Emotional Literacy and the Challenge of ESL Academic Literacy

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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
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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.