

October 2013

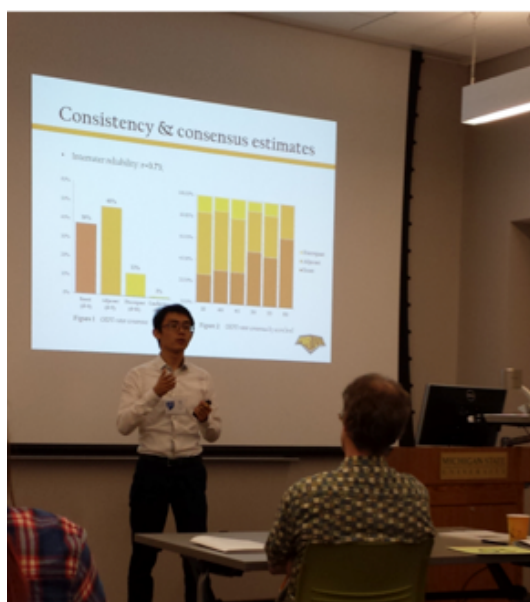
Issue 2

ESL GO! Newsletter

SLS/ESL Program, Department of English, Purdue University

Congratulations!

Xun Yan: The best research-paper presentation award at Midwest Association of Language Testers (MwALT).



Xun presented his research entitled “An examination of rater performance on a local oral English proficiency test: A mixed approach” Congratulations, Xun!

ESL October Speaker Series

ESL GO is pleased to introduce our October Speakers for the ESL Speaker Series:

Gada Gherwash, Scott Partridge, and Joshua Paiz:

“I Know What I did Last Summer: Putting Your Knowledge into Practice”

Professional development is a year-round process that requires a great deal of personal agency and persistence. It may appear that there are relatively few opportunities at Purdue University. However, a number of potential summer-employment options exist both on-campus and off-campus for both domestic and international students that are tenacious in actively seeking out and creating these opportunities. This panel will present three summer employment and profession development opportunities: one at Purdue University, one in an intensive language program at Beloit College (Wisconsin), and one in an IEP connected to Wuhan University (Hubei, China). These programs offer opportunities to actualize in-depth theoretical knowledge in real-world ways that may lend themselves to research opportunities and global collaborations in the field of second language studies.

October 11, 5:30 – 6:30 pm, RAWLS 1071.

A Happy Hour place will be announced later.

Important Deadlines and Events

Fellowships and Awards

Spencer Foundation Dissertation Fellowship - October 4, 2013

The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These \$25,000 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. This highly competitive program aims to identify the most talented researchers conducting dissertation research related to education. The Dissertation Fellowship program receives many more applications than it can fund. This year, up to 600 applications are anticipated and about 25 fellowships will be awarded.

Web Site: http://www.naeducation.org/NAED_080200.html

A. H. Ismail Interdisciplinary Travel Award - October 18, 2013

The A. H. Ismail Interdisciplinary Program Doctoral Research Travel Award competition provides funds to assist students in the presentation of their doctoral research at a national or international conference. <http://www.gradschool.purdue.edu/downloads/fund/fellowships/Ismail%20Announcement%20013.pdf>

HHMI International Research Fellowship - Internal Deadline - October 25, 2013

Supports outstanding international predoctoral students studying in the United States who are ineligible for fellowships or training grants through U.S. federal agencies. Participation is by invitation only, and more information on the application process will be sent to students within the next week. Nominated students must be in their second or third year of study to apply for the fellowship. Students invited to participate in this program are eligible for a fellowship to support years three, four, and five of a PhD program. Eligible fields of study include biology, chemistry, physics, math, computer science, engineering, and plant biology-as well as interdisciplinary research. <http://www.hhmi.org/programs/international-student-research-fellowships>

Workshops

Dissertation Writing Strategies (Sponsored by Graduate School)

Completing a dissertation or thesis project can be a daunting task! The Graduate Student Professional Development Office strives to help Purdue graduate students finish their degrees on time. By taking this workshop, you should be able to: 1. Identify the roadblocks that prevent you from writing your dissertation/thesis 2. Explain how you can keep your research and writing organized 3. Manage an effective working environment by designating a particular workspace and eliminating distractions 4. Enhance your time management skills by creating a writing routine that assists in managing deadlines 5. Maintain your writing productivity by incorporating special motivators and rewards for meeting your personal deadlines.

October 03, 2013, 9:30 am – 11:00 am, PFEN 241; 2:00 pm – 3:30 pm, MRGN 121

Register on: https://ias.itap.purdue.edu/rgs/wgb_workshop.disp_online_workshop

NEW ESLERS



Soohyon Ji is a first year PhD student in Second Language Studies. She got her MA from Purdue University in the same program, in 2012. Before starting her PhD at Purdue, she spent one year at University of Illinois at Urbana-Champaign but decided to come back because missed here so much! She is happy to be back with her friends, family, and wonderful professors at Purdue. Before coming to the US, she worked as an editor at Samsung Publishing, where her work was developing language programs and textbooks for young English learners. She started her graduate studies with interest in teaching and developing curriculum, but her interests has broadened into other fields while studying at Purdue, and still is growing. In her spare time, she likes to cook, watch movies and sometimes enjoys just relaxing at home.

Chen, from China, is a first-year PhD student in Second Language Studies at Purdue. When Chen was little, her mom, a math professor in China, always brought her to the classroom while teaching. Although the sophisticated mathematic formulas were too much for a 5-year-old girl, the memory of watching her mom teach and discuss with her students was imprinted on Chen's heart. Since then, Chen has dreamed about being a teacher someday. After getting her B.A. in English education from Xi'an International Studies University and M.Ed. in TESOL from Grand Valley State University, she decided to come to Purdue to focus on teaching and researching in the field of second language writing. In her spare time, Chen enjoys travelling, cooking, and watching movies with friends. Upper Peninsula in Michigan is her favorite travelling destination, and fried rice and chicken noodle soup are her most frequently cooked dishes.



Hello, my name is **Kyongson**, call me Sonny. Originally, I am from South Korea. I am a first year Ph.D student in the SLS/ESL program.

I got my second master's degree in Linguistics (TESOL) at Syracuse University, NY. Before coming to the States, I've received my first master's degree in the department of German Language and Literature at Seoul National University, Korea.

I've tutored English and German a lot and volunteered teaching ESL courses at Adult school. Teaching 106 is quite challenging, but I think I can learn a lot from that. As a student, I am so glad to meet internationally famous faculty members and other great students in the ESL program.

My interests are language testing, bilingual education, sociolinguistics, ESL curriculum design etc. Hobbies? I love listening to music, playing piano, going to the theater, watching movies, musicals, concerts or any kind of performance, and reading novels.

My name is **David Crouch**. I am a new SLS Ph.D. student. I have taught ESL in an Intensive English Program at Murray State University and EFL at Qingdao Agricultural University in Qingdao, Shandong, China. I am interested in communicative language teaching methodology, sociolinguistics, and English as a lingua franca. My hobbies include studying, teaching, and preparing to either study or teach.



Rodrigo A. Rodríguez Fuentes, from Colombia is a first year PhD student in ESL/SLS. He got his MA in Education from Uninorte, Colombia. He is in Purdue thanks to the Fulbright Grant he was awarded in 2012. He has taught English as a foreign language in all academic levels and has trained English teachers of public schools in Colombia. He has carried out research and published articles about technology in the ESL classroom. Currently, his interests have to do with improving assessment and testing procedures applied to ESL in his country. During his spare time he is probably watching movies, practicing Portuguese and trying to cook Mediterranean food, his favorite.

My name is **Nawwaf** from Mecca, Saudi Arabia. I'm a PhD student in Second Language Studies/ESL in English Department at Purdue. I graduated from Indiana University of Pennsylvania, Indiana, PA in 2010 with an MA in Teaching English to Speakers of Other Languages (TESOL). I have been teaching English as foreign language for almost 13 years. I also served in the writing center at Cleveland State University, Cleveland, OH in the academic year 2004/2005 as part of the Fulbright Exchange program. I'm very excited about my experience at Purdue and I'm sure that I will learn a lot from my professors as well as my peers.



Our Experiences

In this section of ESL Go! newsletter, we will have the opportunity to share the variety of experiences (e.g., teaching, research, administration) that we have while studying at Purdue.

By Suthathip Thirakunkovit (Ploy):

This summer, I had an opportunity to intern at Cambridge Michigan Language Assessments (CaMLA) at the University of Michigan, Ann Arbor. I entered the program on May 28, 2013.

My tasks as an assessment intern primarily included writing, revising, and compiling items for a CaMLA new test, called TFI Proficiency Suite (Test for Institution: Proficiency Suite). During the process of TFI test development, I learned lots of item writing knacks and techniques from my supervisor, Assessment Manager Mark Chapman. In addition, many CaMLA staff members kindly put together a series of weekly workshops for the interns. For example, the first workshop that I attended was presented by Mr. Chapman. The focus of his presentation was about ways to ensure the quality of training materials, training sessions, scoring procedures, and score reporting for several of the CaMLA tests. I also watched the professional partnerships workshop presented by Barbara Dobson (director of Professional Relationships) to learn about how CaMLA recruits test-centers to offer their tests to local test-takers and works with universities and other educational institutions in order to have their tests accepted as a valid proof of language proficiency.



Besides all the tasks at hand, I was allowed to participate in meetings and events related to other testing projects at CaMLA. Several times during my internship, I had opportunities to attend studio recording sessions, and it's such an exciting experience to see all my listening test items come alive by CaMLA voice talents. I would like to say that all of these workshops, meetings and trainings have exposed me to the whole testing process and given me a broader perspective of many stages of language testing.

Above all, it was a great pleasure to be surrounded by a very knowledgeable group of language testers. Everyone at CaMLA was accessible, friendly, and supportive. If I happened to have a question about something, I could simply drop by their desk. I could see that by talking to other people in the organization, and then exchanging ideas, I received lots of different perspectives and new ideas that I can later use for my own research and study. I therefore feel that gaining this summer internship was a valuable hands-on experience that can help me become a professional language tester in the future.

However, my life in Ann Arbor was not filled only with work at CaMLA. I really enjoyed the city of Ann Arbor. I liked the Ann Arbor street art fair which is organized every summer, outdoor concerts, and festivals during the Fourth of July holiday. I also loved going to different restaurants to try something new every week. I think I checked out at least 15 restaurants during my stay in Ann Arbor. If I have a chance, I will absolutely visit Ann Arbor again.

Krannert Business English Boot camp: designing a better integration strategy

By Scott Partridge:

Last spring, the director of the professional master's program at Krannert approached me with a problem: the international MBA students were not well integrated into the community at Krannert, and that this lack of connection was adversely affecting their overall production. "Students come here and don't engage early. This limits their network when others are forming their own, which can effectively isolate them throughout the program both in and out of class." The director explained that the MBA program was intense and required long hours of studying individually and working collaboratively, and that most international students seemed so overwhelmed at the beginning when work groups were establishing relations and roles that many were not able to integrate fully which further exacerbated their isolation and limited their performance. "I want a program that helps these students come out firing on all cylinders at the start of the semester so they can hit the ground running."



It was clear that the director saw the problem not simply as deficient skills or abilities but that his students were overwhelmed trying to cope with all the new tasks in a concentrated period of time. Non-avoidable tasks such as finding and furnishing a place to live, negotiating transportation and logistical concerns, dealing with bureaucratic requirements, as well as learning a new social and academic culture with expectations often quite different from what they were used to *alongside* an intensive work load of language skills was overextending his students and dooming many of them to an isolated experience, far from the desired integrated, collaborative involvement of a successful students.

I was invited to work with a team of instructors and Krannert faculty and staff to develop a summer program to increase students' sociolinguistic, task-based and content-specific competency. We were given an 8-week time frame and told to make it "really intensive" meaning students were to be kept occupied and working on these competencies for the majority of the day. We developed a curriculum focused on building familiarity with the curriculum of Krannert and giving students an opportunity to connect with and build their own relationship within a variety of contexts: US >> Midwest >> Indiana >> West Lafayette >> Purdue >> Krannert >> MBA.

Essentially, we came up with an intensive program that was long on experience and developing skills for specific tasks, but short on traditional language instruction as one usually expects to see it in an Intensive English Program. We chose to focus on preparing students for the academic culture and assignments they would face, developing their professional knowledge, and giving them confidence to interact in a variety of social situations.

Academically, we instructed students on proper class and small group etiquette, which requires active, focused participation stemming from purposeful *a priori* preparation. We introduced the Case Study Method of

business school education, and develop the skills they needed to succeed; reading, summary, problem statements, vocab acquisition, question formation, and effective collaborative study skills. We analyzed the different genres case studies take in order to help the students be productive, participatory members in group, class, and competitive settings regardless of what form the assigned output might take –discussion, presentation, or essay. We also incorporated weekly lunch-visits with select professors to discuss the cases they were reading, to let them talk informally to the professors. Professors and students seemed to enjoy the chance to get to know each other outside the classroom.

Professionally, we extended students’ knowledge of US business practices by scheduling multiple site visits in Chicago and Indianapolis. We talked with HR personnel and had tours of operations and sales facilities. We required students to attend social events and made a friendly competition to determine “how many people can you meet” to practice networking skills. We had students practice interviewing skills with Krannert staff to find out information they wanted to know and then we had them document their findings to help future students transition into the MBA.

Socially, our goal was to get our students connected to and comfortable with working in their new setting. We created an experiential learning task to get students to collect, report and share information to smooth the transition into the Purdue community. We asked students to document their own trials and tribulations as they got their forms, documents, apartments, vehicles, courses, and all the rest. Additionally, we planned activities to get them out and connected to the community in meaningful ways, such as a visually documented scavenger hunt visiting libraries, city halls, BMVs, ISS, the Rec Center, restaurants, grocery stores all while using public transportation. Students organized and presented online reports to showcase the information they had collected so that others could access it. All of this they presented to the incoming class of MBAs on the first day of orientation. Finally we took students to a Cubs game, the Brickyard, and a 4th of July picnic and fireworks display.

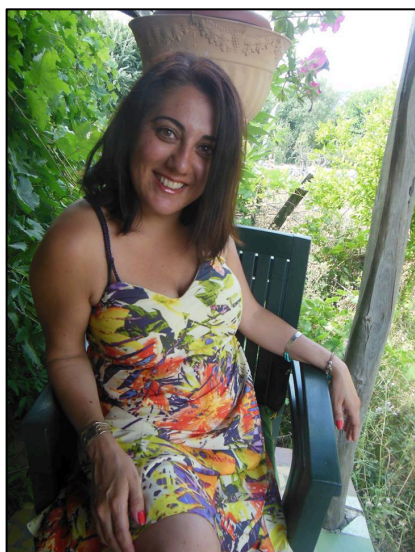
Overall, the program was well-received by participants, Krannert fac/staff, and instructors alike. The program was seen as successful enough that we have been asked to develop a new 4-week curriculum along the same lines for undergraduates and summer MSF students. We are currently working on this new project as well as how we can improve the course for next year by building on what our first group did *and* by connecting these “experienced” former students to our new incoming class next year. Our team is looking forward to building an even stronger, more educational and enjoyable experience next year.

After writing about my summer, I am curious: what, if anything, can be extracted from this experience and incorporated into our normal teaching routine? Many of us work in EAP settings where our students are interested in improving their English skills to accomplish specific ulterior motives. The strength of the BEB program was both its intensity and that we were able to make the task visibly useful and practical to the student’s subsequent success. How can we consciously bring additional, meaningful task-based learning to the language teaching we are currently engaged in?

<https://masters.krannert.purdue.edu/businessenglishbootcamp/>

Places we come from

One of the best parts about our SLS program is that we all come from different places in the world. There is so much that each of us brings to the table: languages, cultures, traditions, opinions, beliefs, and even recipes to share! This new section of the ESL Go! newsletter will help us learn more about some of these valuable things. Today we are traveling to Turkey, and together with Aylin Atilgan, we will learn more about this exotic country with beautiful nature and hospitable people.



Lena: Could you tell us a little bit more about your hometown?

Aylin: Once upon a time there was an ancient Greek city on the West coast of Asia Minor: a major trading centre in the ancient world; a centre of early Christianity... Now it's a modern port Turkish city in the west of Turkey.... I live in one of the biggest cities in Turkey. It's a very beautiful city. It's a coastal city called IZMIR. It has a more relaxed atmosphere than any other big city in Turkey. It's sunny and it doesn't snow there. And because of the nice weather and because of the beautiful Aegean sea, people are more friendly and laid back. They like conversing, talking... If you visit my hometown, you'd see lots of restaurants and bars, tea places, and coffee shops by the sea, and there would be a lot of people sitting outside and conversing with each other... In Izmir, you would always see groups of people socializing, you would see strong social bonds basically.

Lena: What language did you grow up speaking?

Aylin: Turkish. Everywhere you go, the predominant language is Turkish, it's rare to hear another language being spoken except some Kurdish maybe in the east and south east of Turkey. English is taught as a foreign language, and again it's a predominant foreign language. And in schools all students get to study some English.

Lena: When did you start learning English?

Aylin: I started learning when I was 11, but I went to a private school. It's called American Collegiate institute. It was a seven year American-Turkish secondary and high school. So I learned it when I was very young, and I also took lots of intensive English classes, full time for one year.

Lena: Is this the pattern for most students?

Aylin: No, this is not. This is very rare that you get this. This is a private school and you need to qualify to get in by taking countrywide exams and it's a pretty costly school. And there are a few schools like that in my hometown and in Turkey... But this is not the common pattern. Normally you have state schools, in which you are taught 5 hours of English and you get to learn a little bit of grammar, you get to read a little bit, but you really can't speak and can't write at the end of the day, unfortunately, because there is no exposure to English outside school.





In my case, I took about 20-30 hours of English a week. Yes, we had American teachers, we had British teachers, Australian teachers. And all my classes were in English. My gym class was in English! I was learning to play tennis or football in English. My home-ec lessons... I was doing macramé in English. What else... Our music lessons were in English. I know very weird English songs that many American students will not know 😊

Lena: *Do a lot of students in Turkey go study abroad? In American universities?*

Aylin: Not a lot, but some do. In Turkey, there are some families who are well educated and who have money, so usually the pattern is: they send their children to private schools, and when they finish private schools, these students go abroad... and when these students come back to Turkey, they will rule their family business or work as CEOs or they are gonna start working in their own business. There is also a group of people who are maybe not so financially fortunate. Yet they have intelligent kids and hardworking kids. They are

going to get higher Ministry of Education scholarships. They will come to America or study abroad, and they will get their degrees, their Master's and their PhDs. But mostly they have to go to Turkey to work for the government. So there is another crowd like this. And there are people like me. Ok, I went to a private school, but then I went to a state university, for which I didn't have to pay. It was a good university. It was a foreign language education department in Middle East Technical University. Middle East Technical University is one of the most prestigious research universities in Turkey, and it is an English medium university. I studied many coursebooks that are being studied in US in my field back in Turkey when I was an undergraduate. So we have many different profiles of English learners back home...

Lena: *What is something that you really miss about Turkey?*

Aylin: Food! (laughs). I miss my family, having them around. Some friends of course... I miss the language. I want to be able to speak my language every day and if I don't, I feel bad, I feel suffocated basically... I miss the idioms that come with my language, my culture. Idioms or proverbs. So for example, in Turkey when someone takes a shower and comes out of the shower, we say "Sihhatler olsun" and it means "I hope that bath, that water brings you good health!" When I first came here, when somebody came out of the shower, I was so tempted to say that because I was so used to saying it, but there is no equivalent! Or if somebody is working, you don't just go by, you say something like, "Easy come, easy go!" You know, you keep bonding with people around you by little cool, positive phrases... So those things make me feel at home, and those are positive expressions that make life nicer for me. And all these language components that are missing, arise from the culture, the culture of my country. So those things I miss.

Lena: *What are Turkish people like? Let's say, in comparison with American people.*

Aylin: Turkish people will ask you more questions because they are more curious about your life. They want to know more about you... they will ask you tons of questions! "Are you married? When are you gonna get married? How much money do you make? Is America beautiful? Oh you put on weight! Oh you lost weight! Whatever..." Also, people are going to talk to you in a more direct way.

Lena: *What are the common hobbies there?*

Aylin: I will talk about my city because I don't want to generalize. Every city is different. In the summer, we Izmirians definitely like going to the sea and swim. For a long period of time... we have sea holidays where every single day we would go to the sea, swim, spend time at the sea and the sun. We like dining well, you know making Turkish food at home... People enjoy drinking tea every day... Turkish tea is famous... and you build your conversations around "cay" Turkish tea and bakeries like "borek, bogaca and simit". We have this tea time around five o'clock...

Lena: *What do you wish people here knew about Turkey?*

Aylin: That Turkish people are very helpful and hospitable. And they are very generous. We share our food. For example, if I am eating something here by myself, I will always offer, "Would you like to have some too? Or have you eaten?" Because if you are eating and somebody is not eating, it could be because they may not have food or money to buy food or they're embarrassed to eat. You can't let a person not share your food and just sit there! We are all human beings.. we need to share what we have and support each other in this long journey called 'life'. Those are the values that we grew up with...



Lena: Thank you Aylin!

Aylin: Thank you!

Voices from the Classroom

In this this new section of ESL Go! newsletter, we will have the opportunity to share our teaching ideas and give advice to each other on how to develop our pedagogical skills and improve our teaching experiences, as well as the learning experiences of those who we teach.

By Heejung Kwon:

One of the activities that worked well in my ESL class was "Personality Test." Having students take a very short simple personality test gives them opportunities to think about themselves and learn some vocabulary to describe characters and personalities.

ESL students sometimes struggle with finding the right word to describe certain personalities or characters. Even if they want to describe them more specifically, they often end up using very simple words such as "kind", "nice", or "bad." But if they can learn words such as "self-assured", "down-to-earth", or "introverted", they will be able to better describe personalities.

There are many kinds of personality tests available on the Internet, but this is the one I used.

<http://fpd.gsfc.nasa.gov/diversity/personality.pdf>

I first had my students select three pictures from the test and told them not to look at the interpretation of the choice below. After they chose three pictures, I paired students, and had them read each other's personality traits based on their choice of pictures. It was interesting to see students' reaction to the result of the personality test, because sometimes the result matched with their personality, and sometimes it was totally different from how they thought of themselves. Personality Test is a fun activity for students, and it also gives them a good chance to learn important vocabulary to describe characters and personalities.

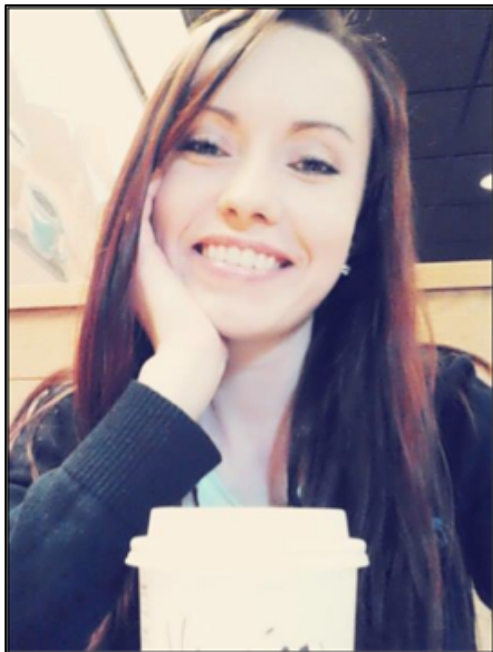
For further activities, you can have them write about their personalities or their family members' personalities based on the vocabulary they learned from the Personality Test.



Our Research

In Our Research section, our PhD candidates will help us learn more about the research they are currently working on for their dissertations.

Veronika Maliborska: I am a 4th year PhD student in the SLS/ESL program. I am currently working on my dissertation project titled "An investigation of theoretical and conceptual developments in the field of second language writing with special reference to the field of second language acquisition". One of the several



questions of interest is what theoretical frameworks have been used in empirical research on second language writing over the past thirty years. In order to answer this question, I decided to analyze a select sample of most frequently cited publications, and I am currently collecting data using the Linguistics & Language Behavior Abstracts (LLBA) database and a set of key phrases. Please feel free to email me if you have further questions about my dissertation."

I use a database that has all the leading journals in our field not just a set of journals

Upcoming Conferences

Once again, we would like to remind you of the several upcoming conferences. Mark your calendar for the following dates:

Oct 17-21: Symposium on Second Language Writing, Shandong University, Jinan, China
<http://sslw.asu.edu/2013/>

Oct 31-Nov 3: Second Language Research Forum (SLRF), Brigham Young University, Provo, UT:
<http://ce.byu.edu/cw/slrf/>

Nov 2: Indiana TESOL, IUPUI, Indianapolis, IN: <http://intesol.org/wordpress/conference/> (Proposals are due September 9)

Nov 16-18: International Association for World Englishes (IAWE), Arizona State University, Phoenix, AZ:
<http://iawe.asu.edu/>

Good luck to all of you who are going to present and remember that body language matters! ☺



ESL GO! Website:

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

SLS/ESL Facebook Page:

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

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