. How Google is different from library databases

* I am willing to share the materials I used for the mini presentations if you are interested or want to do something similar with your students. Just email me at chen1398@purdue.edu. ^_^

Improving Our Teaching

An Effective Teacher Description

By Lena Shvidko

There are many qualities, skills, techniques and practices that make for an effective teacher. Whereas it's definitely impossible to make a comprehensive list on the pages of this newsletter, I would like to share some of them. These qualities, skills, and techniques come from my experience of becoming a teacher and observing my colleagues. The effective teacher:

Is enthusiastic

- Makes students feel the excitement
- Has love for the job and the subject

Is prepared

- Is prepared for each class
- Has knowledge about the subject

Is punctual

- Teacher always arrives on time
- Begins and ends class on time
- Expects and encourages students to arrive on time

Is consistent

- Is consistent with the policies and grading
- Is firm in a kind manner
- Is consistent in attitude and dealings with students

Is respectful

- Treats student with respect
- Accepts with respect individual differences
- Does not condescend
- Does not embarrass students in class
- Does not make students "lose face"—avoid criticizing students in front of others

Is caring and supportive

- Students know the teacher cares about their success

Is willing to provide individual help

- Is aware of students' learning styles
- Gives individual attention
- Is accessible during office hours
- Takes time to explain concepts

Has a sense of purpose

- Develops meaningful lesson objectives
- Makes the lesson goal transparent for students

Uses time wisely

- Does not give students "busy work"
- Implements activities relevant to the lesson objectives

Provides useful instruction

- Establishes a connection between classes and

student future academic and professional endeavors

Stimulates student thinking

- Encourages discussion and dialogue
- Provides opportunities for self-expression
- Employs reflective and metacognitive activities
- Encourages curiosity

Creates a climate for success

- Encourages and motivates students
- Demonstrate high expectations of students
- Never has a fatalistic "out of my hands attitudes"
- Demonstrates genuine faith in students' success
- Provides emotionally safe environment

Is fair

- Does not play favorites

Is humble

Is patient

Keeps accurate records

- Assessment results and grades
- Attendance

Acquires methods of effective delivery

- Clarifies for understanding
- Employs a variety of learning activities
- Provides students with a sense of agency and engagement
- Allows for spontaneity

Is professional

- Maintains a healthy student-teacher relationship
- Does not talk about personal life
- Does not strive to win "a popularity contest"
- Is not emotional

Is open to student feedback

- Incorporates class evaluations
- Strives to learn about students' interest and needs

Teaches the students, not the syllabus! (my favorite)

Advice From Our Alumni

Professor Aya Matsuda, Arizona State University:

Ph.D. in English, Purdue University, 2000

Specialization: Linguistics and Teaching English as a Second Language

Professor Matsuda gives advice to graduate students in the SLS/ESL Program:

“The most valuable experience as a graduate student at Purdue was...that I attended as many conferences as I could. Even though it meant a huge financial sacrifice, it was so worth it. I strongly believe in the importance of contextualizing our work and ourselves in our field—our work does not exist in vacuum, and its meaningfulness depends on what it contributes to the context it is part of. The easiest way to visualize this abstract idea of “context” or “home for my work” was to attend a conference and see a group of scholars

My advice to graduate students in the SLS/ESL Program would be... not to look for short cuts. If you are starting a new project, read everything that is on the topic, not just those that will be cited. Reading everything is the only way to figure out the landscape of the field—what new research is needed, what perspectives are missing, how to situate your own contribution, and of course, which work to cite. (And this point, of course, relates closely to my belief in the importance of contextualization that I mentioned above.)”

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

Please send any suggestions, questions, or contributions to eshvidko@purdue.edu

