

ESL GO! Newsletter

Issue 7, March 2014

SLS/ESL Program, Department of English, Purdue University



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>

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>

June 6-7: Intercultural Rhetoric and Discourse Conference, IUPUI, Indianapolis, IN,
<http://liberalarts.iupui.edu/icic/conference/>

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ESL Speaker Series

Wutthiphong Laoriandee (Hai)

**ASEAN culture incorporation:
A case study of Chulalongkorn University**

Abstract:

While a number of English educators have been gearing their pedagogy and curricula toward EIL, the establishment of an Association of Southeast Asian Nations (ASEAN) Community at the end of the year 2015 is a catalyst for Thailand, one of the ten countries in ASEAN, to implement EIL concepts in their English curricula. This presentation is part of a dissertation in progress on the impact of the 2015 ASEAN integration on the ELT at Chulalongkorn University Language Institute (CULI), Bangkok Thailand, with a focus on the role of incorporating *ASEAN culture*, a main facet of EIL, in the English classroom. Related policies on the English language at the supranational, national, and university levels show that understandings of cultures of countries in ASEAN should be promoted. 166 news articles related to English and ASEAN have been compiled and coded to work as *the voice* of Thai society on the direction of ELT in the advent of the coming ASEAN community. Though learning about other ASEAN countries through English were not addressed frequently in the news articles, results from 15 semi-structured interviews of administrators, teachers and students suggested needs for incorporating knowledge about other ASEAN countries in the English courses at CULI due to students' limited knowledge of ASEAN, their future contact with ASEAN people, and their less self learning on ASEAN compared with western countries.

March 7, 5:30 pm – 6:30 pm, KRAN G002

Happy Hour: 7:00 pm, at Heisei Japanese Restaurant



Hai's Bio:

After receiving a BA in English Language and Literature, Hai worked as an English translator and interpreter for a flagship department store and a Japanese automotive company in Bangkok, Thailand. Having exposed to different Englishes while working for almost 3 years, he decided to pursue MA in English Linguistics at Chulalongkorn University. Currently, he is a lecturer at Chulalongkorn University Language Institute (CULI) in the Division of English for Science and Technology. He will serve as Assistant to the Deputy Director for Academic Affairs at CULI after graduation from Purdue University.

His professional goal is to improve the English curriculum at CULI that serves over 20,000 students per year.

SLS Journals

By Lena Shvidko

We continue looking at the journals that are the most prominent in the Second Language Studies. Today we provide an overview of the journals that feature Second Language Acquisition research.

Applied Linguistics

Applied Linguistics publishes research into language with relevance to real-world problems.

The journal is keen to help make connections between fields, theories, research methods, and scholarly discourses, and welcomes contributions which critically reflect on current practices in applied linguistic research. It promotes scholarly and scientific discussion of issues that unite or divide scholars in applied linguistics. It is less interested in the ad hoc solution of particular problems and more interested in the handling of problems in a principled way by reference to theoretical studies.

Applied linguistics is viewed not only as the relation between theory and practice, but also as the study of language and language-related problems in specific situations in which people use and learn languages. Within this framework the journal welcomes contributions in such areas of current enquiry as: bilingualism and multilingualism; computer-mediated communication; conversation analysis; corpus linguistics; critical discourse analysis; deaf linguistics; discourse analysis and pragmatics; first and additional language learning, teaching, and use; forensic linguistics; language assessment; language planning and policies; language for special purposes; lexicography; literacies; multimodal communication; rhetoric and stylistics; and translation. The journal welcomes both reports of original research and conceptual articles.

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



Language Learning

Language Learning is a scientific journal dedicated to the understanding of language learning broadly defined. It publishes research articles that systematically apply methods of inquiry from disciplines including psychology, linguistics, cognitive science, educational inquiry, neuroscience, ethnography, sociolinguistics, sociology, and anthropology. It is concerned with fundamental theoretical issues in language learning such as child, second, and foreign language acquisition, language education, bilingualism, literacy, language representation in mind and brain, culture, cognition, pragmatics, and intergroup relations. A subscription includes an annual supplement - a volume from the *Best of Language Learning Series* or the *Language Learning Monograph Series*- as well as a biennial monograph- the *Language Learning-Max Planck Institute Cognitive Neurosciences Series*.

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-9922](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9922)

Modern Language Journal

The editorial mission of *The Modern Language Journal* is to publish “research and discussion about the learning and teaching of foreign and second languages.” The *MLJ* is an international refereed journal that is dedicated to promoting scholarly exchange among researchers and teachers of all modern foreign languages and English as a second language. The journal is particularly committed to publishing high quality work in non-English languages. Its publication focus is further defined by linking the findings of research to teaching and learning in a variety of settings and on all educational levels. Article contributions are expected to meet the highest standards of scholarly excellence, advance theoretical knowledge, and explore clearly stated and well supported implications for teaching. In each of the four issues that comprise a volume, *The Modern Language Journal* publishes 10 – 12 research studies, a professional calendar of events and news, notices regarding matters of interest to the profession, and reviews of scholarly books, textbooks, videotapes, and software. In addition, a supplementary issue of the journal, usually published in January, offers a variety of formats, from guest edited issues to monograph-length publications. The *MLJ* also offers *Perspectives*, a column that appears in the summer issue and presents timely professional concerns for discussion from various perspectives.

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-4781](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781)

System

This international journal is devoted to the applications of educational technology and applied linguistics to problems of foreign language teaching and learning. Attention is paid to all languages and to problems associated with the study and teaching of English as a second or foreign language. The journal serves as a vehicle of expression for colleagues in developing countries. *System* prefers its contributors to provide articles which have a sound theoretical base with a visible practical application which can be generalized.

<http://www.journals.elsevier.com/system/>

Studies in Second Language Acquisition

Studies in Second Language Acquisition is a refereed journal of international scope devoted to the scientific discussion of issues in second and foreign language acquisition of any language. Each volume contains four issues, one of which is generally devoted to a current topic in the field. The other three issues contain articles dealing with theoretical topics, some of which have broad pedagogical implications, and reports of quantitative and qualitative empirical research. Other rubrics include replication studies, State-of-the-Art articles, Notes and Discussion, review articles, book reviews, and book notices.

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

Second Language Research

Second Language Research is an international peer-reviewed, quarterly journal, publishing theoretical and experimental papers concerned with second language acquisition and second language performance. In addition to providing a forum for investigators in the field of non-native language learning, it seeks to promote interdisciplinary research which links acquisition studies to related non-applied fields such as: neurolinguistics; theoretical linguistics; first language developmental psycholinguistics.

<http://slr.sagepub.com/>



Voices From the Classroom

Choosing Topics for Sequenced Writing Project in ENGL 106i

—Can We Help Students More Effectively and Efficiently?

By Cong (Annie) Zhang

Dear colleagues in the ESL program, I am Cong (Annie) Zhang. This is the fourth semester I have been teaching ENGL 106i and I have noticed that students were struggling when choosing the topics for their sequenced writing project. In the first two semesters, what I did was go through the assignment sheet of the Sequenced Writing Project with students and told them to choose a topic that they were interested in and that would work for all four papers— Formal proposal, Literature review, interview report, and argumentative essay. Then I had individual conferences with them. However, this approach turned out to be not very successful because in the end many students failed to find a good topic to work on.

Without knowing the nature of the four papers well, many of the students would propose a topic that did not work—it frustrated the students and lagged the teaching schedule of the teacher. In the latter semesters, I have tried different ways of guidance and today I want to share what I have found useful and efficient in helping students choose topics for the sequenced writing project.

When the sequenced writing project started, I would go through the assignment sheet with the students as usual. However, what I did differently was that I would explain the nature of all four assignments so that student would know what it meant by “the topic should work for all four assignments.” I would then discuss what is a good research topic. I would also talk about the research questions with them because most of the students cannot distinguish between “argumentative” and “explorative” essay, and consequently, many students’ research questions are “why” and “how” questions which they don't need to take a side and argue. Below is what I usually do for the sequenced writing project. Altogether it takes six days.

Day 1 (Lecture): Go through the assignment sheet and the nature of all four assignments (homework: ask students to come up with three topics that they are interested in and they think may work, and email me the topics before next class.)

Day 2 (Lecture): Go through the topics that they have sent me (I usually strip the names so that the students won't feel embarrassed if their topics don't work) and discuss if the topics work or not, why some of them don't work, and how they can be improved to be a better topic. Based on the two lectures, students should come up with a topic that they decide to work on. (Homework: In a very brief way, write down the topic that they decide to work on, their personal experiences related to the topic, the expert they plan to interview, and their research question(s), print it out and bring to the conference.)

Day 3, 4, &5 (Group conferences, 5 students as a group): during the conferences, we will discuss the topics altogether. I will ask the students to introduce his/her topic briefly and ask the rest of the students if they think it works or not, and why. If it does not work, or does not work well, I will ask them to help the student manipulate the topic to make it a doable one. In the process of thinking about others' topics and helping their peers manipulate their topics, students form a better understanding of what kinds of topics work well and they will feel easier to deal with their own topics. At the end of the conference, I will write “Pass” on their piece of paper with their topic if their topic works; if I have some concerns about their topic yet they can address the concerns without changing to a new topic, I will ask them to email me their solution. In that case, I will write “Email me by XXXX (date).” If the topic does not work and the student needs to change to a new topic, I will write “come to the individual conference with a new topic.”



Day 6 (Individual Conference): I will also leave one day for individual conference. During this time, I will discuss the topics with the students whose topics were not approved. In fact, after the group conference, the students have already found the tips and techniques to find a doable topic; therefore, in the individual conference, almost all of the students can bring a good topic to work on.

In the past two semesters, I found that after the six days, most of the students were able to find the topic that would work for the sequenced writing project, and they were struggling less, and could also focus more on the four assignments instead of trying different topics. I hope this will give you some idea when you are teaching the sequenced writing project in the future! I also hope you are enjoying the nice weather after a cold and snowy winter! 😊

Improving Our Teaching

Motivating Techniques

Motivated students are a real blessing for the teacher! However, student motivation does not only depend on personal characteristics and learning goals, but also on pedagogical approaches used by the teacher. I asked several SLS students to share “motivating techniques” that they like to implement in their teaching.

“When my students don’t do a good job on an assignment, I give them another chance. I also write encouragements or compliments on their drafts such as “Keep trying!” (Suthathip Thirakunkovit, Ploy)

“It depends, but I usually do something like a class debate to teach them how to make good arguments or take them to the library on a field trip, or do something outside the classroom. So it depends where we are in the semester. These usually lead to more motivated and engaged students” (Beril Tezeller Arik)

“I highlight the strengths in their writing” (Kamal Belmihoub)

“I don’t focus on negative feedback, but I try to give my students positive comments” (Mariam Alamyar)

“I give my students freedom and treat them as independent learners. But at the same time I like to be fair” (Chen Yue)

“I like to encourage my students by telling them that they made much improvement from their first to their second draft” (Song-Eun Lee)

Our Research

Hyo Jung Park (Keira)



The area I am interested in includes native speaker issues in English education and other areas, Second Language Writing & Speaking and Bilingualism (including 3rd and more language acquisition). I am currently working on my dissertation under the supervision of Tony Silva, my advisor, and at the stage of writing my prospectus this semester. Before the prelims I was working on a topic in relation to L2 transfer into L1 writing but at some point I realized that it would not be appropriate for my Ph.D. dissertation topic with multiple reasons. So I changed my topic after consulting with my advisor to “Non-Native English Speaking Graduate Student Perceptions Towards Non-Native English Speaking Professors.” As the title says, I am mainly looking at the perceptions of non-native English speaking graduate students in Science and Engineering departments towards non-native English speaking professors.

Workshops

The workshops sponsored by Graduate School

- **Job Fair and Conference Networking:** March 03, 2:00 pm – 3:00 pm, RAWL 2077
- **CV and Resume Peer Review:** March 06, 1:30 pm – 2:30 pm, KRAN G012
- **RCR Research Integrity:** March 06, 5:00 pm – 7:00 pm, LWSN 1142
- **Interviewing for Job Offers and Career Success:** March 10, 3:00 pm – 4:00 pm, RAWL 3058
- **Mentoring and Being Mentored:** March 13, 2:00 pm – 3:00 pm, LWSN, 1142
- **Networking:** March 24, 2:00 pm – 3:00 pm, RAWL 2070
- **Roadmap of the Job Search:** March 27, 10:00 am – 11:00 am, RAWL 3058
- **Dissertation and Thesis Writing:** March 31, 10:00 am – 11:00 am, RAWL 2082

For the description of the workshops, visit: https://ias.itap.purdue.edu/rgs/wgb_workshop.disp_online_workshop

Advice From Our Alumni

Professor Patricia Friedrich: Arizona State University



Ph.D. in English, Purdue University, 2001
Specialization: English Linguistics with an emphasis on sociolinguistics and a secondary concentration on historical linguistics

Professor Paul Kei Matsuda, Arizona State University

Ph.D. in English, Purdue University, 2001
Specialization: Rhetoric and Composition

“The most valuable experience as a graduate student at Purdue was spending all night reading and writing in Heavilon Hall without anyone interrupting me. My advice to graduate students in the SLS/ESL program would be to appreciate the time and freedom to focus on your own work. You may not believe it, but you won’t have the luxury once you get a tenure-track position.”

“It is hard to pinpoint just one or a couple of experiences that changed me as a grad student because every day in grad school was a learning experience. Yet I believe the development of life-long friendships and professional relationships with my peers was and continues to be a source of great satisfaction to me. Often at the time I thought of mentors and of the role that they would continue to play in my life after graduation, and sure enough they have been a constant source of inspiration and wisdom. However, I wasn't as aware of the role my peers would play in providing the above, and they have contributed to both my personal and professional growth immensely. So value your peers. Chances are you will continue to interact with them, learn from them, and collaborate with them for the rest of your careers.

My advice to students is the same that I repeat to myself all the time: write and learn as part of a bigger plan, but segment the task for today. Most tasks that look overwhelming at first will become much simpler if segmented. A dissertation is made out of several chapters, which are the sum of individual pages, which in turn are the result of a few paragraphs put together. Just write that one sentence and then another after that. That's all there is to it. If you manage to have fun while writing, all the better.”

