

1-18-2013

# Emotional Literacy and the Challenge of ESL Academic Literacy

Joseph Slick

*Indiana University of Pennsylvania*

Follow this and additional works at: <http://knowledge.library.iup.edu/etd>

---

## Recommended Citation

Slick, Joseph, "Emotional Literacy and the Challenge of ESL Academic Literacy" (2013). *Theses and Dissertations (All)*. 967.  
<http://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 [cclouser@iup.edu](mailto:cclouser@iup.edu), [sara.parme@iup.edu](mailto: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

© 2012 by Joseph Slick

All Rights Reserved

Indiana University of Pennsylvania  
School of Graduate Studies and Research  
Department of English

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

Title: Emotional Literacy and the Challenge of ESL Academic Literacy

Author: Joseph Slick

Dissertation Chair: Dr. Patrick Bizzaro

Dissertation Committee Members: Dr. Resa Bizzaro  
Dr. Laura Micciche

A challenge of second language learning for the 21<sup>st</sup> 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.