



Graduate Student Organization
Second Language Studies Program at Purdue University

NEWSLETTER

September 2017

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The Importance of Being Second Language Studies

FROM THE EDITOR

How fortunate we are in the Purdue Second Language Studies community to have our lovely friends from Noam Chomsky and Suresh Canagarajah to Deborah Tannen and Bonny Norton highlight the importance of SLS to Purdue University. Trying circumstances accentuate our disciplinary, remind us of who we are and—if not exactly connect us as a community—then strengthen the bond. If it takes a calamity to gather our diverse forces—for there is no such thing as a worldly *clique*—then we must welcome the emergency with camaraderie. You may have noticed the words, “Please note: The SLS / ESL program will not be accepting applications in the 2017-2018 admissions cycle,” emblazoned in large, yellow-gold font on our website, to ensure that no prospective applicant might get the wrong idea.

But let’s celebrate the fact that the parochialism that would allow us to become a coterie, as some more homogenous programs surely are, evades us precisely because we resemble, as a collective, more the United Nations than the singular state of Tennessee, or the insulated counties of Hawkins or Pickett. And yet, like the United Nations, we represent, as a student body, a much larger chunk of the world, and while we may not have offices in Geneva and Vienna, we are ourselves the function of many nations.

We are ourselves the function of many nations. What does that mean? It means that we bring many cultures with us, and languages. We bring the expertise of our training and the pride we take in both service and scholarship. It means we are at home in the world as we are in our own skin. It means, also, that we don’t lose sight of our particular vocation, the vocation that we share and that brings us together now.

KENNY TANEMURA



I am reminded of what our friend and colleague in Singapore, Dr. Kingsley Bolton, said: “the Purdue program, under the leadership of Professor Berns and her colleagues (including Profs Tony Silva and April Ginther) is recognized internationally as a first-class program of the highest possible academic integrity and reputation. There are currently very few other centers of academic excellence in the field of second language studies/English as a second language that can compare with the program at Purdue.” That a professor of linguistics and World Englishes from halfway across the world expresses precisely the same thoughts and sentiments as expressed in our own ESL GO! meetings is corroboration—if not wholly empirical—that the intellectual and cultural importance of our program is widely upheld.

Kingsley’s recommendation to the Dean echoes our own counsel and proposals shared in meetings, classrooms, walks across campus, and discussions over lunch or coffee: “it would be very shortsighted and mistaken to curtail or close this program. On the contrary, I would appeal to the College of Liberal

Arts to consider ways in which the program can be further strengthened so that it is fully recognized – at both home and abroad – for its flagship importance (in applied linguistics and English language studies) on the academic world stage.” Indeed, this seemed to be the direction we were headed in when I arrived in 2014 as a first year PhD student—that is, SLS was a robust program known for being the crown jewel—or one of the crown jewels—in the field with a reputation that seemed to be growing more global by the week. Now, one of the treasures in the field—which more than coincidentally belongs to us—is “at risk.”

Meanwhile, English 106i and the Purdue Language and Culture Exchange are, for international students, gateways to the university, and in many ways, due to small class sizes, serves as representatives of the university itself. Our programs provide, to borrow from TESOL’s joint statement with UCIEP and EnglishUSA, “a welcoming environment for students from around the world who come to learn about culture and language, exchange ideas, and build a sense of identity and cultural awareness.” The current, unstable political environment only reinforces the necessity of giving international students “a safe place to learn and grow.” It is our hope, and the hope of scholars both in the US and abroad, that such a place can be sustained here at Purdue.

Without further ado, then, I present the following “testimonials” from our esteemed colleagues around the globe, about the excellence of our program and the necessary and essential work that we do. (The testimonials are followed by TESOL’s joint statement with University and College Intensive English Programs and EnglishUSA).

TESTIMONIALS ABOUT THE IMPORTANCE OF SECOND LANGUAGE STUDIES



Noam Chomsky

Laureate Professor in the Department of Linguistics, University of Arizona

"It is most disturbing to learn that Purdue might no longer admit students for the Second Language Studies/ESL program. The program at Purdue has been quite successful in the important mission of helping prepare international students for productive work and achievements, and it would be most unfortunate if these contributions were to be terminated."



Deborah Tannen

Professor of Linguistics, Georgetown University

"In this era of exponentially increasing international interdependence as well as increasing international crises, the urgent need is to strengthen Second Language Studies and English as a Second Language program. Purdue University can be proud of their longstanding SLS/ESL program. Any move to weaken it -- or, the unthinkable, terminate it -- would be short-sighted, a decision that I am sure the university would come to regret."

Suresh Canagarajah

Edwin Erle Sparks Professor of Applied Linguistics, Penn State University

"I am surprised to hear that the Second Language Studies/ESL program at Purdue University might be restructured due to policy changes. The SLS/ESL program at Purdue University is nationally respected, and it needs to thrive. When Dr. Tony Silva started the second language writing program years ago, it was a model for many writing programs across the country. It still serves as an excellent example. Purdue has approximately 10,000 international students and I have always admired the way SLS faculty and grad students addressed the challenge of teaching first year writing to students from around the world. I have also admired the Oral English Proficiency Program at Purdue, and I know that it is directed by an SLS professor and staffed mostly with SLS grad students. The services they provide to help international graduate students learn the skills required to be successful teaching assistants is commendable. Beyond the contributions to language and literacy teaching, the program's faculty and graduate student research has contributed immensely to scholarship. Professionals around the world will feel the loss, if the SLS program should be affected in any way."





Bonny Norton

Professor and Distinguished University Scholar, University of British Columbia

"It is distressing to learn that the Purdue Second Language Studies program may lose crucial resources in the coming years. From a Canadian perspective, Purdue's SLS program has an outstanding reputation for knowledge translation and mobilization, integrating innovative applied linguistics theories with exemplary research and practice. Such contributions should be acknowledged and actively supported if their impact is to be sustained, locally and internationally."



William Labov,

Professor of Linguistics, University of Pennsylvania

Founder of Variationist sociolinguistics

"International students are a major resource for the progress of American society and the field of linguistics has developed the tools needed to unlock the potential of second language learners. Some of the very best students emerge from the ESL classes that give them full access to the English language at the academic level. The ESL program at Purdue has been in the forefront of this program, and it will be a serious loss if faculty positions are reduced."



Eve V. Clark

Professor of Linguistics, Stanford University

"Second Language Studies/ESL programs are particularly important for universities with large foreign enrollments like Purdue's 10,000 or so foreign students. The success of those students depends critically on ESL teaching, so training graduates in Applied Linguistics is essential. This is not a program to cut if Purdue values its international reputation."



Bernard Comrie

Distinguished Professor of Linguistics, University of California Santa Barbara

"American universities have achieved a leading international position in the recruitment of international students, and along with this goes a serious responsibility to those students, many of whom are struggling with a foreign language and a new culture. Applied linguistics makes a major contribution to addressing this responsibility, with its emphasis on developing English proficiency in academic writing and the oral English skills needed by international teaching assistants. I am dismayed to hear that Purdue University has plans to cut this program and strongly urge the relevant decision makers to reconsider their decision in light of its impact on international students."



Diane Larsen-Freeman

Professor Emerita, School of Education, University of Michigan

"The news that the Second Language Studies/ESL Program at Purdue University is no longer accepting new students is very distressing. SLS/ESL is internationally known and highly regarded in Applied Linguistics and in English language teaching. Its faculty are renowned in the academic areas of World Englishes (Professor Margie Berns), second language writing (Professor Tony Silva), and language testing (Professor April Ginther). In addition, they have all served the applied linguistics profession in leadership positions. Then, too, its alumni, such as Associate Professors Chris Tardy (University of Arizona), Aya Matsuda (Arizona State University), and Xiaoye You (Pennsylvania State University) have distinguished themselves as a journal editor, professional association leader, and prize-winning book author, respectively. I am also thinking of highly respected U.S. Foreign Service Officer, Dr. Ruth Petzold.

Many American universities are increasingly relying on international students' tuitions during these times of fiscal austerity. In addition, international students provide domestic students with an opportunity to experience diversity "at home." Such experiences will be critical to the latter's success in working in today's global economy. This is all to the good, but international students themselves need and deserve support so that they can derive the greatest benefit from their American educations. It is also the case, here at the University of Michigan, at least, that we have been charged with helping international graduate students to become "classroom ready" for teaching undergraduate students. Importantly, the graduate students in the SLS/ESL program are experienced in working with and teaching international students. The service that these Purdue students provide is not easily reassigned.

One can only hope that the new student suspension is temporary. It would be a tremendous loss to Purdue University and to the greater Applied Linguistics profession if it is not."



Michael H. Long

Professor of Second Language Acquisition,
University of Maryland

"It came as a great surprise to hear that plans are afoot to cut the SLS/ESL program at Purdue. As anyone familiar with the data is aware, international student enrollment at US universities has been rising steadily in recent years, and shows every sign of continuing to do so, and at an increasing rate, especially at prestigious universities, like Purdue, with strong departments in the sciences and engineering. International students bring increased tuition fees to host institutions, but many come with serious English language problems that reduce their effectiveness as students and place unwanted burdens on faculty members in many disciplines needing to communicate with them in lectures and/or to evaluate their oral and written work. As a result, a lot of empirical research has been conducted on English language training for international students, especially on English for academic purposes, as well as on improving the effectiveness of international graduate students as TAs in their own disciplines. The faculty in SLS/ESL at Purdue who prepare teachers and TA's to work with those students are internationally respected and much admired. Given the changing demographics at US colleges, now would be the perfect time to build on the excellent foundations in place, increase the faculty count, and expand the graduate student intake and course offerings. Reducing them at this time, conversely, is an administrative decision that would assuredly come back to haunt the University in years to come."



Deborah Crusan

Professor, TESOL/Applied Linguistics, Wright State University

"I am deeply saddened by the news that the Second Language Studies/ESL program at Purdue will stop admitting students in 2018. This program has educated countless professionals who are now active and renowned in the field of applied linguistics and second language writing. As a second language writing scholar myself, I understand the impact the program has had on the field of second language studies and writing. Additionally, Purdue offers writing and speaking courses to incalculable international students who will become teaching assistants. Certainly, students admitted into a program who are teaching these courses and students would be more heavily invested in the program's outcome and success than hiring any number of continuing lecturers, which, in my estimation, would greatly diminish the program."

Ken Hyland



Chair of Applied Linguistics, The University of Hong Kong

"I heard of the decision to close the Second Language Studies/ESL program at Purdue with considerable sadness. The news also came as a great surprise. This is a programme with a long and distinguished history and a good reputation; a programme that brings great credit to the university and which has produced some outstanding scholars who are themselves now well-known figures in the field. At a time when foreign language students are arriving in the US to study in ever greater numbers, and Universities are becoming increasingly dependent on the fees they bring them, such a decision is close to extraordinary. Many of the graduates from this programme enter the language teaching workforce as qualified professionals equipped with a sound knowledge of applied linguistics and teaching theory, fully aware of the importance of research-informed instruction. The loss of these teachers for short term objectives is a major failure of good judgement."



James Cummins

Professor Emeritus of Curriculum

Teaching and Learning, University of Toronto

"I wish you well in getting this short-sighted decision reversed. Applied Linguistics is more relevant today than it ever has been in light of the debasement of language in the current international political scene."

Christine Pearson Casanave

Graduate College of Education, Temple University, Japan



"I was shocked to learn that the program in Second Language Studies and English as a Second Language at Purdue will stop admitting students next fall. What??? In an increasingly complex and multilingual-multicultural world, a vibrant population of international and ESL students at all major universities is needed for economic, political, and global-culture reasons. English-dominant nations and universities in particular need to

blend students and faculty from all parts of the world, and to provide a support program for them that is staffed by people who know something about languages and cultures. It is inconceivable that Purdue would not jump at the chance to be a leader in Second Language Studies and so to help prepare future workers and professionals to bring people together rather than to separate them."



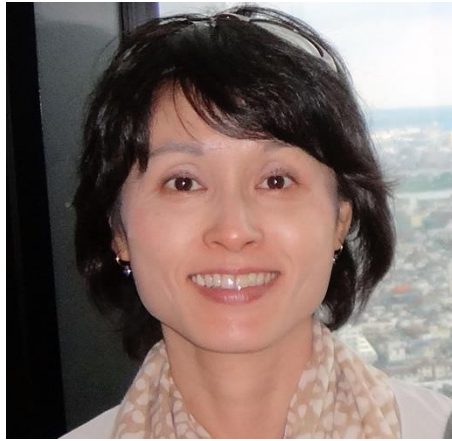
Li Wei

Chair of Applied Linguistics, UCL Institute of Education, University College London

"I am shocked to hear that Purdue is cutting its Second Language Studies/ESL program. The program has served Purdue's own international students exceptionally well and produced high quality work with far-reaching impact beyond the US. Language learning plays a crucial role in enhancing intercultural understanding, especially in the context of the current state of world affairs. More investment rather than less should be given to this important area of the university's work."

Naoko Taguchi

Professor of Japanese and second Language Acquisition, Carnegie Mellon University



"I am saddened to learn that the Second Language Studies/ESL program at Purdue University might be terminated after many successful years of producing strong graduates who can directly contribute to second language education and research in applied linguistics. In the current internationalized society, we need to educate our next generation in a way that they can appreciate opportunities for intercultural communication and cultural diversity. Purdue's SLS/ESL program has been the forerunner of this effort. The university's decision will lead to a tremendous loss in higher education in the U.S.A. and in the world."

**Elaine Tarone**

Distinguished Teaching Professor Emerita, University of Minnesota

"The stature of Purdue University is greatly diminished by the astonishing news that the College of Liberal Arts intends to slash its nationally-respected program in applied linguistics – one which currently supports and ensures the high quality of the academic English instruction provided to the 10,000 international students at Purdue majoring across the disciplines. This move makes no sense, as it will dramatically increase the workload of Purdue's remaining disciplinary professors and instructors; they will surely wonder why the theses, dissertations, and other English medium communications of their international students have suddenly become so poorly written. The impact of this small but nationally renowned faculty – only 3 tenured faculty – on the overall quality of language support provided to international students across departments and programs at Purdue has provided excellent value for money over the years. The decision to down-size this already-small program displays an appalling lack of vision in an academic environment which will only grow more international and globalized in the decades to come."

Paul Kei Matsuda



**Professor of English and Director
of Second Language Writing,
Arizona State University**

"As an alumnus of Purdue University's College of Liberal Arts (PhD in English, 2000) and a recipient of the CLA Emerging Voice Award (2009), I was surprised and deeply disturbed to have learned that the Second Language Studies (SLS)/English as a Second Language (ESL) Program in the Department of English would not be allowed to replace faculty lines that had been lost due to attrition, and that the program would not be allowed to admit graduate students starting next Fall, effectively killing one of the finest graduate programs in applied language studies.

Among many other contributions, the program has made Purdue world famous by developing exemplary curricula fostering a strong relationship among language instruction, language teacher professional development, and program administration. In addition to developing innovative curricula both at the undergraduate and graduate levels, the SLS/ESL program has served as a model in integrating teaching and research. In fact, universities across the nation have been emulating Purdue's successful program in designing language and writing programs as well as professional development programs at master's and doctoral levels. It is sad to see such an exemplary program disappear while other similar programs that have been inspired by Purdue's SLS/ESL program continue to thrive, reaping what it has sown.

I really hope that, at the very least, the program be given a chance to demonstrate its impact and future potential through an external review by a team of experts."



Kingsley Bolton

Professor of Linguistics and Multilingual Studies, Nanyang Technological University, Singapore

"I am writing to express my worry about the restructuring of the Second Language Studies/ESL program at Purdue University. As a Board Member of the International Association for World Englishes (IAWE), and as Co-Editor of the Tier 1 Wiley Blackwell journal, *World Englishes*, I can only express my deep concern at the prospect of this program being constrained or curtailed.

Let me be very clear. For many years, I have been a strong admirer of the academic work of the faculty in this program, in particular, the work of Professor Margie Berns, which connects with the international frontline of research in my own field of English linguistics. Professor Berns is a very important scholar with a major presence on the international stage in the fields of applied linguistics, educational linguistics, sociolinguistics and world Englishes. To my knowledge, she has been an inspirational mentor for many graduate students pursuing Masters and PhD degrees at Purdue. I have also been highly impressed by the quality of these young graduate students, who have frequently attended international conferences in which I have participated. It is no exaggeration to state that the Purdue program, under the leadership of Professor Berns and her colleagues (including Profs Tony Silva and April Ginther) is recognized internationally as a first-class program of the highest possible academic integrity and reputation. There are currently very

few other centers of academic excellence in the field of second language studies/English as a second language that can compare with the program at Purdue.

For all these reasons, I would appeal strongly to the Senior Management at Purdue University concerning the proposed restructuring of the Purdue program. In brief, the SLS/ESL program has a stellar international reputation that few other universities can compete with. In my professional opinion, it would be very shortsighted and mistaken to curtail or close this program. On the contrary, I would appeal to the College of Liberal Arts to consider ways in which the program can be further strengthened so that it is fully recognized – at both home and abroad – for its flagship importance (in applied linguistics and English language studies) on the academic world stage.”



Christine Tardy

Professor of English Applied Linguistics, University of Arizona

I am extremely disheartened to learn that Purdue’s Second Language Studies (SLS)/English as a Second Language (ESL) Program is in jeopardy, and I write in the hopes that voices of alumni and professional colleagues might play some role in communicating the profound loss that would be created by the discontinuation of this program.

SLS/ESL—including its faculty, alumni, and students—has brought substantial name recognition to Purdue University. In the vibrant field of second language writing, Purdue has long been considered an epicenter of scholarship, with Dr. Tony Silva serving as the founding co-editor of the *Journal of Second Language Writing* (a top-ranked journal in applied linguistics) and founding co-organizer, with alumnus Dr. Paul Kei Matsuda, of the Symposium on Second Language Writing, now a major international conference. In this sub-field, as well as in world Englishes and language testing, Purdue faculty and alumni serve in leadership roles in professional organizations, as journals editors, and as highly reputable scholars. The significant impact of the Purdue SLS/ESL community on applied linguistics scholarship has in turn brought visibility to the university itself. Purdue is, indeed, a “household name” in applied linguistics.

Though the value of the graduate program and its importance to international scholarship should be sufficient reason to invest in the program’s future, it is also necessary to acknowledge the symbiotic relationship between SLS/ESL and the international student community at Purdue. With one of the largest international student populations in the country, Purdue has long provided a model for student support. This model has been possible not just because of the hard work of talented faculty but also because of the many PhD students who have dedicated their research efforts to studying and improving academic language support for international students. In other words, the research of SLS/ESL graduate students and faculty has not just impacted our field—it has very directly impacted Purdue students and, by extension, faculty across the university. The loss of the SLS/ESL program would indeed be a loss for thousands of students and, ultimately, for Purdue University.

I urge the College of Liberal Arts to re-invest in the Second Language Studies/English as a Second Language program. Doing so will sustain and revitalize a top-tier graduate program, while demonstrating Purdue’s commitment to internationalization and ensuring continued student support of the highest caliber.



Xiaoye You

Associate Professor of English and Asian Studies

Penn State University

"I am saddened by the news that Purdue Second Language Studies (SLS) Program may phase out in a few years. The SLS Program has made a tremendous contribution to the field of applied linguistics, specifically in second language writing, World Englishes, and language testing. It has become a Mecca to many in these sub-fields in the world. The program is extremely competitive and has long maintained low admission rates for graduate students. Its graduates have been well placed in higher education institutions in different countries, such as myself at Penn State, Christine Tardy at Arizona, Aya Matsuda and Paul Kei Matsuda at Arizona State, Slobodanka Dimova at the University of Copenhagen in Denmark, Lu Liu at Peking University in China, and Yichun Liu at National Chengchi University in Taiwan. Working in these prestigious institutions, our research, teaching, and leadership are making a significant impact in second language teaching and research in our respective nations, impact that can often be, quite proudly, traced back to the Purdue SLS Program. With the support of a foresighted administration, I believe this great program can navigate the torrents and continue to prevail."



Shelley Staples

Associate Professor, Applied Linguistics, Second Language Acquisition and Teaching, University of Arizona

"I'm writing to express my support for the Second Language Studies program at Purdue University. Prior to my appointment as assistant professor in the SLS program (2014-2016), I was already aware of the prestige of the program, its faculty, and its alumni, which was why I was honored to be invited to join the faculty.

The faculty are well known within the broad fields of Applied Linguistics and TESOL (Dr. Berns served as past president of AAAL; Dr. Silva has served on the TESOL Executive Board for many years), but the Purdue program is particularly notable as the birthplace and home of Second Language Writing. This

extremely important subfield was born out of the interaction between Second Language Studies and Rhetoric and Composition that are a unique feature of the English Department at Purdue University. Through the efforts of Dr. Tony Silva and his students, Second Language Writing is now a major international subfield of Applied Linguistics, represented in a highly respected journal (*The Journal of Second Language Writing*), a major international conference (Symposium of Second Language Writing) and representation at major conferences in the fields of Applied Linguistics, TESOL, and Rhetoric and Composition (e.g., the SLW interest section in the TESOL organization; the SLW Standing Group at CCC).

Graduates of the program such as Paul K. Matsuda and Christine Tardy are established leaders not only in the area of Second Language Writing but also in Applied Linguistics more generally (Dr. Matsuda is past president of AAAL and Dr. Tardy is just stepping down as editor of the *Journal of Second Language Writing*).

However, the prestige and importance of the Purdue program in the field of Applied Linguistics reaches beyond Second Language Writing. Dr. Margie Berns' work, and the work of her students, has led to the increasing importance of World Englishes within Applied Linguistics, and the recognition of English as a global language with sociolinguistic variation reflecting local contexts and (post-colonial) histories. We see this in the development of the journal *World Englishes*, for which Dr. Berns is past editor, and the International Association of World Englishes (of which Dr. Berns is past president). Dr. April Ginther's work represents another major subfield of Applied Linguistics, Language Testing. Dr. Ginther is the editor of the major journal in this subfield, *Language Testing*, has experience at the most prominent testing company in the field, Educational Testing Service, and has contributed greatly to applications of Language Testing in the university context, particularly in her

development (with her students) of the Oral English Proficiency Test for International Teaching Assistants. This test and the program developed to support students is a model for programs across the country. It provides service to the university but also is a source of numerous research projects, which have been published in major journals such as *Language Testing* and presented at AAAL.

As this illustrates, in addition to their contributions to research in Applied Linguistics, the Purdue program serves the university's more local needs and broader mission of internationalization. Along with the OEPP, the Second Language Writing sections of first year writing and Purdue Language and Cultural Exchange (PLaCE) provide undergraduate and graduate international students with support, skills, and language development that they need to be successful in the university. They are also sites where graduate students receive invaluable training in teaching but also have opportunities for research.

I was so grateful for my time working with this wonderful program and know that its loss would be felt throughout the Applied Linguistics community."



Dwight Atkinson

Applied linguist and second language educator, The University of Arizona

"I left Purdue at the end of 2014, so I can't speak to the current situation. From what I can see, though, the Purdue administration has been trying for several years to decrease its footprint in Liberal Arts and increase its #1 selling brand, Engineering. Even in the year I left, they hired 100 new Engineering professors (or at least stated their intention to) while not being able to grant replacement tenure lines in the English department.

So the first thing I imagine is that this move is not about SLS per se. Rather, it's part of a more general shrinking of the Liberal Arts at Purdue. At the same time, I think it's very unfortunate, for the following reasons:

-Our SLS students are excellent, professionally active, doing interesting work in a variety of areas, and truly international. They are the future face of ELT and second language studies throughout the world, which could only increase Purdue's international standing.

-We have numerous excellent and distinguished alumni occupying a number of important positions in the field. Aya Matsuda, for instance, directs the Applied Linguistics Graduate Program at Arizona State University, was on the TESOL International (one of our two main international professional organizations) Board of Directors for three years, and is currently

Secretary-Treasurer for the International Association for World Englishes. Christine Tardy, to give another example, directs the Second Language Writing Program at the University of Arizona, just retired as co-editor of Journal of Second Language Writing, and just received the College of Social and Behavioral Sciences Best Graduate Teacher award from the University of Arizona. Xiaoye You, to provide a third example, received the CCCC Best Book Award for 2011 for his volume, *Writing in the Devil's Tongue*.

-The faculty has always been very strong and productive. Tony Silva co-founded and edited the Journal of Second Language Writing for many years, and co-founded and ran the Symposium for Second Language Writing at Purdue for many years. In so doing, he basically founded the field of second language writing, making Purdue the main center for second language writing studies and a magnet for students from all over the world who were/are devoted to this topic. Similarly, Margie Berns has been president of the American Association for Applied Linguistics, the International Association for World Englishes, and a strong supporter and builder of the subfield of second language studies called World Englishes. The third faculty member, April Ginther, is the current or past co-editor of Language Testing--the main journal in the language testing field. These faculty members also developed and have run serious administrative programs at Purdue--Tony developed the second language writing program and ran it for many years; and Margie founded and developed the OEPP, which April then turned into a top program for preparing International Teaching Assistants to teach in US classrooms, complete with its own custom-designed and widely known placement test.

-The program has produced a large number of Ph.D and MA graduates who go on to careers in the U.S. and all over the world. They are leaders in the fields of second language writing, World Englishes, and Language Testing.

-Purdue has depended heavily for its survival and well-being on international students--both graduate students to staff its labs and undergraduate lab courses, and full-tuition-paying undergraduates. It is important that these students get the language support they need, as provided by OEPP, 106i, and other programs and courses. These courses are staffed substantially by Purdue SLS students, who usually come to Purdue with all-important experience teaching English as a second/international language, and who thus are ideally suited to teach these students.

-Purdue SLS students also teach the Indiana in-state population in the 106 undergraduate writing course that all UGs must take. This provides all-important exposure for these undergraduates to international people/speakers of international English. This exposure is vitally important to these Indiana natives' future professional careers, since the state of Indiana has promoted and invested heavily in the global economy. Just like Purdue itself, the state of Indiana is highly globalized, and depends on the active involvement of international students and scholars to survive in the globalized world. And since English is the international lingua franca--the main language in which the world does business, science and technology, finance, etc.--in short, communicates--it stands to reason that Purdue would need a program which specializes in how to provide this vital tool to the world."



Aya Matsuda

Director of Linguistics and Applied Linguistics, Arizona State University

"I am writing to express my deep concern regarding the recent decision by Dean Reingold to not replace faculty lines in the SLS program that had been lost and to not allow the program to admit students starting next fall. I believe that a number of colleagues from the field of applied linguistics have already expressed what a great loss it will be. Purdue's SLS program is one of the most well-established programs in the field of applied linguistics, and its faculty and students engage in highly impactful research that bring so much visibility to Purdue University. In fact, they currently have such a strong presence at various applied linguistics conferences that it is difficult to imagine the field without the contributions of faculty and students from this program.

In addition, I would like to emphasize the critical role the SLS students play in meeting the needs of international students at Purdue.

My understanding is that Purdue is now the home for over 10,000 international students, ranking 4th for the largest international student population at public universities. As a faculty at Arizona State University, which ranks the first on the same list with over 12,000 international students, I am more than aware of the way these students enhance the university, especially by adding global perspectives to the lives of all students. Interaction with these international students, both in and out of classrooms, helps our domestic students broaden their perspectives, develop intercultural communication skills, and prepare themselves better for today's global world.

I also know that it takes a lot of expertise and commitment to support those international students--to help them thrive, become integrated successfully, and contribute fully to the Purdue community. And this is one area that SLS students are contributing significantly. These students are fully committed to the education of learners and users of English as a second language—that is the reason why they are pursuing the doctoral degree specializing in this area. They are exposed to the cutting-edge theories, research, and practices in ESL instruction through their coursework and research projects, which they eagerly apply to their own instruction—in the academic writing courses or oral communication courses for prospective international teaching assistants—under close mentoring of faculty, who themselves are active scholars in this field. In other words, the ESL instruction that SLS students deliver to international students at Purdue is an up-to-date, top-notch quality that the university should be proud of.

As the Director of Linguistics and Applied Linguistics at my institution, overseeing programs similar to the SLS program, I do understand the business side of university operation. Graduate students are expensive instructors with their benefits and tuition coverage, and it is tempting to replace them with cheaper labor. But when we put the cost against the high quality of education they deliver, these SLS students are in fact a good bargain. Losing this group of dedicated and knowledgeable educators, who have been contributing significantly to the great quality of education at Purdue for multiple decades, would be a great loss not only to the department and CLA but for the entire university and its surrounding community."

TESOL's joint statement with UCIEP and EnglishUSA

On Supporting International Students and Intensive English Programs in the United States

January 19, 2017

More than one million international students from 175 countries attend colleges and universities in the United States, with over 100,000 of those attending short-term intensive English programs (IEPs). As organizations committed to advancing excellence and equity in English language education, TESOL International Association (TESOL), EnglishUSA, and the Consortium of University and College Intensive English Programs (UCIEP) strongly affirm their support for these students and the IEPs that help them attain their academic, professional, and personal goals.

The United States has long been a global leader in international education and cultural exchange, providing a welcoming environment for students from around the world who come to learn about culture and language, exchange ideas, and build a sense of identity and cultural awareness. Unfortunately, the uncertain political and economic climate could make the United States seem less likely to offer international students a safe place to learn and grow. That uncertainty, however, underscores the importance of providing these students with access to IEPs.

IEPs enable international students to develop their English language proficiency, and they also provide social and cultural benefits. They enable students to collaborate with their peers from around the world, which fosters the respect for diversity and multiculturalism that are fundamental to the global economy. While studying English, international students also learn about U.S. culture, and through their interactions they gain firsthand knowledge of the United States, its people, and its values. Through the relationships that an IEP encourages,

American and international students can develop a mutual understanding, and international students carry that understanding back to their home countries.

IEPs and international students also bring economic advantages. In 2015, international students added more than \$36 billion to the U.S. economy, a \$4 billion increase over the previous year.* In addition, these students bring immense intellectual capital. U.S. colleges and universities are the envy of the world, largely because they attract the best and brightest students from all parts of the globe, students who lead cutting-edge research projects and develop innovations that benefit the U.S. economy. As the number of international students studying in the United States continues to grow, IEPs contribute significantly to state and local economies, which helps to sustain economic growth across the country.

TESOL International Association, EnglishUSA, and UCIEP stand together in support of international students and IEPs. Successful IEPs provide opportunities for collaboration across national boundaries, they foster respect for diversity, and bring economic advantages that encourage growth and innovation. It is vital that the United States continue to welcome international students and scholars, who enrich campus communities and create opportunities for greater cross-cultural understanding. We urge the U.S. government to support international students by facilitating access to high-quality IEPs. The leadership of TESOL, EnglishUSA, and

UCIEP, stands ready, as always, to assist in this important endeavor.

CONFERENCES

- *One-day Invited Colloquium/Symposium on Translingualism and Second Language Writing, Aug. 12, 2017 @ IUPUI, International Center for Intercultural Communication*

By: Dwight Atkinson

Ulla Connor recently finished a paper with Kyle McIntosh (Purdue SLS 2014; IUPUI MA TESOL 200?) and a third co-author exploring possible synergies between TL and IR. She and I had been wanting to get together to learn and talk more about IR with Kyle and Xiaoye You (Purdue SLS 2002) for some time, so when we heard glowing reports about Tony's class on the topic and the resulting TESOL colloquium we got excited about inviting Tony and his students too.



So we convened a one-day symposium on August 12 this year on the topic of "Translingualism, IR and SLW." Attendees (in reverse alpha order) were: Xiaoye You, Kai Yang; Terrence Wang; Aleksandra Swatek; Yachao Sun; Tony Silva; Yiyang Li; Negin Goodrich; Kyle McIntosh; Ulla Connor; and myself. Ulla Connor introduced the session, and next we spent the morning sharing our own approaches to TL and SLW in short presentations. Then, after lunch, we broke into groups to discuss particular aspects of the topic, and members of the group then reported on their discussion to the full group. The symposium then concluded with my own summary comments. After the day's events, Ulla Connor invited us to her lovely home in Zionsville for a party



Most of the participants at the symposium had either presented papers at TESOL last year in a colloquium on translingualism, or been members of Tony's class on translingualism. It was very interesting to hear their varied views. Xiaoye spoke about the concept of cosmopolitanism, which includes translingualism, and which is introduced in the first chapter of his latest book, *Cosmopolitan English & Transliteracy*. Tony described for us his own views of translingualism, and information about Bruce Horner's visit to his class, in which Bruce suggested that there is no basic conflict between second language writing and translingualism

In our afternoon break-out sessions, we discussed the following topics in small groups:

1. How to investigate the contributions that TL can make to second language writing, rather than focusing on critiques. Or, in Peter Elbow's words, how to play "the believing game."
2. Transdisciplinary research: The challenges and opportunities of presenting research that crosses lines, e.g., between second language studies and rhet/comp
3. How to address students' felt needs in the writing classroom regarding translanguaging

More generally, we hoped to bring together groups that might be able to submit abstracts on their topics for colloquia at AAAL. Although we didn't succeed this year (partly because some of us had already submitted abstracts for AAAL and TESOL), we may try again in the future.

The symposium itself was a very useful event in that it clarified views on translanguaging, and how to conceptualize it in Second Language Writing.

➤ *SSLW 2017—Thailand*

SSLW 2017: A Break from Lebanon in Thailand

By: Hadi Banat



Hadi Banat went to SSLW 2017 in Bangkok, Thailand and participated in a colloquium focusing on work from ten different countries on the political considerations that shape assessment in a variety of institutional contexts while offering ways to develop well-designed, context-driven assessments for improving the teaching and assessment of L2 writing around the world. His chapter "Policymakers, Assessment Practices and Ethical Dilution" is included in this edited collection currently under contract with Routledge. Both Deborah Crusan, at Wright State University, and Todd Reucker, at University of New Mexico, supervised the chapter's writing process and revisions made. They both helped take it to a different level due to their close reading and critical feedback.



Other than his participation in the colloquium, he met with different colleagues from Purdue – Ji young Shin, Phuong Tan, Parva Panahi, and Zhaozhe Wang – who were presenting on different topics like stance in L2 writing, writing center tutoring strategies, argumentation in L2 writing and writing program administration. At the conference, he also networked with alumni who were presenting their research like Elena Shvidko, Xun Yan, Mira Bekar, and Ploy Thirakun.



A significant highlight at the conference was a talk about translingual writing by his advisor Prof. Tony Silva who raised critical questions about some of the basic tenets and assumptions that inspired translingual practices and this orientation to writing. Silva's talk attracted a big audience of L2 writing specialists who responded with inquisitive questions during the Q&A session.

SSLW 2017: My First and Wonderful Time with SSLW

By: Phuong Minh Tran

SSLW 2017 in Bangkok, Thailand is my first time with the Symposium on Second Language Writing and one of the most beneficial experiences I have had so far with professional conferences.

I came to SSLW 2017 to present my Master's thesis on how different types of Writing Center tutorial feedback affect the perception and revision of ESL students. My session was scheduled at the same time with an important colloquium on SLW scholarship in the Journal of Second Language Writing, thus I did not expect to have a wide audience. However, I was

happy to see more attendants than I thought who showed real interest in my research. The discussion we had in the Q&A section gave me insights in how to round out my study, especially in how to better measure students' perception of feedback, a task which appeared relatively tricky to me. After my presentation, Dr. Betsy Gilliland from the University of Hawaii at Manoa came to talk with me about my research and encouraged me to revise and send the paper for it to The Journal of Response to Writing where she is one of the editors. I felt highly motivated by her words of encouragement.



Photo Credit: Hadi Banat



Photo credit: Crissy McMartin-Miller

This year, the theme for the Symposium was Assessing Second Language Writing, thus writing assessment was the common thread in the Keynote and Plenaries. Professor Liz Hamp-Lyon led the audience through time and space to revisit the history of language assessment at different corners of the world, Professor Sara Cushing from Georgia State University discussed the distinctions between learning to write and writing to learn, assessing writing and assessing language in timed impromptu writing tests, and Professor Deborah Crusan from Wright State University offered practical advice about how to improve writing assessment literacy in L2 writing instructors. Among the sessions I attended, I was especially impressed by Takako

Yasuta's presentation which recounted how she had integrated Manga into teaching L2 writing and how she assessed students' Mangas. I found her pedagogy very creative as she helped students sustain their learning interest and develop their English writing proficiency through making comics as responses to different writing contexts.

One of the high spots at the Symposium, which attracted a large audience, was a talk on translingual writing delivered by Professor Tony Silva, my advisor. In his talk, Professor Silva challenged translingual writing by interrogating its basic tenets and arguments, which then stimulated fruitful discussion in the audience even after the session finished.



Besides attending insightful presentations, I had a great time hanging out with my colleagues at Purdue - Parva Panahi, Hadi Banat, Terrence Wang, Ji-young Shin, and networking with Purdue alumni - Crissy McMartin-Miller, Mira Bekar, Elena Shvidko, and Ploy Thirakun, who all came to present their research on SLW in its various formats and contexts.



A highlight of my socialization at the Symposium was my opportunity to meet a group of scholars from Vietnam. I was thrilled to know there are more people working in the field of SLW in my home country than I thought. We then had meaningful conversations about the current situation of SLW in Vietnam and how the national English exams affect English education here, which spurred interesting ideas for our future co-op projects.

SSLW 2017

BY: PARVA PANAH



Presentation Title: Critical Thinking and Academic Writing: Connections and Challenge

Presentation Summary: In my presentation, I argued for a strong, reciprocal connection between critical thinking and academic writing in English and suggested a set of practical recommendations for the operationalization and implementation of critical thinking through argumentation in ESL writing classrooms.

My Reflection: It was my third time participating in Symposium on Second Language Writing (SSLW), and once again, I was impressed by all the original ideas and valuable knowledge shared, and the high quality presentations that made this year's symposium more meaningful. SSLW 2017 was a great professional development opportunity for me as a graduate student and a budding researcher interested in L2 writing research. The speakers and sessions were very engaging and enlightening. I learned a lot from other participants—seasoned academics and young researchers alike—whose perspectives and research gave me insights into the state of the art of L2 writing scholarship as well as the emerging trends and future directions for second language writing research.

One of my favorite sessions was Deborah Crusan's plenary talk on writing assessment literacy. As I've always interested myself in pedagogical applications of teaching and learning theories and in the particular ways research findings can inform teaching, I was particularly intrigued by her practical, hands-on, teacher-friendly suggestions and strategies as to how writing teachers can better understand the fundamentals of writing assessment and become effective assessors of writing.

➤ *The 22nd Conference of the International Association of World Englishes*



By: Yiyang Li

This summer, I attended the World Englishes conference held at Syracuse University. In

this conference...

I was impressed by how well-organized the conference was.

I was elated by the reunion with my advisor at ASU, Professor Aya Matsuda.

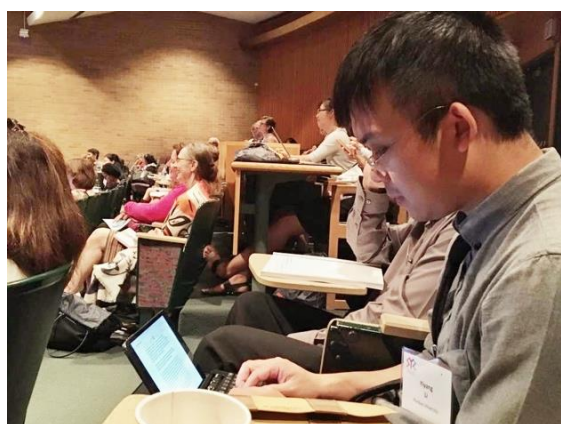
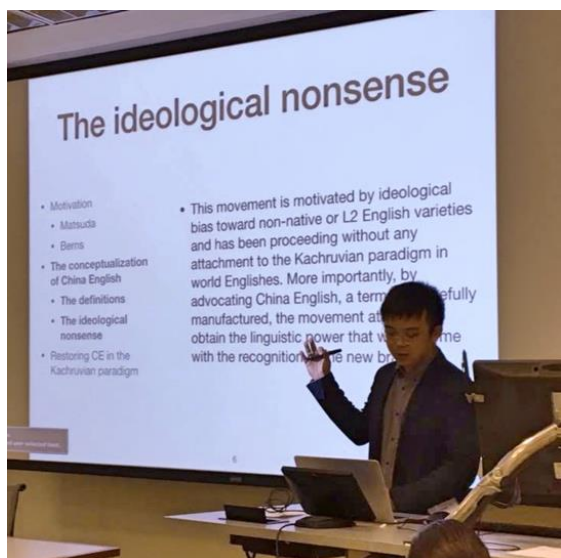
I was charmed by so many scholars from all around the world and various disciplines.

I was moved by how strong the WE root was (namely the Kachruvian root).

I was touched by the words said to remember Professor Braj Kachru.

I was inspired by Professor Patricia Friedrich's (ASU) creative approach of using World

Englishes studies to extend her research repertoire.



I was motivated by watching plenty of interesting presentations.

I was unimpressed by watching several less so interesting presentations.

I was excited by meeting with new scholars who disagree with me.

I was honored by Professor Margie Berns's invitation to her penal presentation.

I was encouraged by the recognitions for my work from my peers.

I was trolled by a renowned scholar during the Q&A session of my presentation (a story truly worth telling).

I was involved in a dramatic argument caused by philosophical differences (another story worth telling).

I was educated during a lunch discussion with my two advisors and Professor Friedrich.

I was intellectually and creatively turned on during a dinner conversation with Dr. Joshua Paiz.

I was stimulated.

I was persuaded.

I was antagonized.

I was recognized.

I was in the zone.

I was on the edge

I was in the game.

I was out of my mind.

The conference was a great experience.

It affected many, including and especially me.

By: NEGIN H GOODRICH

In conferences, or what I call “the market of ideas”, different thoughts are exchanged and novel views generated; and the 2017 conference of International Association for World Englishes (WE) was no exception. I participated in the 22nd WE conference (June 31, July 1-2) for the first time, and presented my research on the Iranian English textbooks. The topic received some of the EFL/ESL textbooks developers’ attention, and their comments and feedback shed more light on the blur aspects of my research.



Among many informative studies presented at WE conference in Syracuse University, NY, colloquium “The World Englishes Family Tree: Views on its Vitality and Viability” chaired by Prof. Margie Berns was very intriguing. Dr. Berns had gathered a team of five presenters: Eduardo Henrique Diniz de Figueiredo, Tonya Eick, Patricia Friedrich, Yiyang Li, and Aya Matsuda, each of which represented a generation of World Englishes scholars. I was able to update my WE knowledge through their dynamic discussions.

I found the research of my new friend, Mona Syrbe (from Trinity College Dublin, Ireland) engaging and somehow similar to my own study. In “Exploring English as an International Language in the Classroom: Textbook Case Studies”, Mona explored representation of English language and English language use within globally used textbooks and tests. Content analysis of the materials showed “a strong attachment to the notion of Standard English and linguistic accuracy and the traditional native speaker, who is positioned as the target interlocutor, role model, and owner of the language” (WE 2017 Program Book). Comparable to my study’s findings, hers concluded “these textbooks cannot adequately prepare students for their future use of English as an international language” (WE 2017 Program Book). Mona and I developed new ideas about our topics and how we would incorporate each other’s views in our researches.



I also enjoyed the speech of Professor Salikoko S. Mufwene (University of Chicago) entitled "World Englishes and the Contact History of English". He, interestingly, shifted the gears of WE discussions to the "Inner Circle" which, he mentioned, has remained excluded from the World Englishes mainstream discussions on Outer and Expanding Circles.



The 23rd World Englishes conference will be held at Ateneo de Manila University, Quezon City, Philippines, (31 May - 2 June, 2018). The theme is "World Englishes and Multilingual Realities: Evolutions, Interfaces, Trajectories." I am not sure whether I will be able to attend the 2018 conference, but I will keep myself updated and in the WE loop!

Introducing the first years

Shyam Pandey



Shyam is a doctoral student in the Second Language Studies Program at Department of English. He graduated from the Minnesota State University, Mankato with an M.A. in TESL and Kathmandu University, Nepal with M.Ed. in ELT. He has taught EFL, EAP, and Introductory Composition to the domestic as well as international students. He has also worked as a writing tutor and ESL Lesion of the Writing Center. Additionally, Shyam has managed a U.S. government sponsored an educational program in Nepal for four and half years. His current research interests lie in writing studies, second language writing, and multimodal pedagogies, World Englishes, and TESOL methods. His hobbies include biking, watching Jimmy Fallon shows, and playing ping pong.

Qiusi Zhang



Qiusi is a first-year Ph.D. student in the SLS program. Her current research interests include language assessment, testing, and L2 writing. Qiusi received both her B.A. in English and M.A. in Foreign Linguistics and Applied Linguistics from Qingdao University, China, with exchange study experiences in the U.S. (University of Central Arkansas and Missouri State University) for a year and a half. With a concentration in translation in graduate school, she collaborated with her advisor and other faculty members and published six translated books.

Before coming to Purdue, Qiusi taught TOEFL test preparation in a private language school in China for around four years, one of the most rewarding experiences in her life. She loves to travel, especially to countries out

of China. Visiting one foreign country a year was her dream when she started working, and she made it come true by spending her four annual vacations in Nepal, Thailand, Indonesia, and South Korea. As a real foodie, there is literally not one type of food she does not like to eat. Often times she would take the train or even fly to a place merely for the local cuisines. In addition, she has been a fan of music since childhood. She performed at Qingdao University Theater several times, and she always misses the days when working as a theater stagehand at UCA and MSU, which allowed her to observe and enjoy performing arts in a unique and interesting way. Her big vision for the next five years is to study hard, listen to more music, travel more widely, eat a larger diversity of food, and, keep fit.

Kyle Lucas



My name is **Kyle Lucas**. I am a first year Ph.D. student in the Second Language Studies program. I am originally from LeRoy, Michigan. I graduated from Ferris State University with a B.A. in history, Western Michigan University with an M.A. in philosophy, and Northern Arizona University with an M.A. in TESL. Before coming to Purdue, I taught freshman composition at Northern Arizona University. I've also taught critical thinking and biomedical ethics courses, and I've worked at multiple writing centers in university contexts. My research interests are focused on second language writing. In particular, I am interested in using corpus linguistics to inform the development of pedagogical materials for second language writing in EAP contexts as well as using data-driven learning approaches for second language writing. I am also interested in the relationship between critical thinking and academic writing. Outside of my academic studies, my wife, Sarah, and I love to be with friends and family. We enjoy cooking and good conversation. I also enjoy playing hockey and wood working.

SPEAKER SERIES



In the first Speaker Series of the semester, Dr Beril Tezeller Arik gave a talk, "A Panoramic View of the Uses of English in Turkey," that ranged from how English is used in Turkish universities and job listings to movies and other media. The Speaker Series was well attended and sparked a lively q & a session. Thanks to Negin Goodrich for the photos.

ALUMNI SPOTLIGHT

Kyle R. McIntosh

Assistant Professor of English, The University of Tampa



Along with Ulla Connor and Esen Gokpinar-Shelton, I co-authored the article “What Intercultural Rhetoric Can Bring to EAP/ESP Writing Studies in an English as a Lingua Franca World,” which appears in *Journal of English for Academic Purposes*, 29 (2017). In it, we argue that efforts to introduce English as a Lingua Franca (ELF) and translingualism into academic and professional writing contexts can be informed by lessons learned from intercultural rhetoric (IR), which has adopted a situated, dynamic view of culture while simultaneously asserting the need for comparability of genres across languages. We also make recommendations for research and pedagogical applications that draw from the combined knowledge of IR, ELF, and translingualism to promote the disciplinary growth of EAP/ESP in an ever-changing globalized world.

In addition, I have co-authored with April Ginther a chapter on “Testing and Assessment” for the forthcoming *Palgrave Handbook of Applied Linguistics Research Methodology*. I am currently collaborating with David Reamer on a project titled “Localizing Big Data: Using Computational Methodologies to Support Programmatic Assessment” to appear in the edited collection *Composition as Big Data*.

SLS PULICATION



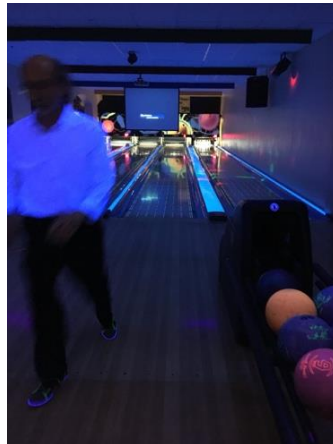
Dr. April Ginther and Dr. Xun Yan published a study in *Language Testing* that examines the predictive validity of the TOEFL iBT with respect to academic achievement as measured by the first-year grade point average (GPA) of Chinese students at Purdue University. The authors looked at correlations between GPA, TOEFL iBT total and subsection scores on 1990 mainland Chinese students enrolled across three academic years.



Third year PhD student Ji-Young Shin's new publication, "Vgotsky, Hasan and Halliday: Towards Conceptual Complementarity," was published the by *British Journal of Educational Studies*. Her article explores the intersection between Vgostky's 'zone of proximal development' and Halliday's categories of logico-semantic expansion. The study finds that the inclination to embed and elaborate clauses increases with expanded proficiency, while the inclination to relate narratives decreases. Ji-Young and her co-author, David Kellogg, conclude that there is a synoptic complementarity in adolescents, as well as in the work of Vgotsky and Halliday.

ESL GO! Goes Bowling with Dr. Silva.

Cohorts from years one through five bowled, to the very best of their abilities, and with sheer gratitude for the sport, in another exceedingly successful bowling night. If the photos don't tell the story, then very likely nothing will.





This event was proof that shop talk needn't extend into our Friday nights and that, generally speaking, we relish our capacity to concentrate with laser-like focus on lanes and pins, spares and strikes. The relationship between SLS and the sport of bowling continues, ever strengthened and, for the foreseeable future, renewed. Thanks to Negin Goodrich and Rodrigo Rodriguez for the sparkling photos.

EULOGY FOR BRIAN GUTHRIE



by Kenny Tanemura

I first met Brian back in 2007 when I was doing an MFA in Creative Writing and he was a PhD student in the SLS program at Purdue. I and my poet/DJ friend, Chad, hosted a party called “Yellow Fever” at the duplex I shared with two Chinese American fiction writers; the duplex was affectionately referred to, by some of the MFA crew, as “Hello Kitty.” Flyers were made for the “Yellow Fever Party at the Hello Kitty House” and these were distributed to every person in the English department. We bought strobe lights and fog machines; there was dancing and bizarre Asian-themed costumes. But Brian and I coincidentally wore yellow ties with white dress shirts, to keep with the “Yellow Fever” theme. A lot of people showed up, but the party began to fizzle a little before bartenders around town would say *last call*.

In the following year or so—before Brian defended his prospectus and got a job in Japan after only 2 ½ years in the PhD—we both frequented the decadent parties hosted by a graduate student in philosophy, a mutual friend. There were sombreros, streams of whiskey and beer, dancing to Southern hip hop or Dirty South, and just being out all night. Even as an SLSer, *fun* was no stranger to Brian, but I always got a sense that he hung back a little, sipping beer from the sidelines, wide-eyed with big plans and aspirations that were soon to unfold. There was something of the poet-philosopher, bohemian reveler about Brian back then (along with the applied linguist side). He was balanced, not a simple guy only thinking about surveys or scientific revolutions, though he did think about these things too. Then he was off to Japan.

Envious of his trajectory, and nothing to show for my MFA toil but a sheaf of poems, I decided that I wanted to retrace Brian’s footsteps of the last few years. Brian helped me by sharing articles by Dwight Atkinson and Tony Silva (I didn’t have access to a library after graduating, though Dwight and Tony would later become my advisors). Brian told me what the Purdue SLS professors specialized in and suggested what they might be looking for in a prospective grad student. Brian allowed me to use his name in my email correspondence with Dwight. I applied and was, miraculously—as a non-MA TESOL, poet-outlier from, like Brian, the West Coast—accepted into the program. That I didn’t feel accepted in the program at first is a different story. One has to pay one’s dues. I simply would not be here today, living the dream, writing my dissertation, bowling with Tony Silva, plotting to talk Dwight into a round of drinks at the upcoming TESOL 2018 conference in Chicago, and dreaming of Japan, were it not for Brian Guthrie.

Brian was a guide, a role model, and he was doing what I always wanted to do. Since Brian has been my guide in many ways over the past half-decade, I feel in some sense that I’m on my own now. I only hope that, now and then, he might be able to see it all through my eyes.



Memories of Brian Guthrie

from Dwight Atkinson:

Brian Guthrie was a special person and a special graduate student. I had the pleasure of working with him for about four years when I was at Purdue and afterwards. His dissertation has an imposing title--"Negotiated Interaction in the Learning of Written Discourse Conventions." But it is absolutely one of the best written and most accessible dissertations I've ever read--a model dissertation, really. I hope that current SLS students will acquaint themselves with Brian's excellent work and find his wisdom and cool thinking and great writing there.

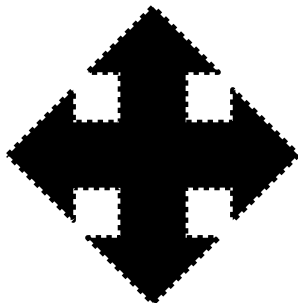
I thoroughly enjoyed all my conversations with Brian during his years at Purdue--some of these were held on the tennis court, where we played cooperative (the opposite of competitive) tennis. He always asked me difficult questions. One set of questions I remember in particular was, "How do you do your academic reading and writing? How much time do you spend each week and do you devote a certain time of day to these things?" Honestly, I couldn't answer: All I could say was I just read and write when inspired or moved (as I am now) to know or say something. But we always had inspiring conversations.

After leaving Purdue, Brian moved to Japan, where he had lived and taught earlier for five years. He moved there to support his mother (originally from Japan, but then and now a resident of California), who had had a stroke and didn't have health insurance. In Japan, Brian sent money home to his mother every month and took a while to settle down. But then about two years ago he married and with his wife Tomoko had a baby.

I visited Brian in Tokyo and stayed in his apartment several times--he was always extremely generous. We talked and talked and ate good food, and occasionally went out drinking together. The last time I saw Brian was last summer, when he was very ill but still open-hearted and welcoming. Kaz Mishima and I visited him there and then he introduced us to his wife Tomoko and baby Karen.

I will miss Brian for the rest of my life. He was soft-spoken, kind, non-egoistic, and endlessly thoughtful. I wish the current generation of Purdue students had known him--he had a lot of knowledge and ideas to share.





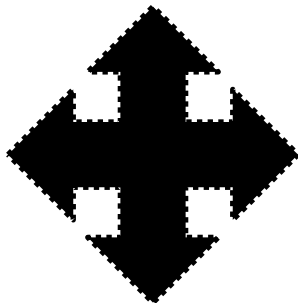
In Memory of Dr. Brian Alexander Guthrie

By Masakazu Mishima (Purdue SLS Alum)

I am deeply saddened to deliver this news to the members of the Second Language Studies Program at Purdue University. Dr. Brian Alexander Guthrie, a friend, colleague, and graduate of our program, has recently passed away in California due to the complications from colorectal cancer. He left his wife, Tomoko, and daughter, Karen. Since our first meeting on Purdue campus, we had been in close contact with each other for the last seven years. At the beginning of this year, I received a message from Brian—the most unexpected New Year greeting—“I have a cancer and it’s bad. I was given a year or two to live.” In retrospect, this short message marked the beginning of our heavy exchanges of emails leading to the inevitable that I face today. Brian was fearless in this predicament. He fought and fought vigorously and refused to give in no matter what his odds were. There I saw a man standing tall, brave, hopeful, and determined to live. Gazing into each of the words he wrote in the greeting, I was unable to do anything; the waves of questions surged and overwhelmed me as they were crashing a part of the world that I took for granted—it’s stable and unchanging. “I cannot let him die.” “HELL NO!” My reaction was beyond logic or the expert’s prognosis. I finally wrote to him in my reply, “You are not allowed to die!” That was the only thing I managed to squeeze out of my heart. Brian thanked me for (re)confirming what he was thinking. He was prepared to undertake every option possible and more to turn the tide. This attitude of his remained in his entire battle with cancer. His days were numbered but he did not mark his life with despair. He lived earnestly combing through a number of complications and setbacks, while redefining his life. Some may say he lost his battle with cancer, but this is not what I saw. On the contrary, Brian dominated the entire battle with cancer and conquered it. A few weeks before our exchange came to a sudden halt, he wrote to me and said, “I don’t resent what happened to me because I’ve become a better person.” He was ready and free. Brian, you were a true victor in life and death.

With deepest respect and appreciation to this exceptional life,

Masakazu Mishima, Ph.D



ESL Go! officers (2017-2018)

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