

**January 2014**

**Issue 5**

# ***ESL GO! Newsletter***

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



## **Happy New Year!**

Dear SLS-ers! Welcome back! We hope you had a pleasant winter break and enjoyed the holidays. Happy New 2014 Year!

We are looking forward for an eventful semester with you. Stay warm and positive and have a great semester! ~ *ESL Go! Team*

## **Upcoming Conferences**

***Mark your calendar for the following dates:***

**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>

## Workshops

**Grant and Proposal Writing Workshop. Presenter:** Dr. Peter Dunn (Professor of Entomology and Research Integrity Officer). The workshop will provide tips, advice, and instruction on how to write a proposal for funding. January 28, 12:00 pm– 1:30 pm, STEW 214 ABCD. To register: [https://ias.itap.purdue.edu/rgs/wgb\\_workshop.disp\\_online\\_workshop](https://ias.itap.purdue.edu/rgs/wgb_workshop.disp_online_workshop)

**Research Integrity.** January 30, 2014, 12:00 pm – 1:30 pm. LWSN 1142. To register: [https://ias.itap.purdue.edu/rgs/wgb\\_workshop.disp\\_online\\_workshop](https://ias.itap.purdue.edu/rgs/wgb_workshop.disp_online_workshop)

## SLS Journals

*By Lena Shvidko*

### ***ELT Journal***

*ELT Journal* is a quarterly publication for all those involved in English Language Teaching (ELT), whether as a second, additional, or foreign language, or as an international Lingua Franca. The Journal links the everyday concerns of practitioners with insights gained from relevant academic disciplines such as applied linguistics, education, psychology, and sociology.

*ELT Journal* aims to provide a medium for informed discussion of the principles and practice, which determine the ways in which English is taught and learnt around the world. It also provides a forum for the exchange of information and ideas among members of the profession worldwide.

<http://eltj.oxfordjournals.org/>



### ***Teaching English with Technology***

*Teaching English with Technology (TEwT)* is a free online peer-reviewed journal that seeks to disseminate cutting-edge work focused mainly on the use of technology in TESOL.

The journal is interested in theoretical and practical articles that resonate with the international audience. TEwT occasionally publishes special issues in more specialized areas of technology use in language education or education in general. All TEwT papers are free to access.

<http://www.tewtjournal.org/>

### **TESOL Journal**

*TESOL Journal (TJ)* is a refereed, practitioner-oriented electronic journal based on current theory and research in the field of TESOL. *TJ* is a forum for second and foreign language educators at all levels to engage in the ways that research and theorizing can inform, shape, and ground teaching practices and perspectives. Articles enable an active and vibrant professional dialogue about research- and theory-based practices as well as practice-oriented theorizing and research.

<http://www.tesol.org/read-and-publish/journals/tesol-journal>

### **TESOL Quarterly**

*TESOL Quarterly*, a professional, refereed journal, was first published in 1967. The *Quarterly* encourages submission of previously unpublished articles on topics of significance to individuals concerned with English language teaching and learning and standard English as a second dialect. As a publication that represents a variety of cross-disciplinary interests, both theoretical and practical, the *Quarterly* invites manuscripts on a wide range of topics, especially in the following areas: psychology and sociology of language learning and teaching; issues in research and research methodology; testing and evaluation; professional preparation; curriculum design and development; instructional methods, materials, and techniques; language planning; professional standards.

<http://www.tesol.org/read-and-publish/journals/tesol-quarterly>

### **English for Specific Purposes**

*English For Specific Purposes* is an international peer-reviewed journal that welcomes submissions from across the world. Articles focus on topics relevant to the teaching and learning of discourse for specific communities: academic, occupational, or otherwise specialized. Topics such as the following may be treated from the perspective of English for specific purposes: second language acquisition in specialized contexts, needs assessment, curriculum development and evaluation, materials preparation, discourse analysis, descriptions of specialized varieties of English, teaching and testing techniques, the effectiveness of various approaches to language learning and language teaching, and the training or retraining of teachers for the teaching of ESP. In addition, the journal welcomes articles and discussions that identify aspects of *ESP* needing development, areas into which the practice of *ESP* may be expanded, possible means of cooperation between *ESP* programs and learners' professional or vocational interests, and implications that findings from related disciplines can have for the profession of *ESP*.

<http://www.journals.elsevier.com/english-for-specific-purposes/>

# Places We Come From

*Today we will go to Eastern Europe. Veronika Maliborska will be our tour guide to her beautiful home country – Ukraine.*



**Lena: Tell us a little bit about your hometown.**

*Veronika:* I'm from Beregovo, which is in Zakarpattia, the region of the Carpathian Mountains. The town is surrounded by hills from the East and is just two miles away from the boarder with Hungary. Thus, it's a multi-cultural and multi-national town. We have Ukrainians, Russians, Hungarians, Jews, and Gypsies, and some other nationalities as well. Beregovo also produces flavorful red vine.

**Lena: What language did you grow up speaking?**

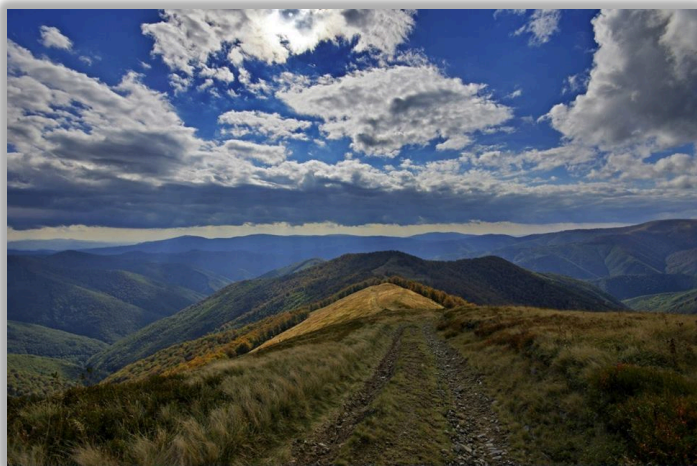
*Veronika:* Well, I grew up speaking both Ukrainian and Hungarian, but my parents tell me my first words were Hungarian. My parents decided to send me to a Ukrainian school, even though we have 3 Hungarian schools in town. I had friends who spoke Russian, because their parents emigrated from Russia to Ukraine, so I picked up the language as I was growing up

**Lena: Tell us a little bit about Ukrainian people. What are they like?**

*Veronika:* I have lived in different cities, and people are different everywhere. Some Americans have told me that Ukrainians don't smile a lot. But I don't think this is true. It's just that smiling to strangers is almost like flirting. Smiles and laughter are shared only with the closest friends. I think Ukrainians are friendly and sincere, and they are always ready to help. We also like holidays. In my family, we celebrated both Catholic and Orthodox



holidays, so I had 2 Christmas days, 2 Saint Nicolas days, and there is New Year and Old New Year, and we would get presents for each holiday, so that's always a plus 😊



**Lena: What is your favorite holiday?**

**Veronika:** The holiday that I really miss is Women's Day. Although we call it International Women's Day, it is not celebrated in the US, or at least I have not heard of it. Women in Ukraine have the same rights as men, they work, they do research, they raise families, so this is a special day to say thank you to all women for everything they do to make this world a better place.

**Lena: Many people think that Russians and Ukrainians are very similar. Would you agree with that?**

**Veronika:** I think we have a lot in common because we were both part of the USSR for about 80 years. Our parents and grandparent were educated the same way and believed the same things, our languages, Ukrainian and Russian, are both Slavic languages, we both follow Orthodox Christianity, and the Eastern part of Ukraine used to belong to the Russian Empire. Without a doubt, one would expect to find a lot of similarities, right? However, if you take a look at traditional clothes, pagan holidays, ethnic background, I think there are a lot of differences too. Ukraine is predominantly populated by Slavic people, while Russia has so many different nationalities living on one territory.



**Lena: What do you miss the most about your country?**

**Veronika:** The food, especially homegrown vegetables and fruits. I miss the busy downtown; even in small towns there are always a lot of people downtown, running errands, buying groceries, or just having coffee with friends...

**Lena: Last question: What do you think should be a symbol of Ukraine?**

**Veronika:** Hm... Salo\* with bread and garlic!

\* Salo is traditional Ukrainian food consisting of cured slabs of fat (similar to bacon and lard).

# Voices From the Classroom

## What is APA? What is MLA? Documentation

By Song-Eun Lee

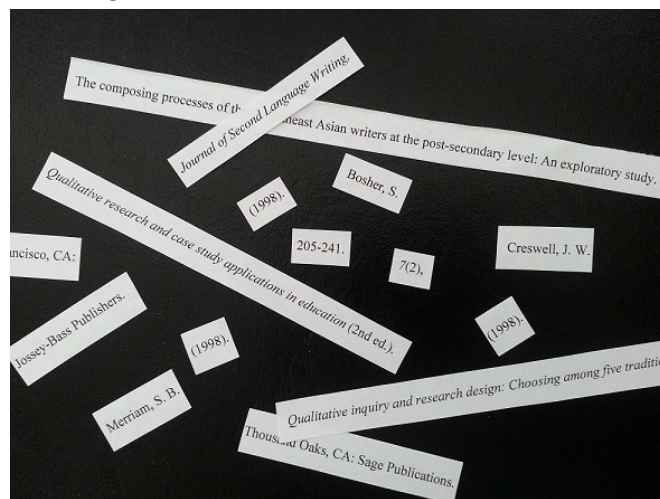
Hi Friends! It's Song! I'm a second year doctoral student in our program. Hope you all have had a great semester and are enjoying the winter! I wanted to share one thing that I tried in my class when teaching "documentation."

Most of our students in ENGL 106-I have not had any experience with documentation before they come to our class. They even hear of "APA" or "MLA" for the first time in their life in First-year Composition. To help our students learn it quickly and enjoy learning it, you may want to try this (sort of) *schoolish* or *childish* activity AFTER you have a brief presentation on how things look like in general in APA/MLA and introduce OWL.



1. Print out a reference list (of APA, for example) which has several full citations of different kinds of sources as many as the student groups in your class.
2. Cut each full citation separately.
3. Cut each citation again by "authors' names," "year of publication," "title of an article," "title of a journal," and "numbers (volume, issue, and pages)," for example.
4. Give those separate pieces of each citation to each student group and have them put those pieces in the right order (While they are working on it, you may allow them to refer to OWL).
5. While each group working, you will continue checking if they put all pieces correctly, and, lastly, you will check they put all citations in an alphabetical order, as well.
6. If you make students compete, that will be interesting, too.

On the first day of documentation, students are overwhelmed by much information. Rather than just telling them to "go to OWL" or "memorize," if you have them see the tactile pieces of citations and move their fingers to put them correctly, this will stimulate their sensory motor, which helps them learn by their body, and subsequently, they will find documentation easy and fun. 😊



## Our Research



### ***Beril Tezeller Arik***

I'm interested in ecological approaches to SLA and SLW, ethnographic research, narrative inquiry, genre analysis, World Englishes, and corpus linguistics. I'm currently writing up my dissertation, which focuses on academic identity and literacy practices in graduate school. The research questions I explore in this case study are (1) what are the academic literacy practices an international graduate student is exposed to, uses, recognizes, perpetuates, and resists? (2) what kind of identity work does becoming a multilingual academic writer entail in the context of graduate school, and (3) how do the identities and literacy practices of an international graduate student change contextually and over time? Currently, I'm also working on a series of

research projects that focus on the use of English in the higher education and media contexts in Turkey. I examine the attitudes of students and teachers in tertiary education, university and state policies regarding English as the medium of instruction, and the opinions about English as expressed in twitter using corpus tools. If you're interested in similar topics and/or have questions and comments about my research please don't hesitate to email me at [btezelle@purdue.edu](mailto:btezelle@purdue.edu). I wish you a wonderful semester and a productive new year!

## Call for Volunteers

Our Annual Graduate Student Symposium on Second Language Studies & English as a Second Language is rapidly coming up. We need volunteers to help us plan and organize this event. If you would like to volunteer, please contact the following people:

Event Planning Committee: Lena Shvidko: [eshvidko@purdue.edu](mailto:eshvidko@purdue.edu)

Symposium Chair: Kamal Belmioub: [kbelmiho@purdue.edu](mailto:kbelmiho@purdue.edu)

Thank you for your service!