Emotional Literacy and the Challenge of ESL Academic Literacy

Joseph Slick
Indiana University of Pennsylvania

Follow this and additional works at: https://knowledge.library.iup.edu/etd

Recommended Citation
Slick, Joseph, "Emotional Literacy and the Challenge of ESL Academic Literacy" (2013). Theses and Dissertations (All). 967.
https://knowledge.library.iup.edu/etd/967

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact sara.parme@iup.edu.
STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME
EMOTIONAL LITERACY AND THE CHALLENGE OF

ESL ACADEMIC LITERACY

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Joseph Slick

Indiana University of Pennsylvania

December 2012
We hereby approve the dissertation of

Joseph Slick

Candidate for the degree of Doctor of Philosophy

__________________________________________
Patrick Bizzaro, Ph.D.
Professor of English, Advisor

__________________________________________
Resa Bizzaro, Ph.D.
Assistant Professor of English

__________________________________________
Laura Micciche, Ph.D.
Associate Professor & Director of Composition
University of Cincinnati, Cincinnati OH

ACCEPTED

__________________________________________
Timothy S. Mack, Ph.D.
Dean
The School of Graduate Studies and Research
A challenge of second language learning for the 21st century is to incorporate affect into second language learning. The current emphasis on empowering Saudi second language learners into self-directed students underscores the role of affect has for the future of second language learning.

In seeking to interpret the words of the five Saudi Arabian students learning English as a second language, this research wants to give their language of the heart (and mind) to the field of second language learning in order to add to developing greater social and cultural understanding. Additionally, managing emotions helps display the need to understand that people feel and experience a second language uniquely. Students’ words and second language learning contexts provide a rich window into their narratives of how they personally emotionally manage their learning a second language. Their narratives may also reveal how emotions of a second language can bring diverse individuals together.

This research uses an ethnographic method to collect and analyze student narratives. An ethnographic method promotes researcher listening that seeks to discover and analyze the words used by the co-participants in narrating their personal affective viewpoint. This project will use audio digitally recorded interviews, classroom archival material, personal student journals, a Likert scale survey, and member checking to gain a deep insight into Saudi Arabian second language learners.