



SYMPOSIUM ON SECOND LANGUAGE WRITING

GRADUATE STUDY IN SECOND
LANGUAGE WRITING



**PURDUE
UNIVERSITY**

**WEST
LAFAYETTE,
INDIANA, USA**

**SEPTEMBER
6-8, 2012**

2012



THE 11TH SYMPOSIUM ON SECOND LANGUAGE WRITING: GRADUATE STUDY IN SECOND LANGUAGE WRITING

INTRODUCTION

The focus of the 2012 Symposium grows, in part, out of a concern that was voiced a decade ago about whether the field of second language writing could produce enough Ph.D.s to remain viable, to sustain itself. It would appear that this concern, at least for the present time, has been largely alleviated. Since 2000, more than four hundred second language focused dissertations have been completed. However, what is less clear is how this has happened; that is, what institutional and personal forces have helped bring about this situation.

The theme of the 2012 Symposium will be *Graduate Study in Second Language Writing*. Specifically, it will address the process of earning a Ph.D. (from admission to graduation and beyond) with a focus on second language writing from the perspectives of both doctoral advisors and doctoral students working in a number of distinct institutional contexts. This theme will be addressed in plenary sessions via the personal stories of second language writing scholars who regularly chair second language writing focused dissertation committees and of their former doctoral advisees.



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PROGRAM AT A GLANCE

T H U R S D A Y , S E P T E M B E R 6 , 2 0 1 2

8:00 AM - 5:00 PM Registration
8:00 AM - 5:00 PM Exhibits, Stewart 218D
8:45 AM - 9:00 AM Opening Session
9:00 AM - 9:15 AM Musical Interlude
9:30 AM - 10:45 AM Session A
11:00 AM - 12:15 PM Session B
12:15PM - 1:15 PM Lunch Break
1:15 PM - 2:30 PM Session C
2:45 PM - 4:00 PM Session D
4:15 PM - 5:30 PM Session E
8:00 AM - 5:00 PM Registration

F R I D A Y , S E P T E M B E R 7 , 2 0 1 2

8:00 AM - 5:00 PM Exhibits, Stewart 218D
9:00 AM - 10:15 AM Session F
10:30 AM - 11:45 AM Session G
11:45 AM - 1:15 PM Lunch Break
1:15 PM - 1:30 PM Introduction to Plenary Speakers
1:30 PM - 2:45 PM Plenary 1, Stewart 218ABC
3:00 PM - 4:15 PM Plenary 2, Stewart 218ABC
4:15 PM - 5:00 PM Open
5:00 PM - 6:00 PM Cash Bar, Stewart 302/306
6:00 PM Dinner, Stewart 302/306

S A T U R D A Y , S E P T E M B E R 8 , 2 0 1 2

8:00 AM - 5:00 PM Registration
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11:45 AM - 1:00 PM Lunch Break
1:00 PM - 2:15 PM Plenary 5, Stewart 218ABC
2:30 PM - 3:45 PM Plenary 6, Stewart 218ABC
4:00 PM - 4:30 PM Concluding Remarks



THURSDAY, SEPTEMBER 6, 2012

Session A 9:30 AM - 10:45 AM

Stewart 202

- 9:30-9:55 A.1.1 Negotiating Writing Multimodally: Voices from Young EFL Writers (Yueh-Hung Tseng)
9:55-10:20 A.1.2 American Undergraduate Students' Construction of Voice in Chinese Argumentative Writing (Qian Du & Ying Liu)
10:20-10:45 A.1.3 Defining Voice in the Teaching of Writing (Kacie Kiser)

Stewart 218A

- 9:30-9:55 A.2.1 Genre Transfer across Disciplines: A Metadiscourse Analysis of Undergraduate ESL Writing (Soomin Jwa)
9:55-10:20 A.2.2 Using L2 Corpora with a Genre-dependent Pedagogy (Sara Warfield)
10:20-10:45 A.2.3 The Implementation of SFL-informed Genre Pedagogy in the Foreign Language Curriculum: A Longitudinal Study of Writers' Lexicogrammatical Choices (Sachiko Yasuda)

Stewart 218B

- 9:30-9:55 A.3.1 Whole Person Reciprocal Mentoring (Christine P. Casanave & Yongyan Li)
9:55-10:20 A.3.2 Preparing Nonnative English-speaking Graduate Students for Scholarly Writing: A Mentoring Case Study (Luciana de Oliveira & Shu-Wen Lan)
10:20-10:45 A.3.3 Research Mentoring and Writing Multiple Stories in English as an Additional Language: A Chinese PhD Student with his Main Australian Supervisor (Shizhou Yang & Audrey Grant)

Stewart 218C

- 9:30-9:55 A.4.1 Narrative Writing: A Bridge to L2 Literacy? (Robin Halsey)
9:55-10:20 A.4.2 A Framework for Success: Writing Support for International Undergraduate Students (Anissa Dalle & C.K. Gunsalus)
10:20-10:45 A.4.3 Needs Analysis and Course Development for EFL Engineering Graduate Students: A Case Study in Taiwan (Hui-Hsien Feng & Monica Richards)

Stewart 313

- 9:30-9:55 A.5.1 Developing the Writing Lab Curriculum (Cyndriel Meimban)
9:55-10:20 A.5.2 Best Practices on a Budget: Serving Graduate Students in the University Writing Center (Honor Orlando & Frank Smith)
10:20-10:45 A.5.3 Writing Centers in Asia: One Size Does Not Fit All (George Hays)

Stewart 314

- 9:30-9:55 A.6.1 Peer Response and Writer-reviewer Proficiency (David Allen, Amy Mills & Scott Crossley)
9:55-10:20 A.6.2 Computer-mediated Peer Feedback in EFL Writing (Hatime Ciftci & Zeynep Kocoglu)
10:20-10:45 A.6.3 EAP Students' Dyad Interaction in Peer Response using Google Docs (Qi Zhang)



THURSDAY, SEPTEMBER 6, 2012

Session B 11:00 AM - 12:15 PM

Stewart 202

- 11:00-11:25 B.1.1 Zooming Out: Meeting the Needs of Second Language Writers through GTA Education (Gracemarie Mike)
- 11:25-11:50 B.1.2 Usability at the Center: Making Writing Center Websites Accessible to ESL Student (Fernando Sanchez)
- 11:50-12:15 B.1.3 Multilingual Matters: What We Can Learn from the Experiences of Linguistically Diverse Tutors (Stacy Nall)

Stewart 218A

- 11:00-11:25 B.2.1 Identity Investment, Imagined Community and White Prestige Ideology in the Accommodation and Resistance of Multilingual Writers (Pei-Hsun E. Liu & Dan Tannacito)
- 11:25-11:50 B.2.2 Self-identified Agency and Second Language Writing (Yuching J. Yang & Jianing Liu)

Stewart 218B

- 11:00-11:25 B.3.1 The Role of Proficiency Level on Accuracy of Adolescent EFL Learners: Evidence from the Efficacy of Corrective Feedback on Writing (Hye Won Shin)
- 11:25-11:50 B.3.2 EFL Writing Teachers' Beliefs and Practices in Written Corrective Feedback and Student Revision and Writing (Hui-Tzu Min)
- 11:50-12:15 B.3.3 A Comparative Case Study on the Effect of Written Corrective Feedback (WCF) on Noticing, Uptake and Learning: Evidence from Keystroke Logging (Antonio Pérez Núñez)

Stewart 218C

- 11:00-11:25 B.4.1 Adolescent L2 Writing in US Contexts: Exploring Teachers' Voices (Amanda Kibler, Natasha Heny & Ella Andrei)
- 11:25-11:50 B.4.2 A Case Study of Three Chinese-speaking PhD Students' Transitions from Course Work to Dissertation in a US University (Ying-Hsueh Cheng)
- 11:50-12:15 B.4.3 Objective Measures of ESL/EFL Writing Quality (Kristopher Kyle)

Stewart 313

- 11:00-11:25 B.5.1 Writing in L2, Arguing in L1: Constraints in Building Narratives in L2 Writing (Faizah Sari)
- 11:25-11:50 B.5.2 Student Perspectives on L1 Use During L2 Writing (Katherine Evans)
- 11:50-12:15 B.5.3 Argumentative Writing in FFL by Algerian Students: Use of L1 and its Effects (Yamina Bounouara & Denis Legros)

Stewart 314

- 11:00-11:25 B.6.1 Web-based Machine Translation: Students' Beliefs and Behaviors (Kelsey White & Emily Heidrich)
- 11:25-11:50 B.6.2 Blogging Practices and Perceptions of a Freshman Writing Class (Veronica Jayne)
- 11:50-12:15 B.6.3 Struggling for the Right Words: Analyzing L2 students' Writing Processes (Jeremie Seror & Jessica Durepos)



THURSDAY, SEPTEMBER 6, 2012

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Stewart 202

- 1:15-1:40 C.1.1 'Fixing the Problem': Linguistic Diversity and the Promise of Instructor Preparation (Kevin Eric Depew)
- 1:40-2:05 C.1.2 Preparing Graduate TAs to Work with L2 Writers: Challenges & Questions (Dana Ferris)
- 2:05-2:30 C.1.3 The Critical Role of Intercultural Rhetoric in the Professional Preparation of Language Teachers and Researchers (Fabiola Ehlers-Zavala & Nichole Oberheu)

Stewart 218A

- 1:15-1:40 C.2.1 "Because English is not my Language": Investigating International Students' Self identification of Linguistic Ability in "ESL" Freshmen Writing Class; Toward Non stigmatized Linguistic Identity Labels (Heejung Kwon)
- 1:40-2:05 C.2.2 Review of Bilingual Writing Development among Minority Students (Alsu Gilmetdinova)
- 2:05-2:30 C.2.3 Creating a Translingual Composition Pedagogy for Generation 1.5 Students (Stephanie Thompson)

Stewart 218B

- 1:15-1:40 C.3.1 An Investigation on the dissertation topic selection process among domestic and international students in sciences, social sciences, and humanities (Jing Xia)
- 1:40-2:05 C.3.2 The Making of a Master's Thesis: Interactivity and Multimodality in Academic Writing (Beril Arik & Dwight Atkinson)
- 2:05-2:30 C.3.3 Dissertation Diaries (Alev Ozbilgin Gezgin)

Stewart 218C

- 1:15-1:40 C.4.1 Assessing ESL Writing: Toward a Hybrid Dynamic Assessment (HDA) Model (Nehal Sadek)
- 1:40-2:05 C.4.2 The Impact of Self-assessment of EFL Writing on Chinese EFL Learners' Draft Revision: A Longitudinal Study (Weiqiang Wang & Yongqiang Zeng)
- 2:05-2:30 C.4.3 The Effect of Reading Aloud on Self-initiated Revision in EFL Writing (Theresa J. Tseng)

Stewart 313

- 1:15-1:40 C.5.1 Comparing the Effects of Pre-task Planning on L1 and L2 Writing (Mark Johnson, Christine Nicodemus, Anthony Acevedo & Leonardo Mercado)
- 1:40-2:05 C.5.2 A PhD Pilot Study: The Effect of a Strategies Instructional approach on Second Language Writing Difficulties and Quality Text Construction (Nancy Tarawhiti)
- 2:05-2:30 C.5.3 Exploring a Theoretical Framework for Understanding Writing Strategies (Youmie Kim)

Stewart 314

- 1:15-1:40 C.6.1 Source Use in a Real-life Reading-to-write Task: A Case Study of Two L2 Postgraduate Writers (Sharon McCulloch)
- 1:40-2:05 C.6.2 Writing from Sources: Examining University L1 and L2 Writers' Experiences (Zuzana Tomas & Erin Jensen)
- 2:05-2:30 C.6.3 Citation Behaviors of Chinese Postgraduate Students in EFL Writings (Junju Wang & Kai Yang)



THURSDAY, SEPTEMBER 6, 2012

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Stewart 202

- 2:45-3:10 D.1.1 A Two-year Longitudinal Study of Complexity, Accuracy, and Fluency: Problematizing Complexity in EFL University Writing Exams (Dennis Koyama & Angela Sun)
- 3:10-3:35 D.1.2 Validity and Knowledge Demands of a Standardized English Writing Test (Ling He)
- 3:35-4:00 D.1.3 Investigating the Construct Validity of a Writing Test (Saerhim Oh)

Stewart 218A

- 2:45-3:10 D.2.1 Second Language Writing Instruction in Lebanon: Negotiating Language Ideologies in Policies and Pedagogical Practices (Nancy BouAyash)
- 3:10-3:35 D.2.2 Breaking the Codes, (Un)learning to Write: A Colombian Visual Artist's Knowledge Construction through Academic Writing (Lisya Seloni)
- 3:35-4:00 D.2.3 Postmodernism and the Language Curriculum (Katherine Daily)

Stewart 218B

- 2:45-3:10 D.3.1 Non-native English Speaking Teachers' Written Error Correction: Quality and Causes of False Corrections (Fang Ying Kuo & Yea Huey Chang)
- 3:10-3:35 D.3.2 One-on-one Conferences in L2 Writing Response: Perceptions, Potentials, and Pitfalls (Grant Eckstein)
- 3:35-4:00 D.3.3 Walking the Fine Line: Reformulation and Appropriation of Students' Texts (Pimyupa W. Praphan)

Stewart 218C

- 2:45-3:10 D.4.1 Beyond Memorization and Imitation: The Importance of Systematic Reflection on the Writing Process of International Learners (Gabriele Bechtel & Irena Kola)
- 3:10-3:35 D.4.2 Breaking "Dumb English"— On the Transfer of Chinese English Major Graduates' Writing Ability to Speaking Ability (Yao Tong)
- 3:35-4:00 D.4.3 A Mixed-methods Approach to Examining L2 Writers' Metacognitive Knowledge (Soo Hyon Kim)

Stewart 313

- 2:45-3:10 D.5.1 Implicit Attitudes in Second Language Writing Pedagogy (Kyle Vealey)
- 3:10-3:35 D.5.2 Blurring Boundaries: What PW and ESL Can Learn From Each Other (Alex Layne)
- 3:35-4:00 D.5.3 Seeing Who's There: Writing Program Administration and the Invisible Writing Students (Patricia Poblete)

Stewart 314

- 2:45-3:10 D.6.1 A First-year Writing Course for English Majors in Poland (Lukasz Salski & Melinda Reichelt)
- 3:10-3:35 D.6.2 Teaching Practices and Students' Writing Preferences in EFL Freshman Composition Classes in Lebanon (Fatima Esseili)
- 3:35-4:00 D.6.3 Assessing Process and Product in EFL Writing Classes: What Kind of Learner can Benefit? (Makoto Abe)



THURSDAY, SEPTEMBER 6, 2012

Session E 4:15 PM - 5:30 PM

Stewart 202

- 4:15-4:40 E.1.1 Measuring Lexical Proficiency in L2 Writing: Various Issues and Suggestions for Future Research (Yunjung You)
- 4:40-5:05 E.1.2 Measuring Vocabulary Size in L2 Writing (Melanie Gonzalez)
- 5:05-5:30 E.1.3 Syntactic Complexity and L2 Writing Proficiency (Yu-Shan Fan)

Stewart 218A

- 4:15-4:40 E.2.1 Academic Literacy and L2 Writing for Scholarly Publication (June Y. Liu)
- 4:40-5:05 E.2.2 Writing for Publication with Supervisors: What do English-as-an-additional-language Doctoral Students Learn about Publishing thorough Co-authorship? (King Yan Sun)
- 5:05-5:30 E.2.3 "Publish or no Degree": NNES Science Doctoral Students' Experiences of Learning to Write for Publication in English (Sunyung Song)

Stewart 218B

- 4:15-4:40 E.3.1 Conventional Wisdom: Testing the ESL Bias in the L2 Writing Literature (Carolina Pelaez Morales)
- 4:40-5:05 E.3.2 Communities of Practice in Second Language Writing (Jessie Moore)
- 5:05-5:30 E.3.3 A New Generation of SLW Studies in China (Yue Chen & Wen Shan)

Stewart 218C

- 4:15-4:40 E.4.1 Catch My Errors If You Can: The Relative Value of Peer Editing in the L2 Classroom (Florencia Henshaw)
- 4:40-5:05 E.4.2 L2 Students' Stances and Identities in Graduate Peer Review Interactions (Todd Reucker)
- 5:05-5:30 E.4.3 A Critical Review on Portfolio Assessment for ESL/EFL Students: Theories, Issues and Possibilities (TaiMin Wu)

Stewart 313

- 4:15-4:40 E.5.1 How Students and Lecturers Manage Undergraduate Assignments Using Sources: Task Specifications and Citing Strategies (Rosemary Wette)
- 4:40-5:05 E.5.2 Using Modality and Evidence in Argumentative Writing: The Influences of Plagiarism and Intertextuality on Undergraduate ESL Student Writers (Miki Mori)
- 5:05-5:30 E.5.3 ESL Students Writing from Sources: Does Instruction Help? (Cui Zhang)



FRIDAY, SEPTEMBER 7, 2012

Session F 9:00 AM - 10:15 AM

Stewart 202

- 9:00-9:25 F.1.1 Plurilingualism and Identity Construction: An Analysis of Mexican Bilinguals' Literacy Practices on Facebook (M. Sidury Christiansen)
- 9:25-9:50 F.1.2 Digital Translanguaging: Students' Construction of Global and Local Identities on Facebook (Brooke Ricker)
- 9:50-10:15 F.1.3 The Development of Writing Skills and Intercultural Competence through Web 2.0 Technologies in an Immersive Setting (Francisco Salgado-Robles & Ager Gondra Astigarraga)

Stewart 218A

- 9:00-9:25 F.2.1 The Effects of a Writing Teacher Education Course on In-service Teachers' Beliefs (Yin Ling Cheung)
- 9:25-9:50 F.2.2 Examining Second Language Writing Teacher Candidates' Confidence in Responding to Writing (Cate Crosby)
- 9:50-10:15 F.2.3 Exploring Second Language Writing Teacher Knowledge (Juval V. Racelis)

Stewart 218B

- 9:00-9:25 F.3.1 Attitudes of Multilingual Students Toward Translanguaging in Academic Writing (Madhav Kafle)
- 9:25-9:50 F.3.2 Exploring Writing Discourse with World Language Learners: Three Case studies from China, Taiwan, and the United States (I Ju Tu)

Stewart 218C

- 9:00-9:25 F.4.1 Changes of Learners' Writing Competence and Learning Attitudes via a Learner-centered Writing Group (Ho Jung Yu)
- 9:25-9:50 F.4.2 I Hate It But I Know It's Good For Me!: Advanced Spanish Students' Attitudes Toward Intensive Writing and the Writing-intensive Requirement (Robert Strong)
- 9:50-10:15 F.4.3 Post-Graduate Students' Perceptions of Academic Writing and Implications for the Academic Writing Classroom (Ahmad S. Nathan)

Stewart 204

- 9:00-9:25 F.5.1 Learning to Analyze ELL Students' Writing (Yanan Fan)
- 9:25-9:50 F.5.2 A Genre-based Contrastive Study of English versus Chinese PhD Thesis Introductions (Yi-Min Chiu & Hui-Tzu Min)
- 9:50-10:15 F.5.3 "In this essay, I will explain...": Textual Metadiscursive Resources in L2 Introductions and Conclusions (Alfredo Urzua)

Stewart 314

- 9:00-9:25 F.6.1 Feedback on Thesis/Dissertation Drafts: Applied Linguistics Supervisor and Supervisee Perspectives (John Bitchener)
- 9:25-9:50 F.6.2 Teacher Role and Corrective Feedback: A Case Study of Adviser and Tutor Feedback on Dissertation Writing (Bronwen Dyson)
- 9:50-10:15 F.6.3 Student Voices in Discussions of Teacher Feedback (Elisabeth Kramer-Simpson)



FRIDAY, SEPTEMBER 7, 2012

Session G 10:30 AM - 11:45 AM

Stewart 202

- 10:30-10:55 G.1.1 How the Experiences of Teaching and Tutoring International Students Enrich our Understanding of SLW (Mei-Hung Lin & Matthew Allen)
- 10:55-11:20 G.1.2 Forging Interdisciplinary Ties and Creating Professional Development Opportunities for Students of SLW (Kyle McIntosh & Shih-Yu Chang)
- 11:20-11:45 G.1.3 Reverse Academic Culture Shock: Transferring SLW Practices and Knowledge from a US to Non-US University (Mira Bekar)

Stewart 218A

- 10:30-10:55 G.2.1 Linguistically and Culturally Diverse Writers across a Secondary Curriculum (Sarah Henderson Lee)
- 10:55-11:20 G.2.2 Bringing the Tutors to the Students: A Pilot Study on WAC Tutoring in Second Language Writing Contexts (Kendon Kurzer, Norm Evans & Neil J. Anderson)
- 11:20-11:45 G.2.3 Apprenticing L2 Writing-teacher Trainers: Graduate Advisors and Students Co facilitating Professional Development Workshops (Doreen Ewert & Tara Zahler)

Stewart 218B

- 10:30-10:55 G.3.1 How can Article Usage be Acquired by Japanese EFL Learners? (Masumi Narita)
- 10:55-11:20 G.3.2 Collocation Problems in Spanish as Second Language Writing: The problem Evidenced in a Writing Corpus (Mara Barbosa)
- 11:20-11:45 G.3.3 The Development of Complexity in Beginning and Intermediate L2 German (Colleen Neary Sundquist)

Stewart 218C

- 10:30-10:55 G.4.1 Representations of Rhetorical Knowledge in Intensive English Program Textbooks (Matthew J. Hammill)
- 10:55-11:20 G.4.2 Service Learning and Second Language Writing: Connecting Communities (Linda Henriksen)
- 11:20-11:45 G.4.3 On the Teaching of the Teaching of L2 Writing and L2 Reading: The State of the Field (Colleen Brice)

Stewart 204

- 10:30-10:55 G.5.1 Process and Product of Wiki-mediated Collaborative Writing: A Case of Collective Scaffolding (Mimi Li)
- 10:55-11:20 G.5.2 Learning-to-write or Writing-to-learn: Comparing Face-to-face and Online Collaborative Writing (Neomy Storch)
- 11:20-11:45 G.5.3 Collaborative Writing in the Preparation of Graduate Writers (Nigel Caplan & Katie Smith)

Stewart 314

- 10:30-10:55 G.6.1 Building a Career in English: Users of English as an Additional Language in Academia in the Gulf (Louisa Buckingham)
- 10:55-11:20 G.6.2 Diglossia and Writing in ESL (Ghada Gherwash)
- 11:20-11:45 G.6.3 A Pilot Course Linking First-year Composition and English for Academic Purposes Course (Hee-Sung Kang)



PLENARY SESSIONS

Friday, September 7, 2012

Stewart 218ABC

- | | | |
|-----------|-----------|---|
| 1:30-2:45 | Plenary 1 | Choices, Opportunities, and Perseverance in L2 Writing Doctoral Education (and Beyond) (Paul Kei Matsuda, Christina Ortmeier-Hooper & Tanita Saenkhum) |
| 3:00-4:15 | Plenary 2 | Modeling, Dialogue, Practice, and Confirmation: Envisioning the Self on a Trajectory to Becoming a Second Language Writing Researcher (Diane Schallert & Given Lee) |

Saturday, September 8, 2012

Stewart 218ABC

- | | | |
|-------------|-----------|--|
| 9:00-10:15 | Plenary 3 | Doctoring Yourself: Seven Steps (Alister Cumming & Luxin Yang) |
| 10:30-11:45 | Plenary 4 | Dissertations on Second Language Writing at a Doctoral Level University: The Case of IUP (Dan Tannicito & Karen Power) |
| 1:00-2:15 | Plenary 5 | Preparing Doctoral Students for Academia: Embracing New Practices and Communities (Wei Zhu & Iona Sarieva) |
| 2:30-3:45 | Plenary 6 | Knowledge Consumer to Knowledge Producer: Preliminary Exams and the Prospectus (Tony Silva & Tony Cimasko) |



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