Issues in Language Instruction at the Applied English Center

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A Journal for Practicing and Interpreting TESL at the University of Kansas

LIPPINCOTT HALL

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Professional Growth Opportunities

Submitting to ILI@AEC

ILI@AEC accepts the following types of submissions:

- Commentary/Opinion Essays
- Reflective Essays
- Review of (Text)Book, Article, Policy, Best Practices in…
- Research Papers
- Research Agendas
- Action Research
- Materials Developed by Instructor
- Lesson Plans
- Teaching Strategies
- Proposals for Presentations and Workshops
- White Paper on …
- Description of Classroom Practice
- Tests and other Assessments
- Descriptions of How Technology is Used in Your Class
- Statement on CALL at the AEC

If you are interested in contributing to ILI@AEC, e-mail your submission to: mberardo@ku.edu.

Presenting at Conferences

- TESOL Annual Conference: http://www.tesol.org/convention2013; held in March (around the 3rd week).
- MIDTESOL Annual Conference: http://www.midtesol.org/midtesol/; held in October (3rd or 4th week).
- NAFSA Annual Conference: http://www.nafsa.org/Attend_Events/Annual_Conference/; held last week in May.
- NAFSA Region II Conference: http://www.nafsa.org/Connect_and_Network/Engage_with_a_Community/NAFSA_Regions/Region_II/; held in October (3rd week).
- ACTFL Annual Conference: http://www.actfl.org/convention-expo; held in November (3rd or 4th week).
- The Center for Advanced Research on Language Acquisition (CARLA): Source for workshops, presentations, and conferences on language teaching and learning: http://www.carla.umn.edu/

Submitting to Other Journals

- TESOL Quarterly: http://www.tesol.org/read-and-publish
- TESOL Journal: http://www.tesol.org/read-and-publish
- TESOL Connections: http://www.tesol.org/read-and-publish
- TESOL English Language Bulletin: http://www.tesol.org/read-and-publish
- TESOL Interest Section Newsletters: http://www.tesol.org/read-and-publish
- MIDTESOL Matters: http://www.midtesol.org/midtesol/
- NAFSA International Educator Magazine: http://www.nafsa.org/Learn_About_NAFSA/Staff_Directory/Feedback_Forms/Pubs/Write_for_NAFSA/
- The Language Educator: http://www.actfl.org/publications/all
- Foreign Language Annals: http://www.actfl.org/publications/all
- ELT Journal: http://eltj.oxfordjournals.org/
- Modern Language Journal: http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291540-4781
- English Language Teaching: http://www.ccsenet.org/journal/index.php/elt
- Language Teaching Research: http://ltr.sagepub.com/
- Journal of Applied Linguistics: https://www.equinoxpub.com/journals/index.php/JAL
- Journal of Pragmatics: http://www.journals.elsevier.com/journal-of-pragmatics/
- International Review of Applied Linguistics in Language Teaching (IRAL): http://www.degruyter.com/view/j/iral
- Chronicle of Higher Education: http://chronicle.com/section/Home/5
- Teaching and Teacher Education: http://www.journals.elsevier.com/teaching-and-teacher-education/
- Bilingual Research Journal: http://www.tandfonline.com/toc/ubrj20/current
- Language Learning: A Journal of Research in Language Studies: http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-9922
- Journal of English for Academic Purposes: http://www.sciencedirect.com/science/journal/14751585

Editor's Note: *The Survey*

In this issue of ILI@AEC, we include the results of a survey we administered in February of this year. This survey is an initial attempt at characterizing AEC faculty, GTAs, and administrators. This initial characterization can help us understand what it means to be an ESL professional at the University of Kansas. The results begin to show the kind of team we have put together to help our students meet the university's English language requirement for international students.[1]

Another reason to make our collective professional interests explicit is to help us identify our strengths so we can lead with our strengths as we face future challenges. Some 21st century challenges we face are significant. We need to update our curriculum and materials. Updating will require us to revisit our proficiency test. Short-term programs are growing quickly and our IEP may also experience much growth in the not too distant future.[2] We also face the ever present theoretical issue of determining the relationship between language ability and academic success. At the same time we are facing these challenges, the university is also going through changes. The Chancellor's Bold Initiatives are redefining what it means to study, teach, and do research at KU. A good way to begin to address these kinds of challenges is to identify our strengths and interests. This survey is an initial step.

The data from the survey are only a snap shot of key professional interests of our faculty, GTAs, and administrators. Although incomplete, the data from the survey begin to characterize the team that we present to our students and the university on a daily basis. Now we need to interpret these data. Our interpretations and how we act on them can help us determine what kind of team we have and how we can better contribute to the university. We may also be able to use the data to help us make decisions that lead to advancing our status at KU, our profession generally and our individual careers more specifically. I will leave deeper interpretations and applications of the data to you. At this point I begin discussion of the data with an overall summary and some specific observations.

Overall Summary of the Survey

In summary, the data show that we are an experienced faculty with a good mix of newer faculty members and veterans. A good number of us are changing positions within the AEC and getting exposed to different aspects of the profession. As a group we have much study abroad and work abroad experience. We speak other languages relatively well and over a third of us studied significantly beyond our field's terminal degree. Interestingly, faculty, GTAs, and administrators as a whole do not have a high interest in applying theory to TESL but nearly two thirds of us have a 'high interest' in second language acquisition, which is commonly referred to as applied linguistics. The data also show we have a very high interest in teaching and a somewhat diminished interest in non-teaching duties, although there are notable exceptions.

Some Specific Observations with Minimal Interpretations

To begin, almost 82% (50 out of 61) of us responded to the survey[3]. This high response rate to an anonymous survey that was not required shows we have an affiliation to the AEC or a desire to be part of the Center. In general, the data suggest a sense of community among our faculty, administrators, and GTA's.

Background and Experience

The data show that although most of us have not been at the AEC for very long (56% have been here for 0-7 years) we have a balanced mix of veterans and newcomers. 20% of us have been here for 8-15 years and 24% of us have been here

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[1] International students can also meet the university's English language requirement for international students by scoring 23 or higher on the Internet-based TOEFL or by scoring comparatively high on other standardized proficiency tests before coming to the university.

[2] I use the expression IEP (Intensive English Program) instead of AEC because the AEC has three components: The Graduate Writing Program, Short-Term Programs, and the IEP, which is the biggest component.

[3] The number 61 is rough. It came from the spring 2013 AEC phone list. I used the list to count faculty, GTAs, and administrators. I left out some names that are on the list because those individuals are currently not teaching at the AEC. Moreover not everyone who took the survey answered every question. Therefore the numbers throughout the Editor's Note are intended as approximate rather than exact.

for more than 16 years. This balanced mix suggests a certain amount of institutional understanding which provides the environment for a smooth continuation of operations to newcomers.

Another interesting result is that there appears to be movement within the Center. More than half of us (27 out of 50) have held multiple positions at the AEC. This is particularly important because it suggests some professional mobility within the AEC. It also shows that our faculty and administrators are getting experience in different aspects of the profession. The AEC seems to be a good place to work to advance careers.

The data also show that we are an experienced team. Nearly half of us have been in the field for more than 21 years. Over half of us have studied abroad and nearly three quarters of us have worked abroad. When we go abroad, we stay. For example, 83% of the nearly three quarters of us who have worked abroad did so for one or more years.

The survey also reveals that we know personally what it takes to learn another language and/or what it means to be bilingual. 85.7% of us know another language other than English. We seem to be able to use our non-English languages relatively well, especially oral/aural skills. 43% of us rate our S/L skills at 4th level or higher while 39% rate our Grammar for Communication skills at 4th level or higher. Interestingly only a third of us rate our Reading/Writing skills at 4th level or higher. These numbers may reflect the study abroad/work abroad distinction. More of us have worked abroad which requires more of an emphasis on Speaking/Listening skills. Study abroad requires an emphasis on all four skills and grammar. Another explanation for the higher S/L percentage may also be the result of a spouse or partner who speaks a language other than English. In relationships, conversations take precedence over reading and writing.

The data may also be showing some insight into the amount of education we feel we need. Just over a third of us have 3 or more semesters of graduate school beyond our profession's terminal degree while just under a third of us have an ABD, Ph.D. or equivalent. These data may be indicating a future educational trend in the profession.

General Professional Interests
General professional interests were rated on a scale of 1-5, where 5 indicated the highest interest and 1 the lowest. We seem to have the highest interest in six of the ten areas listed under General Professional Interests. The six areas we are most interested in under this category are: (1) teaching methodologies and approaches, (2) curriculum design, (3) materials writing, (4) intercultural communication, (5) second language acquisition, and (6) English for academic purposes.

Perhaps more intriguing are the areas where our interests are evenly distributed. We can see a relatively even distribution for interest in Application of Theory to TESL/TEFL. Just under 20% of us rated our interest in this category as 1 and a similar percent rated it as 5. Just over 20% of us gave it a 2, 3, and 4 rating. A similar distribution of interest in administration was registered.

Teaching Interests
Teaching interests were also rated on a scale of 1-5, where 5 indicated the highest interest and 1 the lowest. We do not see an even distribution of interest in teaching. Consider these notable examples. A decisive 73% of us gave a 4 or 5 rating to teaching level 4. We also see high interest in teaching Reading/Writing, Grammar for Communication, and teaching in short-term programs. Nearly 70% of us gave each of these an interest level rating of 4 or 5.

Also interesting is that of the eleven questions on the survey related to teaching, we gave a 5 rating to eight of them. In other words, almost 73% of the questions about teaching were rated 5 by most who responded. We love to teach.

Non-Teaching Interests
Non-teaching interests were also rated on a scale of 1-5, where 5 indicated the highest interest and 1 the lowest. The data seem to show we are more interested in teaching than in non-teaching duties. Only 38% of the non-teaching areas were rated 5 by most who responded.

The data seem to show that we have the most interest in the following eight non-teaching areas of our profession: (1) being a coordinator, (2) offering in-house workshops, presentations; facilitating brown bag discussions, etc. (3) interacting with visiting scholars, (4) curriculum review/revision, (5) materials development, (6) assessment (e.g., improving the proficiency test), (7) decision-making processes, and (8) strategic planning. That we have a high interest in some of these areas is not surprising since they are related to teaching such as course coordination, curriculum review/revision, materials development, and even assessment.

These are my initial observations. Now it is your turn to look at the data. Let us know what you see, what you don't see, and what it all means. Click here to jump directly to the survey.

Marcellino Berardo,
Editor

On Editing and APA Style for ILI at AEC

Greetings! As *Issues for Language Instruction at the AEC* launches its second volume, we would like to publish our submission guidelines. The purpose of doing this is to ensure a consistent look and style with the goal of elevating the professionalism of our journal.

With this idea in mind, we have chosen the American Psychological Association or APA Style for this journal. The APA style is commonly used by journals in our field, including *TESOL Quarterly*. If you, however, are not familiar with APA Style, please do not let that deter you from submitting something! At the end of this editor's note, and in the ILI folder on the shared drive, I have provided a quick "cheat sheet" on the basic aspects of APA style. Additionally, I am always on hand to answer any questions you might have. If however you cannot find me, submit anyway! We are looking for your perspectives, not your ability to conform to a certain style.

Finally, we would like to briefly discuss our editing process. All submissions are first reviewed by Marcellino who edits for content related issues. Articles are then given to Elizabeth for copy editing. We both use the track changes function in Word. When we send edited articles back to you we ask that you accept or deny the track changes. To do this, see the steps below:

1. Click on the "Review" Tab in Word.
2. Look at the box labeled "Changes" towards the right hand side of the toolbar.
3. There are two buttons labeled "Accept" and "Reject".
4. If you click one of the buttons itself, it will automatically do what you ask and move to the next change. If you want more control, you may click the little down arrow under each box and choose your preferred command.

Doing this makes our editing process much simpler and it gets rid of all those ugly little lines that are all over your paper! As with APA style questions, Marcellino and I are always happy to answer questions about this process.

So without further ado, see the cheat sheet below and start writing! We look forward to your submissions.

Elizabeth Gould,
Copy Editor

APA Cheat Sheet

The ILI editors have decided to standardize our formatting parameters by using APA style. We would appreciate it if you could try to follow this format when writing your articles. If you are unfamiliar with the rules of APA style, feel free to submit anyway. We value content over format. This cheat sheet provides an easy-to-read guide for the basics of citing and referencing sources. If you have more complicated styling issues, feel free to chat with Elizabeth!

In-Text Citing:

Direct Quote (books and articles):

"The inadequacy of a strictly bottom-up approach has been demonstrated by research that shows that we do not store listening texts word-for-word as suggested by the bottom-up approach" (Nunan, 1999, p. 202).

Parentheses:
after quotation marks but before period.

Author/Date/Location:
Last name, date published, page number

OR

According to Nunan (1999), "the inadequacy of a strictly bottom-up approach has been demonstrated by research that shows that we do not store listening texts word-for-word as suggested by the bottom-up approach" (p. 202).

Indirect Quote (books and articles):

One of the drawbacks of the bottom-up approach is that it doesn't take into account that we do not hold texts word-for-word in our memories (Nunan, 1999).

OR

According to Nunan (1999), one of the drawbacks of the bottom-up approach is that it doesn't take into account that we do not hold texts word-for-word in our memories.

Direct or indirect quotes with more than one author:

According to Nunan and Vygostsky (1999)….

OR

….we do not hold texts word-for-word in our memories (Nunan & Vygotsky, 1999).

References:

Book:

Nunan, D. (1999). *Second language teaching & learning*. Boston: Heinle & Heinle Publishers.

Author:
Last name, first initial.

Date:
Year Published

Title:
Italicized. First letter of title capitalized, all lowercase after that. If subtitle, add colon and capitalize first letter after colon.

City:
City where published followed by a colon.

Publisher:
Full name of publisher.

Journal Article:

Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly, 40*(1), 109-131.

Author:	Date:	Title:	Journal:	Volume #:	Issue #:	Page #:
Last name, first initial.	Year Published	First letter of title capitalized, all lowercase after that. If subtitle, add colon and capitalize first letter after colon.	Italicized. Name of Journal. Content words capitalized.	Italicized.	In parentheses	Beginning and ending page #s of article.
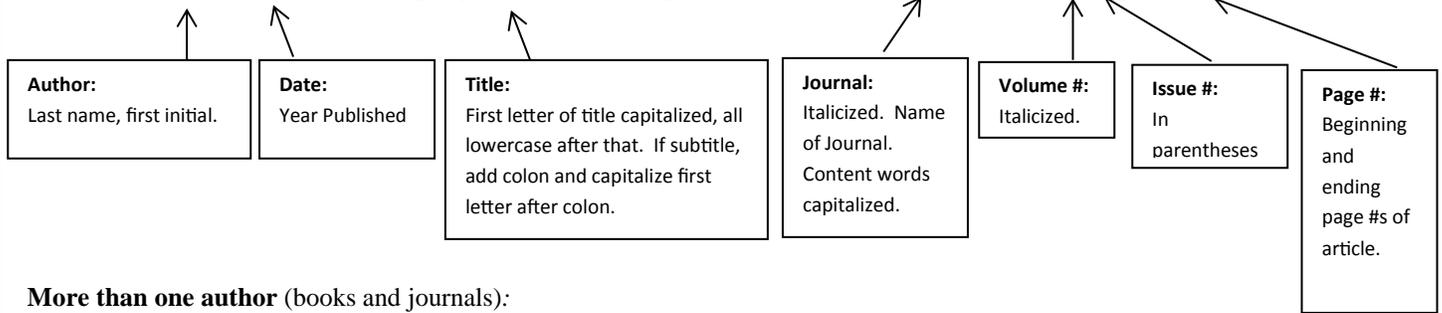
More than one author (books and journals)*:*

Nunan, D. & Vygotsky, I. (1999). The rest of reference is the same.

Nunan D., Vygotsky, I., & Krashen, S. (1999). The rest of reference is the same.

Headings:

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Title: Centered, Bold and Upper and Lowercase

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1st Heading: Flush Left, Bold, Upper and Lowercase

2nd Heading: Flush Left, Italics, Upper and Lowercase

3rd Heading: Bold, Within Paragraph

4th Heading: Italics Within Paragraph

Organizational Culture at the AEC: What Quantitative and Qualitative Data Reveal

Elizabeth Gould

Introduction

In the last issue of ILI, I introduced three research questions related to organizational culture and Intensive English Programs (IEPs). My focus was the Applied English Center at the University of Kansas. The research questions were: (1) what do the employees of the AEC perceive to be the dominant organizational culture?, (2) what dominant organizational culture emerges from analysis of qualitative processes within the AEC, and (3) what are the differences between the perceptions of the dominant organizational culture of AEC employees and the dominant organizational culture that emerges from analysis of qualitative processes? In this article, I will summarize the methodology used to answer these questions and present the results of my study which showed that the AEC was a predominantly transformational organization.

Methodology

The research questions were addressed using a concurrent mixed method design. Qualitative data were collected in order to compile an ethnography of the participating IEP, which was the Applied English Center (AEC). Quantitative data were collected concurrently, using the Organizational Description Questionnaire (ODQ)® to determine –AEC employees' perceptions of the organizational culture. In order to avoid bias the quantitative data were not analyzed until after the qualitative data were collected and compiled. The qualitative and quantitative sets of data were then compared to determine if the qualitative data supported or refuted the data from the ODQ®.

The Qualitative Portion

The qualitative portion of this study was an ethnography of the AEC. The purpose of the ethnography was to support or refute the findings from the quantitative portion of the study. Based upon the information from the survey, the AEC was categorized into one of nine typologies listed in the quantitative portion of this chapter. Qualitative data gained from the ethnographic study of the AEC was compared to the specific characteristics of the typology in which the AEC was placed to determine if the data sets corresponded to one another. The overall purpose was to determine if employees' perceptions of the organization found in the quantitative survey were demonstrated in the organization's day-to-day activities, and published documents.

The types of qualitative data typically collected in an ethnographic study are participant observations and interviews as well as artifacts and documents of the organization or culture being studied (Creswell, 2007). The qualitative data that was collected for the purposes of this study focused on text documents related to procedures and processes integral to the functioning of the AEC. Interviews of key participants were conducted to clarify or supplement information uncovered in the examination of the artifacts and documents

Participant observation, the third data collection method typically used in ethnographic research, was minimally used. Although Smith (2006) claimed that a participant observer may be able to make connections that outside researchers might not be able to make, it was necessary in this particular study to limit participant observation in order to avoid bias. Therefore participant observation was used only to clarify or draw connections between the artifacts and documents and interviews collected.

According to Creswell (2007), "the naturalistic researcher looks for confirmability rather than objectivity in establishing the value of the data. Both dependability and confirmability are established through an auditing of the research process" (p. 204). In this study multiple data sources were reviewed for similarities and contradictions in order to get the most accurate picture of a phenomenon (Eisner, 1991). Each process examined in the qualitative portion of the study was reviewed using multiple textual and interview-based sources for common patterns of behavior. Creswell (2007) identified this process as triangulation.

Additionally, the purpose of this study was to "understand rather than convince" (Creswell, 2007, p. 205), and therefore I did not begin this study with the idea of finding anything specific. Creswell (2007) additionally stated that "substantive validation means understanding one's own understandings of the topic, understandings derived from other sources, and the documentation of this process in the written study" (p. 206), but must go one step further. The researcher must include a high degree of self-reflexivity which allows others to draw their own conclusions about the researcher's interpretations (Creswell, 2007).

The Quantitative Portion
The Organizational Description Questionnaire (ODQ)® was developed by Bass and Avolio (1992) and is a 28-question survey. Each question offers a statement relating to organizational operations. The respondent was asked to indicate whether this statement is true or false for the organization, resulting in a score for transactional and transformational cultures. Organizations can then be categorized into a typology as shown in Figure 1.

Figure 1. Frequency of Types of Cultures According to the Organizational Description Questionnaire (ODQ)® Scores

		Transactional		
		-14 to -6	-5 to +5	+6 to +14
	+6 to +14	Predominately 4 I's	Moderated 4 I's[4]	High Contrast
Transformational	-5 to +5	Loosely Guided	Coasting	Moderated Contractual
	-14 to -6	Garbage Can	Pedestrian	Predominately Contractual

Figure 1. Adapted and reprinted with permission from "Organizational Description Questionnaire, Sampler Set" by B.M. Bass and B.J. Avolio (1992), Mind Garden, p. 19. Copyright 1992 by Bernard Bass and Bruce Avolio.

Definition of Categories. Bass and Avolio (1992) stated that organizations that fall into the "Predominately 4 I's" category were considered "purely transformational" (p. 20). Formal agreements and procedures were not emphasized, rather there is focus on "purposes, visions, values, [and] fulfillment" (p. 20). The "Moderately 4 I's" category was demonstrated by a move towards more formalization of agreements and procedures.

A "High Contrast" organizational culture was characterized as having a high amount of both transformational and transactional qualities. In a "high contrast" culture, it is possible to "see a great deal of both management and leadership activity, with conflict over the best ways to proceed" (Bass and Avolio, 1992, p. 21).

A "Loosely Guided" organizational culture was relatively unstructured. Members in loosely guided organizations worked relatively independently of each other and leadership was rather informal. "Predictability is low, but there is some degree of flexibility" (Bass and Avolio, 1992, p. 21).

In an organization that demonstrated a "Coasting culture," neither transformational nor transactional values were dominant. In this type of organization, "managerial and leadership activity tends to be moderate in amount" (Bass and Avolio, 1992, p. 22). This category typified an organization that appeared to be maintaining status quo.

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[4] The "Is" in 4 I's stand for idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. According to Avolio, Waldman, and Yammarino (1991), it is the combination of these factors that makes the ideal transformational leader.

Organizations that were in the "Moderated Contractual" or the "Predominately Contractual" categories tended to be more bureaucratic than the other types of organizations. The "Predominately Contractual" organizations were heavily focused on self- versus group-interest and transactions were highly systematized and regulated. "The organization's structure is likely to be stable, centralized, tight and tall with a clear top-down chain of command" (Bass and Avolio, 1992, p. 23). The higher the transformational score, the more emphasis was placed on "concern for the individual" (p. 23) and "concern for new ideas and a longer-term perspective" (p. 23). This characterized an organization as "Moderated Contractual".

In a "Garbage Can" organizational culture, there was little to no structure or leadership and it did not have "clear purposes, visions and values or clear rules and regulations" (Bass & Avolio, 1992, p. 24). This type of organization was characterized by individuals who follow their own set of self-developed rules and procedures and "consensus is likely to be absent" (p. 24). It is unlikely that people in this type of organization could identify its culture.

Finally, Bass and Avolio (1992) categorized a "Pedestrian" organization as one where established and formal arrangements dominated. Commitment to the organization was generally low, and "work is routine" (p. 25) and "risk-taking is avoided" (p. 25). The organizational structure was generally oriented towards management by exception or contingent reward.

Qualitative Procedures
The qualitative analysis portion of this study was conducted in a four-step process. These steps (a) determine which AEC processes to examine, (b) determine what process data to examine, (c) analyze each data set and (d) determine each process' transformational/transactional category. Each step is described in detail below.

The first step in the qualitative analysis was to determine six processes which are integral to the operation of the AEC. The purpose of examining only six processes was to narrow the data set to a manageable level. Organizations are so complex that identifying and analyzing all possible processes related to their culture is not feasible. I assumed that six integral processes would be a solid reflection of the organizational culture of the AEC and by narrowing the scope to six processes, patterns of organizational culture would be more easily discerned.

According to DeVault and McCoy (2006), ethnographic research has an emergent nature, therefore the six processes were not chosen in advance, but were determined from an initial review of artifacts and interviews with key employees. Specifically, I reviewed the employee handbook and created a list of processes found within the document. I then presented the list to the Director who was asked to identify the six most integral processes to the operation of the AEC. The six processes chosen were then used in step two of the qualitative analysis.

The second step of the qualitative analysis was to determine what data to analyze related to the identified processes. Again the employee handbook was the starting point for analysis. The handbook was reviewed for references to each process, specifically for references to key documents and employees. I created a list of data to be analyzed for each process. Data sets included documents such as the employee handbook, memos and e-mails from supervisors and administrative personnel, promotional material, meeting minutes and student handbooks. Interviewed employees came from faculty, staff and administrators.

The next step of the qualitative process was the analysis of each data set. Each document and interview transcript was analyzed to determine the major steps and components of each of the six processes. Each step or component of the process was then coded based upon how transactional or transformational it is in nature, which was the final step in the qualitative analysis process[5].

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[5] Organizational culture can be described in many different ways and there is no agreed upon "best" way. There are even some researchers who believe that it is not possible to define or categorize an organization's culture. However, for the purposes of my study, I worked on the premise that organizations can be described and labeled. Therefore, I chose to use the Organizational Description Questionnaire® developed by Bass and Avolio (1993) who created a typology based on the concepts of transactional and transformational leadership. Bass and Avolio (1993) characterized transactional leadership as a reward and punishment system with each organizational member having a clear idea of the job and responsibilities and

The criteria used to determine into which category of culture each step in the chosen processes falls can be found in Figure 2. These criteria were developed using Bass and Avolio's (1993) nine typologies. The number of transactional and transformational scores for each process were compiled to determine if the process was more transactional, more transformational or a balance of both types. The formula and table used to determine this is also found in Figure 2.

Figure 2. Qualitative Data Analysis Tool for Determining Transactional vs. Transformational Culture

Formula: Total Transactional _____ - Total Transformational = _____

Mostly Transactional +5 or more	Balanced Between -4 and +4	Mostly Transformational -5 or less
• Strong emphasis on formal agreements and procedures • Heavy focus on management vs. leadership • Little decision-making on the part of the employee	• Evidence exists of both formal agreements and procedures and an emphasis on visions, values and fulfillment • Evidence exists of both management and leadership behaviors • Evidence exists of a mix of prescribed procedures and independent decision-making by employees	• Strong emphasis on visions, values and fulfillment • Heavy focus on leadership vs. management • A lot of independent decision-making is done by employees

Quantitative Procedures
Data collection for the quantitative portion of the study began in the fall semester of 2012 when most employees of the AEC were present. The ODQ® described above was sent to all employees of the AEC via Survey Monkey®. Recipients had two weeks to respond to the ODQ® as well as an additional demographic portion of the survey. Permission to use was obtained.

Once the data was collected it was input into SPSS and analyzed using descriptive statistical methods. Originally the plan was to also use inferential statistics to compare data among different groups of employees, but the numbers of each group were too small to do this with any validity. Instead, the total transactional and total transformational scores were calculated for each respondent. Then, the mean scores for both transformational and transactional values were calculated based on all respondents to determine an organization-wide ODQ® score.

Synthesizing the Data Sets
To compare the difference in employee perceptions of organizational culture to that of the actual processes related to the organizational culture of the AEC, each data set was synthesized to get a better overall picture of the organization. The quantitative and qualitative data were examined for similarities and differences relating to transactional and transformational organizational culture variables to gain an understanding of what type of culture is present at the AEC. Specifically, the total mean scores for all ODQ® questionnaires were compared to the data uncovered in the analysis of documents, artifacts and interviews related to six key processes at the AEC.

Results

Quantitative Data Analysis
The quantitative data analysis portion of this study addressed the first research question: What do the employees of the

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should rarely deviate from this prescribed workload. Bass (1995) added that transactional leadership is also characterized by management by exception, meaning managers only intervene if they see something going wrong. Transformational leadership, on the other hand places more emphasis on individual follower concerns and relies heavily on the leader's personality (Bass, 1995). Rather than relying on a traditional reward and punishment system, transformational leaders "must also address the follower's sense of self-worth" (Bass, 2008, p. 618)

AEC perceive to be the dominant organizational culture? The first step in the quantitative portion of the study was to send the Organizational Description Questionnaire (ODQ)® to all employees at the AEC. An e-mail was first sent on June 25th, 2012 with a link to a Survey Monkey® site where the ODQ® had been put in electronic format along with additional demographic information. The survey link was sent to 69 recipients, 42 of which voluntarily and anonymously responded for a response rate of 60.8%.

This response rate was adequate to answer the research questions encompassed in this study, however further statistical research is difficult due to the small number of responses in various categories. For the purposes of this study, descriptive statistics provided information on the types of respondents, but no inferential statistics were used due to the small number of respondents. See Table 2 for a summary of data gained from the demographic portion of the survey.

Table 2

Summary of Demographic Data

Question	Response	Number of Respondents	Response Percentage
Employee Status	Full-time employee	36	85.71
	Part-time employee	6	14.29
Job Title	Pool, Multi-term or Permanent Lecturer	26	61.90
	Language Specialist or Other	6	14.29
	Graduate Teaching Assistant	2	4.76
	Staff or Administration	8	19.05
Length of Time in Organization	0-5 years	22	52.38
	6-10 years	5	11.90
	11+ years	15	35.71
TESOL Related Degree	Yes	37	88.10
	No	5	11.90
Have worked for other similar organizations	Yes	34	80.95
	No	8	19.05
Age	20-35	9	21.43
	36-50	14	33.33
	51+	19	45.24

The next step in the quantitative data analysis portion of the study was to determine the overall ODQ® score for the AEC. I calculated the ODQ® score for each of the respondents individually using the suggested formula of the test maker, which was described earlier. In order to get the overall score for the AEC, the averages of the transactional and transformational scores were calculated. The results were used to place an organization on the matrix depicted in Figure 1. The average transactional score for the AEC was .60 and the average transformational score was 8.71. This placed the AEC in the Moderated 4I's section of the matrix. Therefore the perceived dominant organizational culture of the AEC is considered to be mostly transformational in nature with a move towards more formal agreements and procedures (Bass and Avolio, 1992).

Qualitative Data Analysis

The second research question was addressed through the qualitative analysis portion of the study. Research question two was: What dominant organizational culture emerges from analysis of qualitative processes within the AEC? The first step in the qualitative portion of the study was to determine six processes that are most representative of the AEC. In order to determine these processes I read through the employee handbook and created a list of the processes found there. A list of 29 processes were found and subsequently categorized into five umbrella categories: administrative, curricular, employee-related, fiscal and student-related. I then shared the list with the Director of the AEC so that he could determine if there were any major processes missing from the list.

Once it was determined that the list was complete, I asked the Director to choose the six processes that he felt were most representative of the AEC . The only stipulation was that there was at least one process chosen from each of the main five categories in order to ensure a comprehensive study of the organization. The six processes chosen were strategic planning, course coordination, hiring personnel, annual evaluation, budget planning and implementation, and counseling. A brief explanation of each of these processes as they are utilized within the AEC can be found in Table 3 below.

Table 3

Description of the Six AEC Processes Chosen for Qualitative Analysis

Process	Description
Annual Evaluation	The process of evaluating employee performance at the AEC.
Budget Planning and Implementation	The process of determining resource allocation for the fiscal year.
Counseling	The process of advising students on a number of matters including language and cultural adjustment and explanation and interpretation of AEC and university policies.
Course Coordination	The process of supervising each course in the AEC. One lecturer or language specialist is given responsibility for the development and implementation of the course as well as monitoring of instructors assigned to that course.
Hiring Personnel	The process of hiring faculty and staff.
Strategic Planning	The process of creating a plan for the implementation of new initiatives or the maintenance of current operations.

The second step in the process was to determine which data sets to analyze for each of the six processes. First, the employee handbook was reviewed for references to each of the six processes. Documents were identified as possible data sources and key employees were identified to interview. Table 4 presents a summary of the types of data analyzed for

each process. It is important to note that no documents were reviewed for the Budget Planning and Implementation process because no documents existed that provided written evidence of the procedures to follow for this process.

Table 4

Summary of Data Sources for the Six AEC Processes Chosen for Qualitative Analysis

Process	Documents	Interviews
Annual Evaluation	Employee Handbook	2 Associate Directors Former Committee Member
Budget Planning and Implementation	None	Director Accountant
Counseling	Employee Handbook Counseling Guide	3 Counselors
Course Coordination	Employee Handbook	3 Coordinators 1 Coordinated Instructor
Hiring Personnel	Accreditation Self-Study Document	Director 1 Associate Director
Strategic Planning	Accreditation Self-Study Document Pre-Semester Meeting Notes	Director

The third and final step in the qualitative analysis process was to determine whether each process is more transformational, transactional or a balance of the two. In order to make this determination, I reviewed each document and interview transcript for key steps in each process, or in the case of interviews, key observations of the participants. Each step or comment was labeled as more transformational or transactional in nature. The number of transactional and transformational markers were totaled for each process and entered into the formula shown in Figure 2. The results can be found in Table 5.

Table 5

Summary of Results of Qualitative Analysis of Six AEC Processes

Process	Score	Result
Annual Evaluation	-22	Mostly Transformational
Budget Planning and Implementation	8	Mostly Transactional
Counseling	-14	Mostly Transformational
Course Coordination	3	Balanced
Hiring Personnel	24	Mostly Transactional
Strategic Planning	-14	Mostly Transformational

The results in Table 5 reflect calculations that cannot be considered exact because the number of comments and observations are not constant for each process. However, this method provided a way to remove, as much as possible, research bias from the qualitative process and provided a way to compare the data in an objective way. So although the scores may not be exact, they provide a picture that is as accurate as possible of the AEC. Therefore, after reviewing the qualitative data, it appears that the dominant culture revealed in the analysis of the qualitative data is mostly transformational in nature with some underlying transactional processes.

Synthesizing the Two Data Sets
The third and final research question of this study looks at the agreement or disagreement between the quantitative and qualitative sets of data. To reiterate, research question three was: What are the differences between the perceptions of the dominant organizational culture of AEC employees and the dominant organizational culture that emerges from analysis of qualitative processes? While an exact comparison of the data sets cannot be made due to the nature of the data, there is enough information to conclude that the qualitative data supports the quantitative data in that both data sets reveal that the AEC is mostly transformational in nature, but has some transactional elements. According to the data, the employee perceptions of the AEC's culture were similar to the culture that is represented in the dominant organizational culture revealed in the analysis of the qualitative processes found within the AEC.

Discussion, Conclusions and Recommendations

Discussion
The purpose of this study was to examine the concept of organizational culture as it applies to Intensive English Programs. The results revealed the AEC to be mostly transformational in nature with an undertone of transactional processes. These results are perhaps not surprising given the nature and overall structure of most IEPs.

Most IEPs are required to respond quickly to changes in the outside environment. Enrollment numbers fluctuate depending on U.S. relations with other countries. For example, IEPs may have to deal with a sudden influx of students from one particular country and have to adapt to a cultural learning curve that inevitably comes with this group of students. Additionally, IEPs have to contend with growing competition. It is no longer just the bigger English-speaking countries such as the United Kingdom and Australia that are competitors for U.S. IEPs, but other countries are now starting their own schools and recruiting native English speakers to teach in them, forcing IEPs in the U.S. to become more aggressive in their recruiting practices (Pennington & Hoekje, 2010). This makes flexibility, a necessity for IEPs, which in a sense, forces them into a partially transformational culture.

On the other hand, IEPs are part of an overarching university structure which is usually very hierarchical in nature (Gioia, et al., 1994; Olson, 2009) making it necessary for IEPs to implement certain transactional processes that they might not otherwise have were they not attached to a larger university system. For example, IEPs are often restricted in their hiring practices because of university regulations. IEPs may not be able to predict the number of students coming into a program from year to year and may have to make hiring decisions very quickly. Many universities have strict hiring policies that are not conducive to quick hires. Also, IEPs often have budgetary restrictions placed on them by the universities, forcing IEPs into certain transactional behaviors.

Conclusions
This study's results indicated that the AEC has developed an organizational culture that is receptive to individual contribution and creativity, and was somewhat flexible in its operations and therefore was able to adapt to certain changes in the types and amount of students coming into the program. This is evidence of a transformational organizational culture. The data also suggested that the AEC was bound by certain university procedures such as budgeting and hiring, which have bred a certain amount of transactional culture in the AEC. Therefore the AEC fell into the Moderated 4Is category of the ODQ® (Bass & Avolio, 1993).

This study was an examination of the concept of organizational culture as it applied to the field of Intensive English Programs. It was discovered that the AEC has adapted an organizational culture that is suited to the environment in which it is situated. While these results may not be surprising, they are certainly useful as a foundation for future studies as well as best practices in IEP directorship.

Recommendations

Given the global trends mentioned in this study, it seems that IEPs will persist for the foreseeable future, but the landscape in which they currently sit is constantly shifting. Considering the impact this will have on IEPs, it is very important for IEP directors to understand their organizations to the extent that they are able to use that knowledge to make the necessary changes that will ensure the survival of their IEPs in this dynamic and volatile setting. The structure and results of this study can perhaps be helpful in this endeavor.

However, before discussing how IEP directors can use this study to better understand their organizations, it is important to reiterate that Lewis (1998) cautions that some researchers feel that organizational culture is too abstract to be useful to managers, while others feel it is a beneficial concept (Hofstede 1998; Schein, 1990). IEP directors should keep this dichotomy in mind when reviewing these results and should approach organizational culture research very carefully and with a sense of purpose (Schein, 2010). Large scale decisions should probably not be made solely on the basis of an organizational culture study.

Nevertheless, having a greater understanding of the underlying assumptions and values that drive an organization can only help in decision-making and change management. Knowing the type of organizational culture that is present can lead directors of IEPs at the very least, to a better understanding of why change initiatives are not working, and can potentially help them make decisions that work within the organizational culture rather than against it. Leaders can affect great change in their organizations if they have an understanding of its culture and how to use it to their advantage (Hofstede, 2000).

Furthermore, Bass and Avolio (1993) state that an ideal organization is one that presents a balanced mix of transformational and transactional cultures. The AEC in this study was shown to have this mix and appears to be well-prepared to meet the upcoming challenges mentioned previously and to survive and excel in a dynamic environment. Leaders of other IEPs in the United States can perhaps use the AEC as a model for operating an IEP in the modern landscape of teaching English as an additional language.

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There Is No Magic: Developing Grammar Skills Using Blackboard Quizzes
Carla Buchheit

During the summer of 2012 I got tired of Level 1 students begging me for more direction in their effort to move up within the AEC. They seemed to want a magical elixir, and my responses felt like a placebo. I was weary of both. So, it was time to address the issue by beginning a plan that had been simmering for a while. The plan was to create a series of grammar quizzes on Blackboard (Bb).

Project Overview

The goal for this Bb project was to give Level 1 grammar students (016B and 016C) a venue for self-improvement that 1) presented and reinforced the grammar skills necessary to successfully complete Level 1, and 2) guided students to develop paraphrasing skills.

During the fall semester I began to make what ended up as Bb quiz pools covering seven grammar topics. These test pools have about 350 items and were presented to students in 10-item quizzes by content area. Questions were pulled randomly from 40+ item pools, so students saw different items on each quiz they took and they could take as many quizzes as they wanted.

However, before the project even began, I realized that simply making quizzes was an inadequate effort on my part. Students in 016B and 016C would be taking the same quizzes, but these two groups of students do not cover the same grammar material nor in the same depth, and do not move at the same pace. So, I created GrammarPoints as supportive teaching tools for the quizzes.

GrammarPoints (GPs) are PowerPoints that provide an overview of the grammar structures and paraphrasing skills that are used in each quiz topic. This is an example of why GPs are needed. 016C students studied *enough/not enough* as count/non-count quantifiers, so that concept was included in some quiz items. However, 016B students did not study that quantifier in class. In order to have a chance at being successful on the count/non-count quizzes, they needed some exposure to this language. Thus, GrammarPoints were needed not just to remind students of the grammar content in each quiz, but also to introduce unfamiliar content.

The GPs are not designed to provide depth; they are equal parts overview and review. In Figure 1 there are three GP slides that demonstrate the introduction/review of quantifiers. The 016B students who did not know the word "enough" had to either a) ask about it in class, or b) use the incorrect-item feedback to figure out how to learn more about it. I expected and encouraged students to study and use the third slide, the chart, while taking their quizzes. (In fact, we had already covered this material and students had made an *enough/less* Venn diagram in class.)

Figure 1. Slide Series about Quantifiers from the Count/Non-Count GrammarPoint
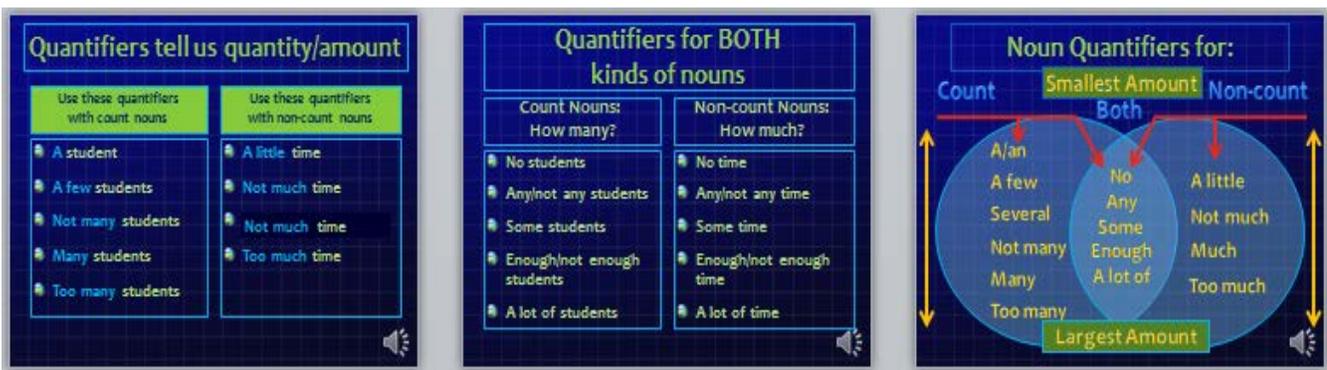

Figure 1. The first slide in this series shows the most commonly used count and non-count noun quantifiers. Each is used with the same common count or non-count noun. The second slide shows quantifiers that can be used with both count and

non-count nouns and repeats the nouns from the first slide. The third slide is a chart that gives a graphic illustration of the prior two slides. Animation on the slide reminds students that the order is from the smallest to the largest amount.

Just as GrammarPoints were a logical necessity for the quizzes, narration of the slides also became a logical extension. It just was not enough to present this material and expect students to know what it meant; the material needed to be taught. The GPs also needed animation to emphasize specific points and to draw student attention to those points. Figure 2 is a GP slide which demonstrates both the placement of frequency adverbs and how to paraphrase with them. The animation pane at the right on this slide shot organizes and indicates the animation action.

Figure 2. Frequency Adverb Placement and Paraphrasing
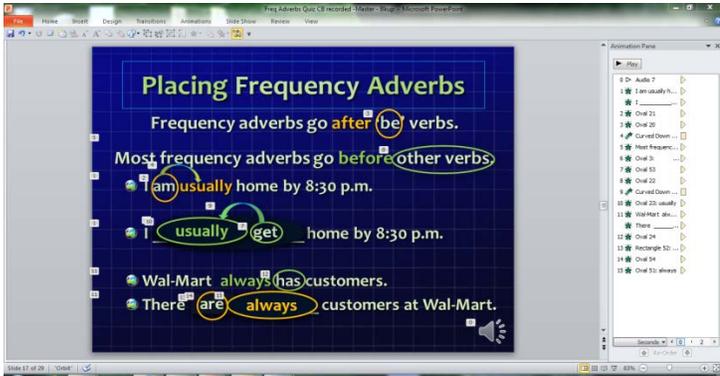
Figure 2. The dual purpose of the quizzes is demonstrated on this slide. First, it provides an example of how to paraphrase by changing the verb. At the same time, it uses color and animation to illustrate the grammar guidelines about frequency adverb placement. The small numbers on the slide indicate the animated action.

From the beginning, I knew that Level 1 students and Blackboard might not be an ideal combination. I had tried administering paraphrase tests on Bb for two semesters before I started this project. I knew that minimal computer/typing skills, poor spelling, and lack of familiarity with Blackboard hinder students. So, I used the GPs to lead students into developing Bb skills. Figure 3 is an example.

Figure 3. Skill Development Slides
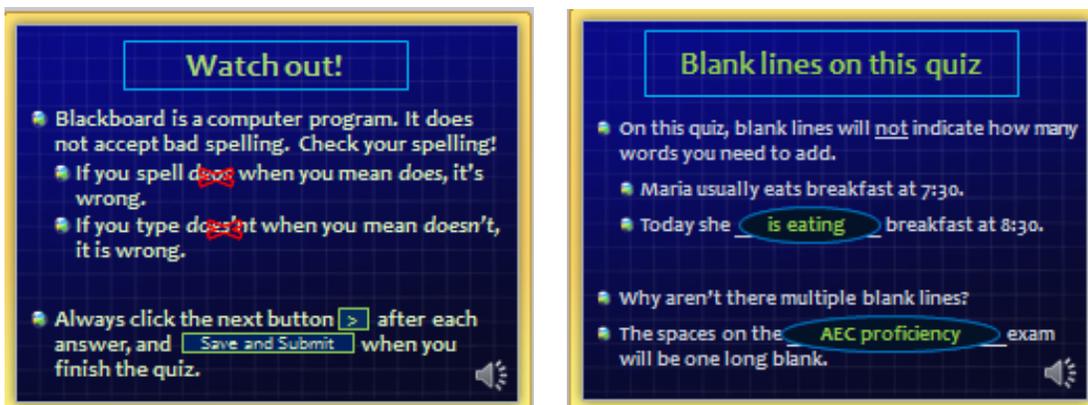
Figure 3. The slide on the left explains to students that Blackboard will not accept misspelled words, and reminds them how to navigate through the quiz and how to finish it. The slide on the right comes from the third quiz pool. It explains the change in the appearance of the blank lines from the prior two quiz pools.

Additionally, the first two content quizzes used multiple blank lines (Figure 3) to support students' quiz-taking skill development. Students learned that ____ ____ _____ meant that three words were the expected response. Initial GPs were watched and grammar quizzes taken in the LEO lab with assistance available from the LEO staff, the teacher, and the Level 1 student assistants, so we could ease student confusion.

I expected students to watch each GP before they took a new content quiz, and in order to be sure they did this, I used the adaptive release feature of Blackboard. For the first few content quizzes, this feature kept the quizzes hidden until after the GP was viewed. Later, I added passwords to the end of the GP that students needed in order to activate the quiz. Figure 4 is an example.

Figure 4. Ensuring that Students Watch the GrammarPoints
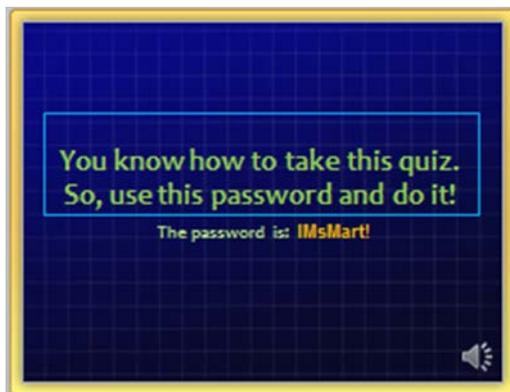
Figure 4. Passwords and adaptive release are two Blackboard options that were used to try to require students to watch the GrammarPoints before taking the first quiz in each topic pool.

During the last week of school, both classes went back to the computer lab to take a 30-minute proficiency-like 40-item test, which was easily (and again randomly) pulled from the already-created content pools, and to take a survey assessing their experience and eliciting their advice for how to improve the project.

The Quizzes
Since each quiz had 10 randomly picked items, students were assigned to take each quiz at least two times to ensure that they would see a representative sampling. That means that students were required to take 14 quizzes and one review quiz, or 15 quizzes total. In practice, students took as few as 3 and as many as 44 quizzes. Homework credit was given for up to 15 quizzes; scores were not considered. Table 1 shows quiz data.

Table 1

Fall 2012 Blackboard Grammar Quizzes: Student Participation and Scores

	016B	016C	B & C
Total Number of Students	15	20	35
Total Blackboard Quizzes Taken	368	333	701
Average Quizzes Taken/Student	25	17	20
Average Blackboard Quiz Score/Student	42.47%	55.05%	49.94%

I anticipated average scores approaching 80%; that did not happen. Only three students averaged scores in the 70th percentile. And while all three of those students moved up two or more levels (two to Level 2 Grammar, one to Level 4

Grammar), there is not a clear relationship for all students. Some students took a few tests, scored well or poorly and made progress. Others took many tests, scored poorly or well, and made little progress. But, the average quiz scores, as shown in Table 2, indicate a possible statistical significance that should be pursued with continued data collection and analysis.

Table 2

Relationship of Post-Proficiency-Exam Placement of 016B/C Students to Blackboard Grammar Quiz Participation and Scores

Post-Proficiency-ExamPlacement for 016B/C Students (Spring 2013)	# Students	Average # Quizzes Taken	Average Score on Blackboard Quizzes
ESLP 106	1	35	78%
AEC 036	6	26	59%
AEC 026	22	19	49%
AEC 016	6	14	40%

Survey Results[6]
At the end of the semester, twenty-five of the thirty-five students participated in a survey about the project. Overall, the survey indicates that students believed that they improved their grammar and paraphrasing skills by studying with the GrammarPoints and taking the quizzes. Furthermore, they felt prepared with paraphrasing strategies to succeed on the proficiency exam. They were likewise positive about the actual GrammarPoints, including the narration and animation. Since research shows that students are not typically good judges of the effectiveness of PowerPoints[7] (especially as teaching tools), the students' evaluation of the GPs have to be viewed with some reservation.

The survey results reinforced (48%) one recurring complaint from students throughout the semester: they wanted answers to the quiz items. They always got feedback with each incorrect answer, but they didn't get the correct or possible answers. That they did not was a huge frustration for the students and I could not decide how or when to resolve it.

The Biggest Dilemma: Quiz Answers
In the survey, 56% of the students said they would prefer to take paraphrase tests on paper. I can see why: It is much easier. It is easier to look up unfamiliar vocabulary, easier to form study groups, easier to get and share answers—not just from other students but also from the teacher or student assistants or any willing body with some English fluency. There is no time clock ticking, no need to learn Blackboard's eccentricities, and misspellings pose no problem. It is also far easier for the teacher to create and implement paper-based tests. But, I had already tried that, both in the classroom and in meetings with interested students outside the classroom and it was not satisfying. Ultimately, students were more interested in getting the answers than in learning how to arrive at the answers.

Lao Tzu, a Chinese philosopher from about the 5th Century, is credited with the saying, "Give a man a fish, feed him for a day. Teach a man to fish, feed him for a life." Using this as a loose philosophy, my goal with this project was to deliberately *not* give the answers to the quizzes. Instead, it was to teach them how to think, what to notice, how to apply grammar points and how to find answers by themselves; I wanted students to earn and own their success. Was my adherence to a philosophy worth their heavy frustration? I honestly do not know. Nor do I know at what point I should have provided the answers. Blackboard has limits and I cannot selectively provide answers. That is, I cannot give

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[6] Survey results can be viewed at: http://www.surveymonkey.com/analyze/?survey_id=36413421&OPT=NEW
[7] Frey, B., & Birnbaum, D. J. (2002). Learners' perceptions of the value of PowerPoint in lectures. ERIC Document Reproduction Service: ED467192

answers to students who have taken the quizzes a number of times and not also give the answers to those who have not taken the quizzes at all. Thus, at what point should I have provided answers; after every student took each quiz twice—which never happened? Two weeks after the quiz opens? Three weeks? How does motivation continue once students know that they will ultimately be given the answers? Would those students who took the quizzes more than 40 times have done so if they knew that they would be given the answers at some point? Would the students who only took three quizzes have been motivated to take more of them[8]? I have no answers to these questions.

Encouraging Trends

Student scores from the Fall 2012 proficiency exam are encouraging. The scores, in Appendix I and Appendix II seem to suggest that, even without being given any answers, these Level 1 students have learned new skills that they were able to apply on the proficiency exam, and, in the process, they successfully became self-learners. To find quiz answers, students reported taking the quizzes multiple times (76%) and using these tools: their textbooks (64%), the Internet (48%), other students (40%), and a thesaurus (20%). Thus, these students appear to have maintained motivation in the face of serious frustration (48% report frustration) and persevered through that frustration. I grew up in a fishing family, so I know that perseverance is a critical fishing skill. If my goal was to teach these students how to fish, i.e. how to persist in the search for an elusive but obtainable goal, then I believe these students successfully met that goal.

Future Research

Much progress was made on this project this semester, but there is still more to do. One or two more quizzes should be made, feedback on all the items must be improved, 40+-item test pools need dividing into smaller ones, unanticipated correct answers need to be added in the quiz pools, confusing items need to be changed/eliminated, etc. Even I find my GrammarPoint narration boring and too fast, so all the narratives ought to be redone. Fortunately, KU's IT department has complementary software and a small recording studio that might make this task easier. In addition, the same data needs to be gathered over multiple semesters in order to determine whether the student score improvements, documented in Appendix I and II, were due to highly motivated students, these quizzes, a combination of the two, or something else. Finally, when this project was first conceived, the idea was to expand it to the other grammar levels. The student survey, the gathered data, and the tested implementation of the project are meant to provide a basis for determining the value of such an expansion.

Conclusion

I am optimistic that the investment of time and effort in this project is worthwhile. From the student surveys, we know that students believed that this project helped them to gain grammar, paraphrasing and Blackboard skills. From a comparison of student entry and exit scores on the fall proficiency exams[9], we know that both student paraphrase and essay grammar scores support those beliefs. And, finally, from the number of non-graded quizzes students took in excess of the number required, we know that many students were self-motivated to learn with this project. Some students (Spring 2013) who are now studying grammar in Levels 2 and 3 are requesting to practice with these quizzes again. Students *asking* to take quizzes? That's certainly an elixir for me and more research will reveal if might also be a reasonable elixir for our students.

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[8] 8% of students reported not even trying to find the answers.
[9] AEC proficiency exams do not test or measure Bb skills. However, those skills can be assessed by students' demonstrated competency in taking the Bb quizzes.

Appendix I

	Total # of students in class	Students progressing to 016C	Students progressing to 026	Students progressing to 036	Students progressing to 106	Students making progress	Students failing to make progress
016B	15	1	9	3		13	2
016C	20		13	3	1	17	3
Total	**35**	**1 / 3%**	**22 / 63%**	**6 / 17%**	**1 / 3%**	**30 / 86%**	**5 / 14%**

Appendix II

Comparison of Fall 2012 and Prior Three Semesters for Level 1 B & C		Entry Paraphrase	Exit Paraphrase	Paraphrase Change	Entry GFC Essay	Exit GFC Essay	Essay Change	Entry GFC Total	Exit GFC Total	GFC Change	Entry Exam Totals	Exit Exam Totals	Total Score Change
016B Fall 2012: 15 Ss	016B: Avg Score & Chg	8.2	38.2	30.0	23.1	45.8	22.7	31.3	84.0	52.7	141.7	265.9	124.1
	% of Discipline Chg	26%	45%	57%	74%	55%	43%	100%	100%	100%	100%	100%	100%
	% of Exam Score Total	6%	14%	24%	16%	17%	18%	22%	32%	42%			47%
	Median Scores	6	42	32	20	45	19	26	85	54	141	268	131
016B Prior Semesters: F11, Sp12, Su12: 27 Ss	016B: Avg Score &Chg	9.3	22.1	12.7	17.6	37.1	19.5	26.9	59.3	32.3	132.0	208.7	76.7
	% of Discipline Chg	35%	37%	39%	65%	63%	60%	20%	28%	100%	100%	100%	100%
	% of Exam Score Total	7%	11%	17%	13%	18%	25%	20%	28%	42%			37%
	Median Scores	9	26	13	15	40	18	26	60	31	135	223	87
016C Fall 2012: 20 Ss	016C: Avg Score & Chg	17.2	42.5	25.3	36.7	48.6	11.9	53.9	91.0	37.1	194.9	275.0	80.1
	% of Discipline Chg	32%	47%	68%	68%	53%	32%	100%	100%	100%	100%	100%	100%
	% of Exam Score Total	9%	15%	32%	19%	18%	15%	28%	33%	46%			29%
	Median Scores	18	40	21	38	48	10	56	88	29	195	271	78
016C Prior Semesters: F11, Sp12, Su12: 36 Ss	016C: AvgScore & Chg	21.3	36.1	14.9	38.6	49.5	10.9	59.9	85.4	25.6	196.8	270.0	73.2
	% of Discipline Chg	35%	42%	58%	65%	58%	43%	30%	32%	100%	100%	100%	100%
	% of Exam Score Total	11%	13%	20%	20%	18%	15%	30%	32%	35%			27%
	Median Scores	21	41	19	41	49	7	55	89	25	194	276	76

Promoting Linguistic Diversity as an ESL/EFL Professional in Higher Education

Tracy Hirata-Edds and Marcellino Berardo

The field of teaching English as a Second/Foreign Language (ESL/EFL) has grown tremendously in recent years. Worldwide, English is the most widely-taught foreign language, resulting in its spread and influence across the globe, potentially to the detriment of other languages (Crystal, 2003). TESOL recognizes this and is cognizant of teachers' roles and responsibilities regarding linguistic diversity. Specifically, although the profession's mission is "to advance professional expertise in English teaching and learning," (http://www.tesol.org/about-tesol/association-governance/mission-and-values) TESOL also values individual language rights and respects diversity and multilingualism, as evidenced through its position statements on language rights, multilingualism, native language support, and English-only laws (Fig. 1).

Figure 1. Definitions of TESOL Values

Language Rights
"…TESOL advocates that the governments and the people of all countries have a special obligation to affirm, respect, and support the retention, enhancement and use of indigenous and immigrant heritage languages of those members in its society who wish to maintain and express themselves, without fear of reprisal, in diverse public and private settings."

Multilingualism
"TESOL supports and encourages programs that foster skills in both first and additional languages." And "TESOL supports individual language rights for all peoples and strongly encourages governments and countries to promote policies that recognize and value the languages in their population - whether they are indigenous, dominant, or foreign."

Native Language Support:
"Effective education for English as a second or other language (ESOL) students includes the maintenance and promotion of ESOL students' native languages in school and community contexts."

English-Only Laws
"…[T]he United States should treat linguistic and cultural diversity as an asset for all individuals in the United States. Policies should create services and opportunities for English language development as well as competence in other languages."

Figure 1. Quotes from TESOL position statements on language rights, multilingualism, native language support and English-only laws as found in TESOL position statements (http://www.tesol.org/advance-the-field/position-statements).

These TESOL considerations should be of particular interest to university ESL/EFL professionals because of the "rapid and drastic change toward monolingualism" (p. 1) in academia discussed by Carli and Ammon (2007) in a recent volume from the International Association of Applied Linguistics. This shift began toward the end of the last century, initially in the "so-called *hard sciences* (natural sciences, medicine, technology, and mathematics) … and gradually also in the social sciences and the humanities"(p. 1). Further concern is evident in Tardy's (2004) recognition of English as an international language of science and discussion of English's dominant role. Additionally, Wildavsky (2010) reports on universities around the world changing their language of instruction to English, and Ljosland (2011) explores the associated policies and practices of English use in a university program in Norway. Ferguson et al. (2011) acknowledge and critically

examine "a growing output of publications expressing concern over the dominance of English in scientific publication and academic exchange"(p. 41).

Voicing such concerns about scientific publications being dominated by English, Tardy (2004) states that "[b]ecause so many top-tier journals publish in English, meta-analyses and research reviews often exclude non-English language publications from their studies; these language-biased exclusions may have important implications"(p. 251). Some scholars go so far as to say that there is "an English stranglehold on scientific scholarship" (p. 250) in the form of Anglophone gatekeepers on editorial boards and as referees guarding professional communication (Tardy 2004).

Other costs that accompany such a rise in English-dominated academia include the demise of specialized registers in other languages. Swales (1997) addresses this potential loss stating, "[i]f nobody talks and writes any more like a medical professor or a research scientist, or even an avant-garde critic because all of these roles are now occupied by English, then creative national culture is itself impoverished" (p. 379). He also presents an ominous image of English swallowing up other languages around the world in his paper *English as Tyrannosaurus rex.*

Knowing that there are potential issues with English repressing other languages and therefore the knowledge expressed in those languages, the quandary for university ESL/EFL professionals is to respect both TESOL's mission regarding English and its position statements on other languages. This leaves us with a dual task: fulfilling our professional responsibilities while also *valuing*, *affirming*, *respecting*, *supporting*, *promoting*, and *encouraging* languages other than English. To address these potentially incongruous tasks, we offer the following model of examples for the ESL/EFL professional. This compilation targets the individual practitioner, the classroom, teacher education, and professional activities by delineating "how" to support linguistic diversity. This is merely a starting place for discussion and certainly not an all-inclusive list.

A Model for the ESL/EFL Professional Interested in Linguistic Diversity

1. The ESL Professional as an Individual: The Linguistic Global Citizen

   a. Work toward proficiency in other languages. This is especially relevant to monolingual English ESL/EFL professionals. Learning another language not only encourages understanding the uniqueness of languages but also insight into the struggles faced by students.

   b. Study, work, and/or volunteer in non-Anglophone countries through study abroad, exchange programs, Peace Corps, Fulbright, English Language Fellows, Japanese Exchange Teaching Program, and other similar experiences.

   c. Interact in and with another language (e.g., watch Spanish channels on American TV or non-English language movies; watch your favorite DVD with a French or Spanish soundtrack; read foreign literature or listen to foreign language audio books; use social media in another language; consume international internet TV or listen to multilingual radio; go internet shopping at another language's "Amazon"; learn the other language of bilingual friends, neighbors, spouse, or others).

2. The ESL Professional in the Classroom:

   a. Broaden the focus of language instruction and curricula from "learning English" to "accessing and representing knowledge." Just as important as nouns, verbs, and other parts of speech is how knowledge is organized (e.g., hierarchical organization) and how non-linguistic representations of knowledge such as photos, drawings, flow charts, graphs, maps, models, and mathematical formulae represent knowledge. The question in language teaching broadens to 'How is knowledge organized and represented?' This question takes the language classroom beyond nouns and verbs, but of course does not replace the importance of the linguistic expression of knowledge.

Another way to think about this is to consider a sustained content approach to content-based language instruction. Camiciottoli (2002) characterizes a sustained content approach in the following way. "[S]ustained content instruction has the broader objective of also acquiring content knowledge and expertise" in addition to "emphasi[zing] language proficiency" (p. 169-170). Along these lines, Stoller (2004) reviews models of content-based instruction and places *content-driven* approaches on one end of a continuum and *language-driven* approaches on the other end of the continuum (p. 268). We suggest an emphasis on the "content-driven" side of the continuum.

b. Encourage the use of the L1 in the classroom when appropriate. For example, Centeno-Cortés and Jiménez (2004) find that the L1 plays an important role in problem-solving activities in the L2 classroom.

c. Participate in or start up "Languages across the Curriculum" programs at your university to encourage social sciences, humanities, and other disciplines to teach in other languages. This goes beyond the usual teaching of literature in a foreign language department and expands the use of languages in other content areas.

3. ESL Teacher Education: The Basics and Beyond

a. Contextualize TESL/TEFL within the larger field of language teaching. Language teacher education is not as much about the particular language as it is about (1) language teaching methodologies, (2) learning strategies, (3) second language acquisition theory, (4) skill-based instruction, (5) form-focused pedagogy, (6) the learner-centered classroom, (7) content-based instruction, (8) communicative methodology, and (9) ways knowledge is organized and represented.

b. Along with the focus on (1)-(9) is a shift in perspective from only being able to teach English to being able to teach *any* language. A language teacher can teach any language s/he knows if that language teacher is grounded in best practices of language instruction. So, TESL/TEFL teacher education is about producing high quality language teachers who only happen to teach English.

c. Develop teacher education curricula that require study abroad experience, multilingualism, experience in teaching multiple languages, etc.

d. Emphasize linguistics in teacher education as a way to represent pronunciation, grammar, and meaning through tools that can describe not only English, but also all languages.

e. Recognize world Englishes and other varieties of English influenced by multilingualism (Seargeant 2012; Caine 2008).

4. ESL and Professional Activities:

a. Teach other languages.

b. Participate in heritage language maintenance and indigenous language revitalization projects.

c. Contribute to language rights projects.

d. Become politically involved in language policy regarding education or official languages of the government.

e. Get involved in international education and study abroad programs; faculty exchange programs, and short-term language study programs for faculty and students.

f. Foster academic intergenerational register transmission, which is the idea that older scholars who are familiar with non-English ways of expressing academic knowledge teach younger scholars these specialized ways of using their language (Swales 1997).

g. Support journal publication of papers in English *and* the native language of the scholar in order to share the knowledge with more than English speakers. This dual publication approach "will increase worldwide visibility and accessibility" to information (Hamp-Lyons, 2011, p. 2).

h. Publish on the importance of language beyond functional communication.

i. Participate in TESOL's non-native English speakers' interest section or work with English language teachers whose native language is not English. Native speakers of English who teach English can grow professionally by learning what it means to teach a language that one does not speak natively. This is crucial to our profession because, by one estimate, as much as 75% of ESL/EFL teachers are not native speakers of English (Ma, 2012).

Ways We Personally Support Linguistic Diversity

Like many of the readers of this journal, we have been fortunate to have had various cross-cultural and cross-linguistic experiences in our lives including some of those indicated above. These encounters allowed and continue to allow us to be involved in aspects of promoting linguistic diversity. For example, among other multi-lingual and multi-cultural involvements, Marcellino was an exchange student in Germany, and through his language coursework, living abroad and academics in a foreign language, he is fluent in German and cognizant from a personal, as well as a professional perspective, of the struggles that his AEC students might face in the classroom. Tracy was a Peace Corps Volunteer and Fulbrighter in Nepal which also allowed for rich cultural and linguistic opportunities.

In recent years, we have lent our skills to supporting Native American languages through documentation, revitalization, research, and teacher training sessions. These efforts have included experiences that stretch our role as language teachers. We have been involved with numerous workshops that address areas such as teacher training for language professionals, linguistic approaches to grammar and pronunciation, materials development, lesson planning, grammatical focus-on-form within communicative lessons, literacy, and immersion. We have learned that not only linguistic expertise, but also cultural sensitivity is especially crucial in working with Native communities.

Having honed our skills in teaching ESL, teaching/learning other languages, and training teachers of Native American languages, we feel better able to address language learning and teaching issues in ways that support TESOL's position on both English and linguistic diversity. We encourage all ESL/EFL professionals to consider how they might address the challenge of fulfilling our English teaching responsibilities while valuing, affirming, respecting, supporting, promoting, and encouraging languages other than English.

Please share with us ways you have encouraged, supported, or otherwise promoted linguistic diversity.

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Confessions of a Luddite
Suzanne Achleitner

Where It Started

My aversion to technology dates back five decades to college chemistry where a slide rule was required in solving mathematical problems. My ineptitude with that simple tool discouraged me from ever taking another science course which required its use. I managed to avoid further encounters with technology until the 1980s. I was tutoring in a university writing lab, which was exploring the use of *Word Star,* an early word processing program. Like many, I initially resisted its use because of its difficulty and railed against the harm a spellchecker would have on the students' critical spelling skills. An unfortunate incident when one of the lab techie's floppy disks got crushed in the elevator door, destroying all of the lab attendance data, simply fortified my resolve to avoid this new technology.

For approximately ten more years, I managed to successfully insulate myself from computers and all other "modern" means of accessing information. Yellow pad and pencil were my tools of the trade. Everyone knew that the flow of the pencil across the paper triggered one's brain to create in a way that no computer keyboard ever could.

My Transition

Then my working world changed, and my ostrich days came to an end. I no longer could keep my head buried. As Einstein said, "Necessity is the mother of all invention." In the mid-1990s I was offered an opportunity to escape from the grind of teaching three Freshman Comp classes for starvation wages. Suddenly my focus shifted from being the teacher to providing professional educational opportunities for other teachers. Knighted by the university Vice President to carry forth the torch of technology, thus enabling the citizens of Kansas to have greater access to education, I suffered baptism by fire. Suddenly I was frantically networking with those more experienced in the infant field of distance learning.

I was faced with satellite downlink and uplink, the Internet, computer-assisted learning, synchronous versus asynchronous learning, teleconferencing, and ISDN lines. I found myself both terrified and electrified by the possibilities for improving the educational environment. During this period my attitude toward technology was irrevocably changed.

Then as now, it is easy to be dazzled by all of the bells and whistles that technology can provide—to be seduced by using technology for technology's sake. However, after participating in those exciting years of paradigm shifts in learning technology, I still find my methodologies aligned with B.F. Skinner's belief that the teacher is responsible for constructing the learning environment in such a way to optimize student learning--everything a teacher does, from the way papers are graded to how students are seated to how the class time is divided into mini-learning moments; every tiny thing is part of that educational construction. And the role of technology in optimizing that environment should be the basis for all course design decisions. Technology should be *a part of* the course design, not *apart from* it.

My Return to the ESL Classroom

This brings us to the second phase of my affair with technology: I returned to the ESL classroom to apply my varied experiences and to test my ideas for integrating technology in the traditional face-to-face classroom. My first steps were to go beyond the "drill to kill" use of technology. I decided to use some of the simple word processing functions to help students achieve many of the course's more advanced writing outcomes--from simple grammar to more complex rhetorical skills. For example, (1) "coloring" all verbs yellow with the highlighting function helps students quickly identify their verbs and focus on correct verb tense and form; (2) coloring independent clauses one color, dependent clauses another, and phrases a third color helps them check for run-on sentences and sentence variety; (3) checking paragraph structure by coloring the different parts different colors—topic and concluding sentences, transition words/sentences, support--helps them evaluate the quality of their paragraph; (4) by giving a different color for the various coherence devices--repeated key words, synonyms, antonyms, personal, demonstrative, and possessive pronouns, relationship words, students can assess varied ways to create "flow" in one's writing; (5) analyzing the different types of support within a paragraph for more effective communication by using different colors for an example, a comparison, a

restatement, an explanation, a fact, statistic, or specialist's opinion, etc; (6) and in research essays differentiating between their "voice" expressed in thesis statement, analysis, and conclusion and the "voice" of outside source information to help them check for correct synthesis and sufficient analysis of ideas. By coloring a paragraph with two different colors—one for their words/ideas/interpretation/explanation, and the other color for outside information, the colors' visual effect gives the student immediate feedback on its content. It immediately shows them that writing a research essay, one of the mainstays of higher education, requires far more from the student than presenting a string of quotations and paraphrases from source material.

By helping students "see the trees through the forest", "coloring" both expedites and facilitates the learning process. It forces their attention on one aspect of grammar or writing at a time, making the learning task clearer and more manageable. More importantly, this coloring tool empowers the students by enabling them to critique their own work. Navigating through the language forest becomes a journey of discovery.

Teaching ESLP 126 taught me another way to use word processing in my course design. Instructors normally give student feedback on their essays through footnotes using a coding system developed by Chuck Seibel. I love this system since it allows me to give a more complete explanation of the problem. I can maintain a digital record of the essay with my comments, and probably most importantly, the students can easily access and read my typed comments. As expected, most students are very appreciative of the more in-depth and conversational guide for revising.

To this grading technique I added another dimension--individualized remediation grammar exercises. I created a chart of URLs for pedagogically sound online, self-correcting grammar exercises for common errors. If a student has a specific problem, for example subject-verb agreement, I can easily "paste" a URL of the specific remediation exercise into the footnote. Most students are enthusiastic about doing these exercises since they provide quick intense practice for their specific weakness. Progress can be amazing if the student is engaged. I've found this online system of grading in ESLP 126 so effective for both the students and myself that I implemented it in my ESLP 110 class as well.

Blackboard

Actually these techniques have been easy to integrate and posed few obstacles. However, when I decided to put my section of ESLP 110 online with Blackboard, it was apparent that adapting a course for Blackboard was more than a simple exercise in changing the coursework access format. Admittedly, my progress was baby-step slow with much trial-and-error learning. It was the students' enthusiasm for the new format and transformation that encouraged me to forge ahead. It was apparent that by employing Blackboard, students had to assume more responsibility for accessing the information; and in the process, developed into more invested, mature and independent learners, better equipped to digest, internalize, and adopt two of the values deeply embedded in the American academic environment: independent learning and respect for intellectual property.

Upon closer analysis of some of the functions offered by the courseware *Blackboard*, one can see how these outcomes can be achieved.

First, let's look at the Grade Center. Although initially upfront time is required to set up the grade book, especially if you wish to categorize your grades, possibly as in-class and homework, the time is well worth it due to the many advantages. The students checking their grades daily to monitor their progress provides motivation for teachers to grade student work in a timely fashion. This public posting also allows students to find any teacher errors in recording grades. For students, the grading process is more transparent, so they can never claim ignorance of missing assignments. Rarely will students claim that their final grade is unfair since they have been able to monitor their progress throughout the semester. Probably the most important result is that students feel like a part of the grading system because of the 24/7digital record-- there are no surprises, nothing secret, or magical about the final grade. Thus, the burden of turning in assignments and self-monitoring of progress fall upon the students' shoulders. Although not all students will accept this burden, the electronic grade book can create a painless path toward this outcome.

In upper level writing courses, one of the research writing outcomes requires students to become proficient at citing outside source material. Most students are unfamiliar with research papers and face the challenge of differentiating between how their culture values intellectual property rights and the Western values taught in the university. I stumbled upon an easy solution during one class when explaining the steps students must take to submit their written work through Blackboard's SafeAssign. For most it was a new concept, and thereby intriguing. I thought it a good idea to show how the software actually helps the teacher check the students paraphrasing skills, and can indeed also help them to avoid plagiarism. After they had all submitted their work, I showed them the "teacher page" where all the documents resided and how I would go about checking each paper. Asking permission of a student to serve as my "guinea pig," I opened the "report" on their paper. The students were simultaneously dumbstruck and fascinated. Although they consider themselves pretty "techie," SafeAssign's ability to highlight the copied or improperly paraphrased text by showing the original text from the outside source was awesome for them. And while I had their full attention, we talked about how Western cultures value ideas and view them as a possession—not something to be taken without credit but to be acknowledged with respect, especially in the academic environment. Thus, the integrated concepts of intellectual property rights, plagiarism, and citations became painlessly clear. After that the students delighted in viewing the report of their papers. It sounds ridiculous, I know, but it works.

Before I close this section, I must offer a word of caution: SafeAssign does err, so it is always best to check the entire report, and share the types of errors it makes with the students. Making this software appear fallible helps them feel that it is more their friend than their enemy.

A few words can sum up these long explanations. Since our current students are digital natives, they are accustomed to accessing most forms of information instantly. They are more visual and interpret images more easily. By examining our course outcomes while familiarizing ourselves with various technological tools, a few at a time, as teachers we can choose judiciously those tools that will enhance the learning environment and create students better equipped to succeed in the American higher education system and the competitive global world . Whether it is using simple functions in word processing or using other software, we can make a difference in helping our students maximize their learning.

Lessons from My Journey

In closing, let me say that I have discussed but a tiny number of the many ways technology can improve the learning environment. Blackboard has many, many functions that other instructors have successfully used—electronic journals, threaded discussions, blogging, etc. In addition, those teaching speaking and listening skills use various techniques, websites, and software to structure their assignments and critiques to motivate learners and improve their skills. My purpose in writing this essay has been to encourage those who believe they are "non-techies" to take a few baby steps at a time to explore how they as teachers can creatively utilize the best of what learning technology has to offer to restructure their course design. My journey has been a long one covering a couple of decades, and I can honestly say it has been worthwhile. In the end, it is my students who are the winners. My journey of discovery and learning continues.

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A Reflection on Emotional Responses to Plagiarism

Debra Karr

Has this ever happened to you? You are grading Student X's paper and a great feeling of pride comes upon you. "Wow!" you think, "Student X has really improved! He has applied all of the lessons that we have learned this semester!"(Or, if it's one of those days when you need an ego boost: "I must be an amazing teacher! Look at how much X has learned from me!") Then you read a little more. An uncomfortable niggle begins in your brain, a faint alarm sounds in the distance. A few phrases ring just a little too native-like. Would an international student know how to say "a brush with death"? Probably not. You go back and read the essay again, with your metaphorical deerstalker on. You don't want to, but you boot up the computer. You type in a couple phrases. And as quickly as you can say "cut-and-paste" you find that same sentence on a blog. A blog! Student X didn't even copy from a credible source! Didn't X learn anything this semester? This concern is secondary, of course, but these mini-revelations of betrayal are no time for rationality.

Is betrayal too strong a word? Don't answer. I know it is. I know I sound like the teacher version of the student who says, "I'm flunking because my teacher hates me!" I also know that I shouldn't take acts of academic misconduct personally, but I can't help it. First, I get insulted: Does X think I'm an idiot? Doesn't X know how easy it is to distinguish between his writing and the writing of a professional, native-English speaker? (Rational brain: X didn't think about you for a second when hitting Ctrl-c the first time or the second time or the third time.) Then the righteous voice enters. Doesn't X care at all about her learning? (Rational brain: X is young. She is still doing small-picture thinking—I want a good grade, I have to finish the project—rather than big-picture thinking—become proficient, use English as a tool to improve my life.) Finally, I get hurt. Isn't our relationship built on trust? (Rational brain: go back and read how I answered your first two thoughts.)

This emotional response, of course, puts me in the wrong state of mind for dealing with the problem of academic misconduct. It makes me overreact or underreact when I shouldn't be reacting at all. Or, at least, I don't want to react to it anymore. This year I've set a goal of jumping ahead of the curve—discussing academic misconduct before my students piece together their first paper copied from online sources or submit their first homework assignment copied from a classmate or let their eyes wander during a test or self-plagiarize or overuse the electronic translator or… (well, I think we're all familiar with the list). A challenge in presenting this topic early will be in not creating an adversarial atmosphere in the classroom. Williams (2007) claims that "the emotions that are unleashed by cases of plagiarism, or suspicions of plagiarism, influence how we perceive our students and how we approach teaching them" (p. 350). I need to be wary of setting up a me versus them relationship, if for no other reason than the fact that I look terrible in a deerstalker, even a metaphorical one. Rather than putting my time and energy into sussing out cheaters, I'd prefer to craft assignments which help to build confidence. I want to use SafeAssign as a teaching tool rather than a monitoring device. I want to support students in figuring out the nuances of citations—a concept which U.S. students still grapple with—within Lippincott instead of Learned or Summerfield or those scary buildings on West Campus. And I want them to add an "s" on plural nouns--but I guess that's a whole different battle.

Will all of my good intentions eliminate plagiarism and its sticky pals? Of course not. But if I can reframe it as a process, as a lesson in constant need of recycling, then I may be able to reduce the emotional impact of picking up a paper and getting that uncomfortable, niggling feeling once again.

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Students Have a Right to Know: Transparency in the Teaching of Writing
Samantha Parkes

When I arrived in Managua, Nicaragua as an English Language Fellow in August 2011, I was assigned to work with teachers at the national university in Managua. At our first meeting, the chair of the English department at the national university asked me to observe the integrated English courses and write a report on my thoughts and make recommendations to help them improve the quality of instruction in the department. As I conducted my observations I noticed that the teachers would usually do a couple of speaking activities, a reading activity, and a listening activity (if they brought the 80s style boombox with them from the department). Then, at the end of class, as students were packing their bags and heading out the door, they would say something like this: "Ok everyone, today we talked about colors. Go home and write about colors."

I found this assignment problematic for many reasons.

- Students did not know how much to write.
- Students did not know the format or genre.
    - Write a list of colors?
    - Write a paragraph about colors?
    - What kind of paragraph? Descriptive? Compare and contrast?
- The teacher had not given the students an example so they might be likely to go home and think, "I don't know what to do" and could tempted to plagiarize or not complete the assignment.
- Students did not have the prompt in their notebooks or photocopied from the teacher to guide them as they composed.
- Students did not know if/how they would be evaluated.

This experience helped me realize that there are a few simple concepts and principles in teaching writing that I took for granted, but when shared and practiced, could help teachers feel more confident when teaching writing and help students feel informed, prepared, and able to succeed.

With this in mind, I set out to give a series of teacher training workshops for university and high school English teachers with the goal of giving them some tools to become more effective writing instructors. During my 5-hour intensive workshop, I talked about how to sequence writing assignments throughout the semester, how to design a clear writing prompt and rubric, how to give effective feedback on content and how to comment on grammar by using symbols to draw the students' attention to the error, but then letting them correct it themselves. I gave this workshop in ten different cities all across Nicaragua, providing the teachers with sample prompts, rubrics, sample papers to critique and discuss with peers and a little instruction manual with all of the information from my presentation, so that they could read at home and share with other colleagues.

At the end of each workshop, I asked the teachers to fill out my own evaluation which asked them what they felt was the most important thing they learned during our time together. One of the most surprising recurring themes in my feedback were comments like, "I never thought about what my students have a right to know before."

This comment surprised me because out of the myriad of information and examples we had just talked about for a substantial amount of time—a mini writing pedagogy course of sorts, being transparent and "students' rights" were not what I perceived to be major themes. And yet, one of the major takeaways for some teachers was that "students have a right to know what you expect of them, what a successful assignment looks like, and how they will be evaluated."

Comments like these surprised me because they reflect what I, as an ESL teacher and a citizen in a developed country, take for granted. I was taught that in order for students to succeed, they need to be prepared. In order for them to be

prepared they need to understand what I am asking them to do. It made sense to give my students assignments on paper or post prompts on Blackboard so they could refer to them as they begin writing, or if they had any questions throughout the writing process. It seems natural to show students a model of the assignment or to read and analyze one in class together. It makes sense to tell students what our criteria for success are and show them the rubric before they turn in the assignment so they do not forget a major component of the assignment and can judge for themselves if they have fulfilled the criteria for success.

Aside from using terms like "content validity" we take for granted that students should not be tested on material they have not yet been exposed to in our classes and that they should be aware of how they are going to be graded. From my perspective, as someone who often teaches multiple writing courses a semester, the clearer I am with my prompt and the better I make students understand my criteria and evaluation schema, the better my students will do on any writing assignment. I will receive higher quality drafts, and thus, my life will be easier as I comment on the drafts. Not until I talked with many Nicaraguan teachers did I perceive this not only as good pedagogical practice, but in some circles it is also perceived as what I would call a transparency issue or what my Nicaraguan colleagues might refer to as "students' rights." If it were possible to do follow-up interviews with these teachers, I would be interested in knowing how this concept affected other parts of their lives in Nicaragua. It made me wonder what else they might begin thinking they had a right to know.

My Role as a Clinical Supervisor
Jennifer Forth

They say that teaching is not a job but a vocation, so it was with some trepidation that I agreed to have a KU MTEFL student shadow me in the fall semester in the hopes of eventually teaching my 032 class. Isaac had studied German as an undergrad and fallen in love with a Japanese woman while studying abroad. In the hopes of getting a job teaching in Japan, he started the MTEFL program. Unfortunately, because he was not in the K-12 track, he had found himself in his final semester and had no teaching experience due to no practicum being arranged for him. Enter the good people of the AEC.

Marcellino asked me if I would consider taking on Isaac for the semester. He told me his background and I decided it might be fun even though it was my first time teaching the class also. After a few emails and adding him to our Blackboard site, Isaac was in my classroom, helping out with monitoring small group discussions and examining the textbook. In class I found it was also helpful to have another explanation into meanings for vocabulary and their usage from someone who was from a different part of the country than me and of a different generation. It gave the class a chance to see that various usages exist and that sometimes one pronunciation is more common than another depending on where that person was from originally or what their specialization may have been. For example, the word data has two perfectly acceptable pronunciations, but one is more indicative of a study of the sciences (or a love of Star Trek The Next Generation) than the other.

After a few weeks in, we had opportunity to sit down and listen to the audio recordings of the class' first presentation. Isaac confessed that he had taken an assessment class already as part of his coursework and he did a very good job in analyzing the main issues each student had to address to improve. It also allowed us a chance to discuss how a language that is more familiar to us, like Japanese, may seem easier to understand and we may be more forgiving of their mistakes. A few weeks later, I gave him the week's listening logs to correct. This was an opportunity to enter grades into Blackboard as well as to record responses to their Voiceboard summaries and mimicked sentences. It was also a reminder to Isaac that teaching is more than just showing up and performing the textbook to the audience. He completed each of these with gusto.

Eventually the time came for a teaching demonstration to be arranged. I admit I was a little nervous because I had now had a chance to talk to some of my colleagues and had heard the most horrendous stories about their experiences with student teachers. Some were downright shocking! But I also figured that by this point the class was comfortable with Isaac's presence and many had already met him as a conversation partner so it posed no difficulties. His KU supervisor was, of course, only available on days when the class was not offered, but eventually a date late in November was arranged and I prepared the class for this experience by teaching the idiom "to get one's feet wet". Isaac added to the discussion by saying he would like, in his final semester, at the very least to see the beach. I gave him several opportunities to jump in and teach a section of the unit we were covering as a way to monitor his work and give tips as needed before the big day arrived. I wanted to see what he could do without loads of preparation time first.

His actual teaching day arrived and I introduced myself to the young woman (his KU supervisor?) who sat in the back of our room and typed away on her laptop. I was struck by the difference between her lack of interaction with the class or him and the teaching observations I have had by fellow AEC staff. I confess I was also struck by the thoroughness of Isaac's lesson plan in terms of stated learning goals and content standards and his expectations of the students by the end of the hour. He was terribly enthusiastic and loved to use positive reinforcement, especially on the more reticent members of the class. I was not surprised that he had planned too much and allowed him to continue into the second hour even though the observer had left. I also pointed out to him a tendency to call upon the Japanese students more often than the others and his need to write more on the board for an intermediate class. He was good at giving alternative examples when they came up in discussion and I feel this will get stronger with experience.

One day late in the term I had gotten caught out in a meeting and arrived to class a few minutes late. This is very uncharacteristic of me and I felt awful. But, I am also a twenty-two year veteran of these trenches so I tried to think of a way to cover for my delay. As I walked into class, Isaac was at the front of the room talking to the class about what we had studied the day before and asking them to turn to the next section in their books. During the break I told him I had purposely come in late to see if he would take the initiative and get the class started. He was thrilled that I trusted him so and that he had "passed" my little test. Kids.

All in all, I would say the experience was highly successful for Isaac, myself and for my class. I think hearing someone else's voice once in a while is a good thing for everyone. I was reminded of my early days of teaching and the advice that was given and the advice I wish someone had given me as well. It has also reminded me of the need for things like writing on the board more often than we sometimes do when caught up in the moment and made me grateful for my years of experience to facilitate the classroom management needed to pull this all off. Isaac is now applying for jobs in Japan and promises to keep me updated on his adventures. Another teacher is born.

Perrin Blackman

The Butterfly Flaps Its Wings

On Monday morning, October 22nd 2012, at 9:00 AM, two volunteers from the Applied English Center (AEC) made their way across the University of Kansas campus to help staff the four-week pilot program of our new independent resource center: The Point. They located the room, a bright open space on the top floor of the Anschutz Learning Studio, and set up their laptops in anticipation. For supplies, they had some pens, a sign-up sheet, a candy jar, and a few white-board markers. They made sure that an appointment book was delivered to the help desk, and they began to discuss the possibilities of the new space. At 11:00, having had no visitors, the volunteers packed up the supplies and went on with their day, making a mental note to talk-up The Point in their own classes.

Soon word got around, and a few students (like scout bees from a backyard hive) began to hover. Most arrived with essays or practice tests in hand, but a few just wandered in asking for help with "listening" or "reading." Those volunteers who happened to be staffing when a student arrived quickly became aware of the lack of physical resources for instructors. While we had intentionally drawn our students away from *their* usual resources, we had unintentionally been cast adrift without our own familiar books, handouts, or lesson plans.

This conundrum arose because The Point is not a traditional independent resource center. We have the privilege of scheduling large blocks of time in a beautiful sunny room, but since the room is used by others, we cannot keep any supplies in the room. This restriction was the first major challenge we had to face. As temporary coordinator, I was secretly pleased with this limitation because it meant that I didn't have to say 'no' to, or make room for, well-meant and possibly less-than-useful gifts. The initial restrictions could have been seen as unpleasant, but instead, they gave structure to our plans.

Anticipating this issue, we had set up a Blackboard site on which instructors could communicate and share materials digitally. Even though most of our instructors are capable of teaching any subject or level, we all have areas in which we are more comfortable teaching. The challenge was to provide a wide range of up-to-date materials that could be accessed immediately and understood easily by both instructors and students. Thus, within a few days of opening, instructors began adding more websites and materials organized by topic and level. Our classes are divided into Reading/Writing, Speaking/Listening, and Grammar, so each of these areas was represented. As time went by, we also developed sections for general websites, study skills, vocabulary, and games. Some basic ground rules emerged, and in an attempt to avoid cluttering up the site, we sub-divided each category into websites and original printable materials, making sure that a distinction was drawn from the beginning. All materials were added with the assumption that anyone could use them at any time. Instructions for how to post were listed, and everyone was encouraged to add to and use the site.

As students came into the center, an unofficial protocol also emerged. A student would sign-in and we would have a brief chat to find out what they wanted help with. If they did not bring a specific assignment, we looked on the Blackboard site for possible materials. After going through a few websites and exercises together, we would offer to send these sites and materials to the student via email so they could practice more at home. A basic form letter was ultimately drafted and posted on the Blackboard site for other instructors to use to follow up on student visits. This process alerted the instructors to which areas on the Blackboard site needed more materials.

The Point had now become an academic resource center not just for students but for ourselves. Instructors were now able to peruse the Blackboard site and find materials to use in their own classes. We always had two staffers in the room at any given time to ensure coverage, so teachers also utilized the space to meet with students, grade papers, and chat with one another about possible teaching methods and issues that arose in their own classes. Thus, The Point evolved into a place where instructors could collaborate virtually and face-to-face.

As we had hoped, simply being in a new space created room for exploration, and again, it was not just our students who benefitted. Space is a valuable commodity at the AEC, so we were able to appreciate the treasure trove of resources we found. In fact, by the semester's end, our newly-hired activity coordinator had already reserved another room nearby for a book club slated to start in Spring 2013. Other instructors discovered that they could check out laptops rather than carry their own across campus.

Nearby resources in the Anschutz Learning Studio include:

- Two complete floors of comfortable, quiet study space
- Conference rooms and other group study rooms that can be reserved
- Wireless access and plug-ins for laptops
- KU Info (general information service), reference librarians, and laptop checkout facilities
- A snack bar and an area with lockers
- The KU Writing Center headquarters

Thus, while we (as instructors) were out of our element, we were forced to do exactly what we wanted our students to do: look around and access resources! Taking things down to the very basics opened up a world of possibilities. The process of creating our independent learning center had begun, but in order to see where it might go in the future, it's necessary to look back at the initial conditions.

Initial Conditions

The idea for The Point emerged from the following facts:

1. Part of the AEC's mission is to prepare our students linguistically, academically, and culturally for success at KU. However, we know that simply attending class is not sufficient if our students are to make adequate progress. Our students need to reach out actively to get the assistance they need.

2. A number of our students tend to come from educational systems that do not emphasize independent learning. A significant number of students do not ask questions in class, make use of instructors' office hours, or use library and campus resources.

3. Many of our students are not prepared for the rigor that our program requires. They may be the first in their family to attend college, so they may not understand how to arrange their time and materials to their best advantage. Others tend to fall back on survival skills that may have worked in the past but are inappropriate now. Some students may spend their time memorizing, plagiarizing, and working long but ineffective hours in isolation.

4. Our students often self-segregate and yet say that they don't have time or opportunity to practice their English. They tend to have their classes in the same area, eat in the same location, and socialize with the same people. Many see the idea of joining a campus organization as a waste of time and are not keen on being dislodged from their comfort zone.

With these issues in mind, the AEC jumped at the idea of setting up a space in Anschutz Library in large part because the location places our students in the middle of a hive of academic activity. In order to find our room, students have to pass through two floors filled with KU students studying, conferring, researching, and working. For our students, the simple process of finding the room is an activity that bridges the gap between the shelter of the Intensive English Program and academic life at KU.

Our first steps were small but decisive. We scheduled the room, enlisted volunteer staffers, sent out announcements to students, and provided instructions and referral forms to the AEC faculty. We created a sign-up sheet to see how many students visited The Point. On this sheet, we collected the student's name, the topic of interest, student level, and the time

of the visit. We also set up an appointment book which the staff of the Anschutz Library graciously offered to keep track of.

Working without a budget was one more structural parameter that could have been seen as restrictive but allowed us the chance to start small. A few other supplies were collected: a cart on which to keep books, a small box of office supplies, and the aforementioned candy jar (which proved to be quite popular among the staffers.) We also asked instructors to bring their laptops along to their sessions so they could access the Blackboard site.

As time passed, a public identity began to develop. Students started talking about "The Point," and instructors began to develop an idea of who we were in relation to each other and to the university as a whole. To start, we reached out to other KU faculty and staff in the area. I met with Dr. Therese Thonus, director of the KU Writing Center to ask for advice and make sure we were not creating any issues with her work. She gave me a vast amount of information about how to keep records, provide services, and head off potential problems. We also connected with library administration and staff to develop a network of people who could help us best use the Anschutz Learning Center and other library services. It's important to mention that this was not noticed as an afterthought, that as the coordinator, I was very much aware of how we were developing a sense of who we were over time and how that identity reiterated itself and helped us to form into a cohesive entity.

Once the essential structure was set up, the challenge was (and is) to strike a balance between too much activity and too little. Initially, the biggest perturbation was that there was too little activity. Instructors grew weary of waiting for students to arrive and began to arrive late or leave early. They didn't appreciate the chance to stock up materials on the Blackboard site in preparation for student visits. Instead, the time was seen as a bit of a break or time to get some grading done.

On the other hand, a simple "rush hour" of two students could send the instructors into a bit of a spin depending on what the student wanted and what the instructor was able to produce. However, the situation generally leaned much more toward too little activity, so the next step was to encourage more students to visit. Many of them, we realized, had gotten and ignored the initial email announcement, so a more personal touch was required. We had created small half-page information forms for instructors to give to students, but these had been sent digitally, so a packet of printed and cut forms was placed in a central location for easy access. Several instructors, particularly those who were volunteering, made announcements in class or handed out the information sheets to individual students with specific notes explaining what the student should work on during their visit. As a consequence, more students began to use the center.

A Narrative Emerges
The pilot program lasted only four weeks. Fifteen volunteers spent a total of 80 hours helping students or simply waiting for them to arrive. We had one whole-class visit from a level one group, and 8 individual visitors who visited a total of 15 times. Students came from each level from low to high-intermediate. The topics included: essay planning and revision, grammar practice, listening for dates and numbers, and increasing reading speed.

The only complaint from students was that they wanted The Point to be open more hours. We staffed the center from 9-11 daily and discovered that most students came in on the half hour (having come from a class) and tended to leave at least 15 minutes before closing so they could get to another class. Since we were open for 2 hours in a row, this allowed them plenty of time to work between 9:30 and 10:45. Some instructors were only scheduled for hour-long shifts, so there was a minor issue when they had to hand-off their student to the other staffer. Responses were positive. One student stated, "I can't believe he [another student] is paying a tutor when he can go to The Point for free!" After their visit, two students from the Level One class sent emails to their instructor asking for The Point to be open when they could attend. With this sort of reaction, it is easy to see how the project will gain momentum rapidly and why it is extremely important to be reliable and attentive to student needs if we are to succeed. In the future, we hope to be open between 10 and 2 to catch the greatest number and variety of students. To fill this need, it might be necessary to use student assistants in

combination with seasoned academic instructors. This, of course, would require setting up a more detailed staff training protocol.

At the AEC, students progress to the next level based on their scores on our proficiency exam, which is given at the end of each semester. Grades are also a factor in their placement, so students strive to do well in both areas. If students do not make adequate progress, they are placed on probation at which point they must meet several requirements including attaining at least a "B" in each class and scoring high enough on the Proficiency Test to move to the next level.

For the eight students who came to The Point during this 4 week pilot period, the average overall class grade was A- with 5 out of 8 students receiving straight A's in all their classes. The average increase in Proficiency Test total scores was 83 points, on a 0-480 point scale where 480 represents a passing score of 160 in each skill (Reading/Writing, Speaking/Listening, Grammar for Communication). Two students improved more than 100 points overall, with an increase of 119 and 182. Of the 8 students, two had been on academic probation, both of whom made progress on the proficiency test, but did not test into a higher level in one or more classes.

While our short run cannot account for the progress of these students, it is clear that students who *do* succeed are making use of this resource. Ironically, I had considered The Point to be a place for the average student rather than those on the extreme ends of the academic spectrum, but judging from the demographics, it seems that students on the high and low ends were more motivated to take advantage of the center. In the future, we will consider ways to target average students, perhaps by providing specific workshops on topics of general interest such as vocabulary, listening activities, grammar practice, and writing skills.

After the pilot program, instructors were polled for their opinions. We asked three open-ended questions, and four instructors responded. Their concerns and comments are summarized in Table 1 below.

Table 1

Summary of Opinions of Point Instructors on The Point Operations

1. What can we do to make The Point run more smoothly?   - It's great to have a trial run this semester and everything seems to be running smoothly. The set-up, including the Bb site, is there. Now that everything is in place, it will be easy to put a lot of energy into strategic marketing to attract students. I trust that will all come together next semester.   - Providing a couple of laptops would be great.   - We should get some graded readers and novels for students to check out. It would also be good to have a few reference books available on the cart.   - It's probably not necessary to change much of anything yet. One more full semester with no big changes might give the students a better chance to utilize this great service.
2. What concerns or questions do you have about the future?   - It will be difficult to argue for a teaching percentage … until the work load increases. If students could sign up in their classrooms, you might be able to attract more students.   - I could see my recommending a student to go there for some one-on-one pronunciation work, but am wondering if teachers in other skill areas feel comfortable helping students with that.   - How will the staffers and volunteers be organized in the future? Who will be in charge of ensuring that staffers are trained and held accountable for being on time and following (or giving feedback about) the emerging protocol?   - If teachers choose to/are assigned to work here, can there be a percentage paid? On the other hand, asking everyone to do their part, like one hour a week for four weeks, might be even better ----   get more people involved, might create better 'advertising' to the students, etc…
3. What cool, wonderful, creative things can we do in the future?   - You could advertise short workshops (30 minute to the Point workshops).   - We are always in need of a room for pronunciation tutorials. [These could be done at The Point.]   - Could we provide Kindles (or similar) loaded with digital reading material? What kind of digital reading material can we provide?   - Special activities could be planned to coincide with things going on in the classes, i.e.…practice for an

upcoming presentation.
- We could start mid-semester with some proficiency-exam-like practice…
- Perhaps the Ss would just get a kick out of a 'special event' atmosphere, and in reality it could be set up to where they even teach each other!!

As for the future, we are limited only by our imagination and energy. Currently, enthusiasm is high, so we should follow through decisively with a widely promoted schedule and the continued collection of quality digital materials. We should also follow up on the idea of having special workshops or events to bring students and instructors in. To encourage communication, we ought to get as many instructors as possible involved either through paid percentages or volunteer work. Already, The Point has developed an identity and a life of its own. Since the basic structure is in place, and the foundation seems to be solid, we can expect many students and instructors alike to make their mark on this emerging process.

EAP and the Status of the ESL Professional at the University of Kansas[10]

Marcellino Berardo

This essay is inspired by Turner's 2004 paper called "Language as Academic Purpose." In the paper, Turner makes the point that the study and mastery of language itself is an academic pursuit. She also notes that English for Academic Purposes (EAP) is not seen on par with other disciplines in academia. I agree with Turner on both accounts and use her work to outline and comment on six different contexts in which ESL professionals, including those of us at the AEC, practice our profession. Then I offer a critical look at EAP at the Applied English Center with the intent of advancing our professional status at the University of Kansas. I conclude by stating my reasons why EAP is no different from other disciplines.

EAP: An Introduction

EAP stands for English for academic purposes. I see EAP as a broad umbrella discipline that centers on English language teaching and learning as well as the (socio-academic) linguistic investigation of all uses, meanings and forms of English in academia. This includes research into understanding how English constructs, interprets, expresses, and disseminates disciplinary knowledge. I also include under the larger umbrella of EAP, the teaching of academic English to native speakers of English who are unfamiliar with English as it is used in the university setting.

For me, EAP includes every kind of English language use at the university. Some examples are the language of (a) lectures, (b) discussion groups, (c) scientific laboratories, (d) field work, (e) art studios, (f) music practice rooms, (g) textbooks and other academic books, (h) literature and literary analysis, (i) peer-reviewed journals, (j) email, (k) faculty and student senate, (l) faculty meetings, (m) office hours, (n) conferences, (o) university administration, (p) application forms and curricula vitae, (q) writing centers, (r) technology, (s) libraries, (t) health clinics, (u) university orientations, (v) college athletics, (w) recreation centers, (x) student organizations, (y) dormitories, and (z) fraternities and sororities.

Although all English language use at the university falls within my broad characterization of EAP, we at the AEC focus mainly on teaching the scholarly use of English as a second language.[11] Our instruction emphasizes the English typical of university lectures, ESL textbooks, non-ESL textbooks, and journal articles.

EAP: Six Different Contexts in which We Practice Our Profession[12]

Before we can examine the status of the ESL professional at the University of Kansas, we need to consider the different contexts that frame our profession because the different contexts affect the way we are perceived by the university, our colleagues in other disciplines, our students and their parents and sponsors.

Context 1: The Short-cut Mentality

English for academic purposes began because speakers of other languages were studying in English speaking countries where the medium of instruction was English. In this context, EAP was seen as a precondition for academic success. The idea behind this early view of EAP was for students to quickly learn enough English to begin "real" academic work. International students were to move through the language program as quickly as possible since English was not the reason why they came to study in English speaking countries. The more time students spent on English, the more expensive their education would be. As a result it was in the best interest of EAP students, parents, and sponsors to get the student past the language requirement as quickly as possible.

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[10] I appreciate feedback I received on this essay from Elizabeth Gould and Chris Sundstrom. They are, however, not responsible for any mistakes or opinions expressed in this essay.
[11] The Graduate Writing Program works with both native speakers and non-native speakers of English.
[12] These six different contexts originally come from Turner 2004. I amend and reinterpret Turner's arguments to develop them further and apply them to the AEC.

This in-and-out view of English language instruction has its merits but also lends itself to a "short-cut" mentality, which underestimates what it really takes to learn a language for academic purposes. Simply put, there is no short-cut to acquiring English for the purposes of reading, writing, and talking about intellectually challenging concepts and theories in any discipline. To achieve that level of language proficiency it takes a lot. It takes (1) much exposure, (2) interaction, (3) practice, (4) experience, (5) feedback, (6) a heightened awareness of language form and use, and (7) many opportunities for meaningful use of the language in various academic contexts. Also necessary are many social, academic, and linguistic mistakes and the personal and academic growth that arises out of making mistakes in a different culture. All this takes time. It takes much effort, too. We do disservice to our profession and we mislead our students, their parents and sponsors, and our colleagues in other disciplines if we do not discount the short-cut mentality that still exists today.

Context 2: Standardized Tests

Standardized tests such as the TOEFL and IELTS also affect the way our profession is perceived. (At the AEC, the proficiency test is the relevant standardized test.) High enough scores from the TOEFL or IELTS commonly serve as a ticket to begin "university study". With the right score, the student is considered to be proficient enough in the language to fulfill the university's English requirement for international students. If the student does not score high enough, there is an industry of classes, books, and videos that can prepare the student for the test.

Standardized tests and the industry built around them promote the idea that EAP can be separated from academia. In this context, standardized tests fail to get across the basic idea that language and disciplinary content are inseparable. Each discipline has a specific way to structure knowledge through language (Martin, 2007). Moreover, academic content is constructed from and exists as (1) general academic vocabulary (Coxhead, 2000; Hyland & Tse, 2007), (2) specialized language or jargon (Woodward-Kron, 2008), (3) academic collocations (Durrant, 2009), (4) grammatical metaphor (Halliday & Martin, 1993; Ryshina-Pankova, 2010), (5) other metaphors (Lakoff & Nuñez, 2000), (6) analogies and similes, (7) hierarchical organization patterns, (8) rhetorical styles and (9) academic genres (Swales, 1990, 2004; Hyland & Sancho Guinda 2012). This point gets obscured by standardized tests.

Unfortunately, standardized tests also have the effect of reducing EAP to a test score or another hoop to jump through to get admitted to the university. In this context, proficiency in EAP becomes just another item on the student's checklist of requirements for university admission. It is, of course, necessary to have a high level of proficiency in English to be academically successful. It is, however, misleading for the student to think that there is little more to academic English than a test score.

Standardized tests also send the message that there is finality to learning a language. The idea here is that once the student gets a 23 on the Internet-based TOEFL, for example, s/he is done. The student has finished learning English and is ready to go off and major in a discipline. Language skills, however, only increase with knowledge and experience. Writing, for example, continues to get better the more one writes, reads, discusses, and gets critiqued. Ability to use the language to make more interesting contributions in any discipline grows as knowledge of the field deepens. There is no finality to learning language and to using it in academia because content and its linguistic expression never stop developing.

Context 3: Part-time Teachers

EAP as a discipline continues to develop. In order for it to keep pace with other disciplines, it needs more full-time practitioners. Unfortunately, there has been a decades-long trend for more part-time instructors at universities and community colleges. EAP as a discipline has entered academia during this time. This explains, in part, why there are so many part-time positions at universities for EAP practitioners. Any rationale for part-time EAP professionals, however, remains confusing since there is significant demand for academic English. Part-time teachers, perhaps especially in the face of high demand for their expertise, further contribute to the 'lower status' perception of EAP as a profession. Important here is that part-time work does not offer practitioners the time or financial security to develop the discipline even more fully. The profession simply needs more full-time practitioners.

Context 4: The Deficit Perspective

EAP students can be seen as having a linguistic deficit. Under this view, our students' lack of proficiency in English is considered a deficit that needs to be addressed. Language teaching is reduced to helping students narrow or erase the deficit they arrive with. To address this deficit, students and instructors engage in a kind of pre-academic endeavor that helps students 'get up to speed.'

When we take a 'deficit' perspective on EAP, the profession is relegated to what Swales (1990) calls the "ivory ghetto of remediation," (p. 6) playing off the metaphor of the ivory tower.[13] Categorizing the profession as pre-academic or remedial learning needed only to address a deficit does not recognize the knowledge and experience international students and scholars bring with them. At the AEC, we have Fulbright scholars, other accomplished professionals, and graduate students specializing in a range of disciplines. Many of our undergraduate students come to us with a strong background in mathematics and the sciences as well as a range of other subjects from rigorous high school programs and private classes designed to prepare them for notorious college entrance exams such as the Chinese *Gaokao*.

These students and scholars do not need remedial learning. They need to take on the significant task of mastering highly specific ways academic English realizes critical thinking and creates and represents ever changing disciplinary knowledge. At the same time they take on this significant task, our students also need to develop the language skills relevant to discussing and writing insightfully about complex and abstract ideas from the sciences, social sciences, humanities, and professional schools. While working on how English manifests itself in critical thinking, knowledge creation, and language skills, EAP students and scholars also need to learn and apply the invisible and subtle rules of academic culture that underlie the use of English in various settings at the university. (For examples of university settings see (a)-(z) in the Introduction.) The 'deficit' perspective simply fails to recognize what it means to acquire and use academic English. More on this point is given in the next section.

Context 5: Language Work is Underestimated

Language goes unnoticed until we hear a different accent, see a grammar mistake, or have difficulty understanding a word or phrase. The automatic or subconscious nature of much of language use can mislead students, parents, sponsors, university administrators and others into underestimating what it really takes to learn a language for academic purposes.[14] It can appear that language, even academic language, is easy enough to "pick up" or "brush up on." The international student just needs to refer enough times to a good grammar book and s/he will get the hang of it.[15]

The problem here, of course, is that many word choice and grammar mistakes have no simple solution. For example, there exists no list of rules to ensure selection of the appropriate word, collocation, and grammatical construction for each intended thought in each written and spoken context. To illustrate some of the complexity of language, Turner (2004) gives a brief excerpt from a doctoral student's dissertation. Turner notes that the student has no problem with understanding the theoretical issues of her dissertation. The student is a good critical thinker. The student also has no problem communicating verbally. The problem is with written English.

The excerpt is one sentence long:

"*The repressed and victimised 'others' in Asian formation of modernity has been totally abandoned from social consciousness for long whose life has been disregarded in the hypocritic concept of the 'humanities' conflicted with the designated sense of 'progress' through the march of economic development in the modern era*." (p. 100)

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[13] As cited in Turner (2004).

[14] Our monolingual colleagues can be misled to underestimate what it takes to learn a language for academic purposes if they did not go through the process.

[15] This superficial view of language learning, among other things, does not take into account the fact that language and culture are fused. The linguistic expression of cultural rules is immensely complex but necessary to the task of learning a language for academic purposes. I am not aware of a "good grammar" of the language and culture of academic disciplines. Even if one exists and is consulted, it is unlikely that the task of acquiring EAP would be significantly affected. See contexts 1, 2, and 5 for more.

Turner (2004) takes two pages to explain the language of this sentence and the difficulty with understanding it. She attributes difficulties to "word choice…concept[s] obscured by overwrought wording and referencing all running together in three consecutive adverbial phrases...stylistic awkwardness...foregrounding … modifying... [and] clause structures rather than adverbial phrases" (pp.100-102). These kinds of issues, particularly when fused together in one sentence, go beyond simple 'surface grammar clean-up.'

The point here is that academic discourse requires sophisticated argumentation, which in turn requires sophisticated selection and arrangement of specialized vocabulary, collocations, and grammar. There is nothing remedial about it. Moreover, these issues only lead to frustration if a short-cut mentality exists. Standardized tests such as the TOEFL or IELTS and commercial test prep classes also do not help because these language issues manifest themselves particularly when original, critical thought gets converted to words, collocations, grammar, specific examples, organization, etc. The deficit perspective is also not helpful. The doctoral student does not need pre-academic work to fill a gap in her knowledge of English. What is needed is a deeper appreciation of the role language plays in thinking critically, making new knowledge and representing existing knowledge.

Context 6: Content over Language
Universities seem to separate content from language and value content over language. In this view, EAP is seen as separate from and a prerequisite to 'real' academic work. Isolated from real meaning and taught as a decontextualized skill, language proficiency appears "intellectually empty." Once a certain level of proficiency is achieved, the task has been completed. Content, on the other hand, only continues to deepen. The student or scholar is never done investigating, discovering, or creating content.

Contributing to the perception of EAP as intellectually less significant than "content disciplines" are the materials used in EAP classes. Turner (2004) reviews a study that found that students perceived the writing in EAP classes to be less of an "intellectual challenge" than the writing in other disciplines. In response, Turner wants EAP practitioners to be familiar with content from another discipline because it is easier for students to focus on language when the content is intellectually stimulating. Our goal, then, is to teach "the language of intellectually challenging content" (p.105).

We can now ask, how familiar should we become with "intellectually challenging content"? In a university setting, a graduate degree in a particular discipline is more likely to be acknowledged. However, EAP practitioners do not typically have graduate degrees in a discipline other than their own (e.g., education or applied linguistics).[16] Even if EAP professionals went out to get graduate degrees in other disciplines, what disciplines should we choose? Furthermore, should we stop at a master's degree? Without a Ph.D. in another discipline we can easily be seen as "stepping on the toes" of our colleagues. At worst, we can be seen as "hacks" trying to teach content we have little expertise in. Not wanting to tread on academic territory of our colleagues and not wanting to appear as "hacks", we retreat back to the familiar ground of "content-based" pedagogy lacking in real "intellectually challenging content."

I interpret "intellectually challenging content" to be the same kind of content taught in General Education courses such as those in the College of Liberal Arts and Sciences. In a typical chemistry or psychology textbook, the fundamental principles of the discipline are defined, explained, and illustrated. I see no big reason why EAP should veer away from using fundamental principles of disciplines in our content-based AEC classes, especially for advanced EAP courses. Many of our advanced students in levels 4 and 5 are already exposed to fundamental principles of different disciplines because they are taking General Education courses. I would argue that we should use this content because it is not only more intellectually stimulating but also more relevant to the students' present or future educational experience.

We can address the issues of 'stepping on the toes of our colleagues' and 'language proficiency as "intellectually empty"' by making explicit (1) our purpose for using content from other disciplines and (2) the kinds of questions we ask about the

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[16] And why should they? Sociologists, economists, professors of Spanish, etc. are not required to get graduate degrees in disciplines other than their own, so why should this be an issue for the EAP professional, especially if we do not accept the 'content over language' bias?

content. First, we use content from college courses because our students are college students. We differ from our colleagues in economics, for example, in that we are less interested in what a specific economic concept, theory, fact, or opinion is. Instead, we are more interested in how that concept, theory, fact, or opinion gets linguistically interpreted. This means we need to identify the content (concepts, theories, facts, opinions etc.) and examine how that content is realized in (a) words and jargon, (b) academic collocations, (c) grammar, (d) metaphors, (e) examples, (f) organization, (g) argumentation, etc. We are not treading on our colleagues' territory because *we* are the experts in teaching words, collocations, grammar, and metaphors to speakers of languages other than English. We are also the experts in teaching international students how to develop and organize examples in an English way. An emphasis on the use of language for paragraph development, organization, and styles of argumentation also fit naturally in a language class as opposed to a non-language class.

This kind of attention to linguistic expression is a response to what I call the 'how' question in EAP. The 'how' question asks 'how does language construct and disseminate content?' and 'how does the language reveal the way the content is perceived?' In contrast to the 'how' question is the 'what' question, which is basic to other disciplines. The 'what' question asks, 'what is the basic content of the discipline?' At issue here is the idea that the 'how' and 'what' questions are dependent on the same content. There can be an emphasis on one or the other; but, in fact, the two questions are fused to the same content. They provide two lines of inquiry into the same content and two ways to teach the same content.

EAP: A Critical Look at Our Profession at the University of Kansas

EAP professionals at the University of Kansas work within the different contexts described in (1)-(6) above. Because our profession is framed by these different contexts, we are implicitly perceived to be different from disciplines that are not framed by (1)-(6) above. For example, specific to *Context 2: Standardized Tests*, we exist as part of a university English language requirement relevant only to a small but important part of the student body, international students. If international students do not have a 23 or higher on all parts of the Internet-based TOEFL or part scores of 6.0 or higher with a total score of 6.5 on the IELTS before coming to KU, then they need to fulfill their English language requirement by attending our classes and passing our proficiency test. This positions us as a pre-academic unit. A student only needs a score of 160 on our standardized test (proficiency test) to be ready for "real" academics. Institutionally, this sends the message that English for academic purposes is not on par with other disciplines.

Also sending the message that EAP is different from other disciplines at the university is the fact that our students cannot major or minor in applied English at the AEC. In fact, we do not offer a major or minor even though we are accredited by the Commission on English Language Program Accreditation (CEA), staffed by faculty holding Ph.D.'s and MA's, and recognized as EFL teacher trainers by the US State Department and other institutions that offer grant monies.

To be fair, our position at the university is more complex than this. Institutionally we also appear to send the message that EAP *is* equivalent to other disciplines. Students who receive passing grades (A, B, or C) in ESLP courses can earn up to 10 general credits toward graduation. Although the 10 credits do not count specifically toward the university's foreign language requirement, our students do fulfill the foreign language requirement by passing out of all three AEC classes (Speaking/Listening, Reading/Writing, and Grammar for Communication.) Students who pass out of at least one AEC class can also enroll in General Education (or other) courses in the same semester they are taking other required ESL classes. By earning credits toward graduation, fulfilling the university's foreign language requirement, and simultaneously taking General Education and ESL courses, the university sends the message that the AEC is more than a pre-academic unit.

Although our position at the university is complex, there is an advantage to the prerequisite aspect of our work here. The advantage is that our contribution is required as long as the university accepts international students with Internet-based TOEFL scores under 23 and IELTS scores under 6.0-6.5. The university's English language requirement for international students gives us the opportunity to practice, interpret, and develop our profession. This opportunity provides us with a

chance to advance the profession and to integrate deeper into the university. The question now is, 'how do we take this opportunity and develop our profession?'

There are more reasons why EAP professionals are not seen on par with professionals of other disciplines. Perhaps the most important is that our terminal degree is a master's degree. This puts us at a disadvantage in a university setting where most of our colleagues have doctoral degrees. A graduate degree, however, is different from the pursuit of intellectually interesting questions. Our profession is positioned to investigate and teach what could be one of the most important questions of the current knowledge-based era: 'what is the relationship between language and disciplinary knowledge?' As a discipline, EAP is positioned to investigate and teach how English constructs disciplinary knowledge with the intent of bettering the human condition through science, medicine, journalism, engineering, technology, economics, the humanities, etc. The more we understand the language-knowledge relationship, the more effective teachers of current and future international students and scholars we become.

In EAP the language-knowledge relationship is particularly interesting because English is the single most important language in world scholarship. Cutting edge ideas are created, developed, and disseminated in English. EAP professionals are at the intersection of the advancement of world knowledge, English language, and the careers of individual students and scholars.

EAP practitioners should keep in mind that we marginalize ourselves when we talk about EAP only in terms of skills or a certain proficiency level or in relation to a standardized test. We also marginalize ourselves when we talk about our practice only in terms of pre-academic work or in opposition to university courses (e.g., KU classes vs. AEC classes). We also limit ourselves if we only talk about helping students "clean-up" their English without acknowledging the intricate and complex role of English in academia and in the advancement of world knowledge, along with all its consequences. Academic English is affecting the world. It affects what we learn and know, how we learn and know, and how we interact. We need to take into account the role of English in world academia and what it means to investigate and teach it in order to more fully articulate what it means to be an EAP professional.

EAP: Why We Should Have Equal Status
EAP should have the same status as other disciplines at the university. Academic disciplines are organized, knowledge generating organisms. EAP is no different. EAP explains *how* we know and represent fields such as economics, biology, and chemical engineering. Specifically, EAP is the discipline that explains and teaches the role language plays in the creation, interpretation, and dissemination of disciplinary knowledge. Our data set consists of the sum of academic language produced by our colleagues in all disciplines. We look at how English is used and how it gets meaning from the academic context. All corners of academia are relevant.

We develop theories to explain the relationship among language, pedagogy, and knowledge (for an excellent example see Christie and Martin, 2007). We publish in academic journals such as the *Journal of English for Academic Purposes* and *TESOL Quarterly*. We apply our theories (and professional experience) to develop curricula and materials to teach students how to use English for their academic purposes. We also teach and train EFL instructors and professionals in other fields who want to teach in English and/or want to access and publish in English language journals and other media. We adjust our practice as we learn more about how English is used for academic purposes and how best to teach our students and train other teachers and professionals to use academic English. In these ways, EAP is no different from other disciplines at the university.

Of course not every lecturer, language specialist, and administrator at the AEC is involved in all aspects of the discipline. Most of us specialize in teaching language skills, content, grammar, and vocabulary. Some of us are interested in theory and others in the application of theory to the classroom. Some straddle theory and application to develop curricula and write materials. Some focus on assessment while others on socio-political and ethical concerns. Others emphasize cross-cultural communication, cultural adjustment issues, or other aspects of international education. Others are active in IEP administration and grant writing. We also have specialists in CALL, second language acquisition, and linguistics. Too few

of us are non-native speakers of English[17] but most of us know another language and/or have lived abroad. Whatever our specialty and background, we are all united by (1) the data set (academic English), (2) our interest in language, pedagogy, and knowledge, and (3) the mission to teach students and train non-native English speaking colleagues to use English for academic purposes.

As EAP professionals we are part of international education at KU. We team up with our students and our international and domestic colleagues in other disciplines to produce the next generation of world professionals. Some of those professionals will work on cures for cancer and other diseases. Some will develop better economic theories and practices and find solutions to problems of food and energy production and distribution. A very select few will even become president of their countries. (President Juan Manuel Santos of Colombia studied at KU.) As we continue to interpret, practice, and develop our profession, I suggest that we promote the central importance of English in knowledge creation and world academia.

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[17] This is unfortunate because most of our profession consists of teachers who are non-native speakers of English.

Issues, Principles and Practice in the Improvement of Productive Skills

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Peggy Allen Heidish (Carnegie Mellon University)
Heather Robertson (University of Southern California)

One area of research I am interested in is helping students improve production skills. This session description for a panel discussion at TESOL 2013 summarizes my interest in this area.

Session Description

While speaking and writing are substantially different in many ways, they both are used for the same purpose – to communicate. In many ways, writing is one of the most difficult skills, requiring a greater degree of accuracy. When speaking, any misunderstandings can be cleared up 'on the spot', whereas this is not possible with writing. Speaking, on the other hand, requires a greater degree of fluency as the speaker will rarely have time to think and plan an answer. Communication between people is a very complex and ever changing thing. But there are generalizations that we can make which have particular relevance for the teaching and learning of languages.

Speaking is considered by learners as one of the most difficult skills as it involves real-time processing which means that learners don't have much time to formulate what they want to say and how to say it. As a result students often avoid speaking and therefore never get the opportunity to build up confidence through practice. A further reason that students avoid speaking is that they are afraid to make mistakes because of poor pronunciation. This poor pronunciation often stems from previous learning experiences where there has been an emphasis on written accuracy with little chance to develop oral skills. Students may also, in many cases, have little opportunity to practice their English speaking outside of the classroom environment.

Written texts, on the other hand, have quite a number of differences that separate them from speaking. Not only are there differences in grammar (for example usage of contracted forms in speaking are often not applied in writing), and vocabulary (usually more formal in written English) there are also the added factors of spelling, handwriting, layout and punctuation. Despite these differences many of the same factors relevant to teaching speaking are also relevant to teaching writing.

The focus of my research interests and this academic session for TESOL is to present the issues and challenges involved in improving speaking and writing skills with Higher Education students, and evaluate different ways to address these. The session will help develop understanding of the skills of speaking, pronunciation and writing in the relevant teaching contexts, and will also address teacher confidence to teach these skills by demonstrating a range of practical classroom activities that support the development of productive skills.

Survey of Faculty, Administration and GTA Interests for 2013
The Complete Results

1. What is your current position at the AEC?

	Response Percent	Response Count
Faculty (e.g., pool lecturer, multi-term lecturer, permanent lecturer, language specialist)	**90.0%**	**45**
Administrator	6.0%	3
GTA	4.0%	2
	answered question	50
	skipped question	0

2. How many total years have you worked at the AEC?

	Response Percent	Response Count
0-3 years	**36.0%**	**18**
4-7 years	20.0%	10
8-11 years	10.0%	5
12-15 years	10.0%	5
16-19 years	6.0%	3
20+ years	18.0%	9
	answered question	50
	skipped question	0

3. Have you held different positions within the AEC?

	Response Percent	Response Count
Yes	**54.0%**	**27**
No	46.0%	23
answered question		50
skipped question		0

4. If so, for how many years have you held each position below?

	0-3	4-7	8-11	12-15	16-19	20+	Not applicable	Rating Count
Pool Lecturer	**60.0% (12)**	10.0% (2)	15.0% (3)	0.0% (0)	0.0% (0)	0.0% (0)	15.0% (3)	20
Multi-Term Lecturer	30.0% (3)	**40.0% (4)**	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	30.0% (3)	10
Permanent Lecturer	15.4% (2)	15.4% (2)	7.7% (1)	15.4% (2)	0.0% (0)	7.7% (1)	**38.5% (5)**	13
Language Specialist	**22.2% (2)**	**22.2% (2)**	0.0% (0)	0.0% (0)	11.1% (1)	**22.2% (2)**	22.2% (2)	9
Administrator	25.0% (2)	12.5% (1)	12.5% (1)	0.0% (0)	12.5% (1)	0.0% (0)	**37.5% (3)**	8
GTA	**53.8% (7)**	30.8% (4)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	15.4% (2)	13
answered question								25
skipped question								25

5. How many years have you been in the field of TESL/TEFL?

	Response Percent	Response Count
0-5	14.3%	7
6-10	18.4%	9
11-15	10.2%	5
16-20	10.2%	5
21+	**46.9%**	**23**
answered question		49
skipped question		1

6. How many years of graduate school do you have beyond your (first) Master's degree?

	Response Percent	Response Count
0-2	**63.3%**	**31**
3-6	26.5%	13
7-10	4.1%	2
10+	6.1%	3
answered question		49
skipped question		1

7. Do you have an ABD?

	Response Percent	Response Count
Yes	12.2%	6
No	**87.8%**	**43**
answered question		49
skipped question		1

8. Do you have a Ph.D. or equivalent?

	Response Percent	Response Count
Yes	18.4%	9
No	**81.6%**	**40**
answered question		49
skipped question		1

9. Did you study abroad?

	Response Percent	Response Count
Yes	**57.1%**	**28**
No	42.9%	21
answered question		49
skipped question		1

10. For approximately how long did you study abroad?

	Response Percent	Response Count
1-6 Weeks	7.1%	2
1 Semester	**35.7%**	**10**
1 Year	32.1%	9
More than 1 Year	25.0%	7
	answered question	28
	skipped question	22

11. Have you ever worked abroad?

	Response Percent	Response Count
Yes	**71.4%**	**35**
No	28.6%	14
	answered question	49
	skipped question	1

12. For approximately how long did you work abroad?

	Response Percent	Response Count
Less than 1 Year	17.1%	6
1-2 Years	31.4%	11
More than 2 Years	**51.4%**	**18**
	answered question	35
	skipped question	15

13. Do you know a language other than English?

	Response Percent	Response Count
Yes	**85.7%**	**42**
No	14.3%	7
answered question		49
skipped question		1

14. Answer the following questions about the language you know best other than English. On an AEC scale, comment on your ability in the other language. (If you know two or more additional languages equally well, please choose one language.) NR = Beyond AEC level 5. "My ability is roughly equivalent to":

	1	2	3	4	5	NR	Rating Count
Speaking/Listening Level	7.1% (3)	23.8% (10)	**26.2% (11)**	19.0% (8)	14.3% (6)	9.5% (4)	42
Reading/Writing Level	12.2% (5)	22.0% (9)	**31.7% (13)**	14.6% (6)	12.2% (5)	7.3% (3)	41
Grammar for Communication Level	7.3% (3)	19.5% (8)	**34.1% (14)**	19.5% (8)	12.2% (5)	7.3% (3)	41
answered question							42
skipped question							8

15. General Professional Interests On a scale of 1-5, rate your professional interest in the following. One is the lowest and 5 is the highest. 'DK' refers to 'I don't know.'

	1	2	3	4	5	DK	Rating Count
Teaching Methodologies or Approaches (e.g., communicative, content-based, skill-based, corpus-based, task-based, immersion, CALL, etc.)	4.1% (2)	2.0% (1)	22.4% (11)	24.5% (12)	**46.9% (23)**	0.0% (0)	49
Assessment	0.0% (0)	12.2% (6)	**40.8% (20)**	34.7% (17)	12.2% (6)	0.0% (0)	49
Curriculum Design	2.1% (1)	6.3% (3)	22.9% (11)	25.0% (12)	**43.8% (21)**	0.0% (0)	48
Materials Writing	8.3% (4)	4.2% (2)	10.4% (5)	33.3% (16)	**39.6% (19)**	4.2% (2)	48
Intercultural Communication	0.0% (0)	8.2% (4)	12.2% (6)	**38.8% (19)**	**38.8% (19)**	2.0% (1)	49
Second Language Acquisition	0.0% (0)	14.6% (7)	22.9% (11)	29.2% (14)	**33.3% (16)**	0.0% (0)	48
Administration	16.3% (8)	**28.6% (14)**	22.4% (11)	16.3% (8)	14.3% (7)	2.0% (1)	49
English for Academic Purposes	2.0% (1)	4.1% (2)	14.3% (7)	34.7% (17)	**42.9% (21)**	2.0% (1)	49
Application of Theory to TESL/TEFL (e.g., Cognitive Linguistics, Systemic Functional Linguistics, Academic literacies, Complex Systems theory, etc.)	16.3% (8)	**22.4% (11)**	20.4% (10)	20.4% (10)	18.4% (9)	2.0% (1)	49
Advancing the field (e.g., holding office in professional organization, presenting at professional conferences, publishing your work, etc.)	6.3% (3)	10.4% (5)	**31.3% (15)**	27.1% (13)	22.9% (11)	2.1% (1)	48
						answered question	49
						skipped question	1

	1	2	3	4	5	DK	Rating Count
Level 1	16.3% (8)	12.2% (6)	**26.5% (13)**	18.4% (9)	18.4% (9)	8.2% (4)	49
Level 2	14.3% (7)	8.2% (4)	18.4% (9)	26.5% (13)	**28.6% (14)**	4.1% (2)	49
Level 3	6.1% (3)	6.1% (3)	18.4% (9)	30.6% (15)	**32.7% (16)**	6.1% (3)	49
Level 4	4.2% (2)	6.3% (3)	12.5% (6)	29.2% (14)	**43.8% (21)**	4.2% (2)	48
Level 5 (ESLP 110)	10.6% (5)	4.3% (2)	19.1% (9)	**36.2% (17)**	21.3% (10)	8.5% (4)	47
Special Studies (e.g., ESLP 122; ESLP 126; ESLP 128)	8.5% (4)	8.5% (4)	12.8% (6)	23.4% (11)	**38.3% (18)**	8.5% (4)	47
Speaking/Listening	10.2% (5)	16.3% (8)	22.4% (11)	14.3% (7)	**32.7% (16)**	4.1% (2)	49
Reading/Writing	12.2% (6)	4.1% (2)	12.2% (6)	20.4% (10)	**49.0% (24)**	2.0% (1)	49
Grammar for Communication	10.6% (5)	6.4% (3)	12.8% (6)	27.7% (13)	**40.4% (19)**	2.1% (1)	47
Short-term Programs	4.1% (2)	2.0% (1)	12.2% (6)	26.5% (13)	**42.9% (21)**	12.2% (6)	49
The Graduate Writing Program	**28.6% (14)**	18.4% (9)	14.3% (7)	16.3% (8)	14.3% (7)	8.2% (4)	49
						answered question	49
						skipped question	1

17. Non-teaching Interests On a scale of 1-5, rate your professional interest in the following. One is the lowest and 5 is the highest. 'DK' stands for 'don't know.'

	1	2	3	4	5	DK	Rating Count
Being an AEC counselor/academic advisor	**33.3% (16)**	18.8% (9)	20.8% (10)	8.3% (4)	16.7% (8)	2.1% (1)	48
Grading SPEAK tests	**31.3% (15)**	22.9% (11)	10.4% (5)	18.8% (9)	12.5% (6)	4.2% (2)	48
Working in LEO Lab	**43.8% (21)**	22.9% (11)	12.5% (6)	6.3% (3)	8.3% (4)	6.3% (3)	48
Working at The Point	8.3% (4)	20.8% (10)	**33.3% (16)**	20.8% (10)	12.5% (6)	4.2% (2)	48
Writing grants	**24.5% (12)**	22.4% (11)	14.3% (7)	14.3% (7)	14.3% (7)	10.2% (5)	49
Being a coordinator of a class	12.5% (6)	6.3% (3)	20.8% (10)	22.9% (11)	**33.3% (16)**	4.2% (2)	48
Participating on committees	4.3% (2)	10.9% (5)	23.9% (11)	**30.4% (14)**	26.1% (12)	4.3% (2)	46
Helping others with AEC technology issues	25.0% (12)	14.6% (7)	20.8% (10)	**27.1% (13)**	10.4% (5)	2.1% (1)	48
Offering in-house workshops, presentations; facilitating brownbag discussions, etc.	2.0% (1)	6.1% (3)	**32.7% (16)**	22.4% (11)	**32.7% (16)**	4.1% (2)	49
Submitting to ILI@AEC	6.3% (3)	4.2% (2)	25.0% (12)	**37.5% (18)**	20.8% (10)	6.3% (3)	48
Interacting with visiting scholars	0.0% (0)	8.3% (4)	12.5% (6)	35.4% (17)	**39.6% (19)**	4.2% (2)	48
Participating in a practicum with a graduate student	8.3% (4)	10.4% (5)	18.8% (9)	**39.6% (19)**	18.8% (9)	4.2% (2)	48
Participating in AEC out-of-class activities (e.g., conversation groups, trips, events, etc.)	10.4% (5)	29.2% (14)	**31.3% (15)**	14.6% (7)	12.5% (6)	2.1% (1)	48

Observing colleagues/other classes	0.0% (0)	10.2% (5)	14.3% (7)	**40.8% (20)**	30.6% (15)	4.1% (2)	49
Curriculum Review/Revision							
Materials Development	2.1% (1)	6.4% (3)	14.9% (7)	27.7% (13)	**44.7% (21)**	4.3% (2)	47
Assessment (e.g., improving the Proficiency Test)	8.2% (4)	10.2% (5)	24.5% (12)	26.5% (13)	**28.6% (14)**	2.0% (1)	49
AEC Mission Development and Review	10.6% (5)	27.7% (13)	**29.8% (14)**	10.6% (5)	10.6% (5)	10.6% (5)	47
Decision-making Processes	8.2% (4)	20.4% (10)	18.4% (9)	20.4% (10)	**22.4% (11)**	10.2% (5)	49
Strategic planning	10.4% (5)	14.6% (7)	18.8% (9)	18.8% (9)	**27.1% (13)**	10.4% (5)	48
New student orientation	8.5% (4)	21.3% (10)	**27.7% (13)**	19.1% (9)	17.0% (8)	6.4% (3)	47
						answered question	49
						skipped question	1