Guidelines for your Writing Portfolio

Modern Society and Global Language
Fall 2021
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Day 1: Your writing assignment

1 The Assignment

Your final paper for this course should be an opportunity to showcase your understanding of the issues covered in class. Some example topics will be: How English became a lingua franca, how such expansion brought about linguistic changes of the language in different regions of the world, what attitudes people have to different varieties of English.

However, you don't have to limit the topic of your paper to the ones listed above. If you are interested in any other language-related phenomena that are pertinent to English as an international language, you will be allowed to write about it. If you're in doubt, consult me before you start writing a substantial portion of your paper.

The paper is not an assignment for you to show me what you simply read about the issues. Rather, I will be expecting to read about your thoughts on the issues, your criticisms on the arguments made in the textbook, in research articles, and/or in publications.

2 Reading Materials to Consider

Topics can be selected before you choose your references. But if you cannot come up with a clear topic, browsing through the textbook and other potential readings will help you select a topic for your paper.

2.1 The textbook

Galloway, N. & Rose, H. (2015). *Introducing Global Englishes.* New York: Routledge.

1. Chapters: Reading each chapter might give you an idea on what to write about.

2. Further Reading from each chapter: If you would like to read more about the topic of each chapter, look up the section called "Further Reading" at the end of each chapter. The authors recommend more materials to read.

2.2 Research articles

Below is a list of research articles that you might be interested in. If you don't find anything interesting below, you can always look up an article on your own using Google Scholar, or e-journal resources from the school library.

Baker, W. (2009). The culture of English as a lingua franca. *TESOL Quarterly, 43*(4), 567-592.

Bolton, K. (2019). Braj B. Kachru and Asian Englishes. *World Englishes, 38*(1-2), 67-77. https://doi.org/10.1111/weng.12414

Chang, J. (2006). Globalization and English in Chinese higher education. *World Englishes, 25*(3/4), 513-525.

Dewaele, J.-M. (2017). Why the Dichotomy 'L1 Versus LX User' is Better than 'Native Versus Non-native Speaker. *Applied Linguistics, 39*(2), 236-240. https://doi.org/10.1093/applin/amw055

Friedrich, P. (2019). When Englishes go digital. *World Englishes, 39*(1), 67-78. https://doi.org/10.1111/weng.12446

Gerfer, A. (2018). Global reggae and the appropriation of Jamaican Creole. *World Englishes, 37*(4), 668-683. https://doi.org/10.1111/weng.12319

Lee, C. (2019). Googlish as a resource for networked multilingualism. *World Englishes, 39*(1), 79-93. https://doi.org/10.1111/weng.12448

Martin, I. P. (2019). Philippine English in retrospect and prospect. *World Englishes, 38*(1-2), 134-143. https://doi.org/10.1111/weng.12367

Park, J. S.-Y. (2019). Translating Culture in the Global Workplace: Language, Communication, and Diversity Management. *Applied Linguistics, 41*(1), 109-128. https://doi.org/10.1093/applin/amz019

Sifakis, N. C. (2019). ELF Awareness in English Language Teaching: Principles and Processes. *Applied Linguistics, 40*(2), 288-306. https://doi.org/10.1093/applin/amx034

Toh, G. (2019). Challenges in English-medium instruction (EMI) at a Japanese university. *World Englishes, 39*(2), 334-347. https://doi.org/10.1111/weng.12434

Tran, P. M., & Tanemura, K. (2020). English in Vietnam. *World Englishes, 39*(3), 528-541. https://doi.org/10.1111/weng.12489

Walker, A., Hay, J., Drager, K., & Sanchez, K. (2018). Divergence in speech perception. *Linguistics, 56*(1), 257-278. https://doi.org/10.1515/ling-2017-0036

Zhu, H., Li, W., & Jankowicz-Pytel, D. (2019). Whose Karate? Language and Cultural Learning in a Multilingual Karate Club in London. *Applied Linguistics 41*(1), 52-83. https://doi.org/10.1093/applin/amz014

2.3 News or magazine articles

- Google keywords you're interested in along with a newspaper or magazine title. You will easily find a lot of articles on the web. Sometimes, newspapers and magazines might not allow you to access more than a limited number of articles. Then, look up the newspaper or magazine in the school library (https://library.snu.ac.kr for example) to see if the school has a subscription to the particular paper/magazine you're trying to read.

3 Important Dates

3.1 Four pre-recorded writing workshops

The four videos will be available on eTL as indicated in the parentheses so you can schedule your viewing flexibly. But your progress will be recorded on eTL and counted towards your attendance, so do make sure that you actually watch them while the videos are available.

- Day 1: Introduction to the task (Mon 13 Sep - Tue 26 Oct, 2021)

    - Watch the video, fill out a Google form, and ask questions if you have any.

- Day 2: Brainstorming methods (Mon 13 Sep - Tue 26 Oct, 2021)

    - Watch the video, fill out a Google form, and upload an image file showing your progress through the Google form.

- Day 3: Organizing contents (Mon 20 Sep - Tue 26 Oct, 2021)

    - Watch the video, fill out a Google form, and upload a word document showing your progress through the Google form.

- Day 4: Formatting & Citations (Mon 27 Sep - Tue 26 Oct, 2021)

    - Watch the video and complete the worksheet provided on eTL.

3.2 Draft deadlines

1. The first draft: 3:30PM Wed 27 Oct 2021

    - Get your paper ready by the beginning of the class. You will be exchanging papers with your peers and your paper will be reviewed in class by other students while you review others' work as well. If you show up in class without a paper or do not show up at all, you will **lose 5 percentage points of your final grade.**

2. The second draft: 3:30PM Wed 3 Nov 2021

    - Submit a revised paper based on peer feedback.

3. Instructor's feedback returned: Wed 8 Dec 2021

    - You will receive feedback on your paper from the instructor by this date. Revise your paper based on the feedback provided.

4. The final draft: 11:59PM Sun 19 Dec 2021

    - Submit your final revision by this date.

4 What's Expected in Your Paper

4.1 Contents

- Delineate an issue that is related to what we discuss in class.

- Present your thoughts on the issue, and try to support your arguments based on research.

- The paper should be organized into Introduction, Body, and Conclusion.
  - The intro should end with a clear thesis statement.
  - Each paragraph in the body should start with an explicit topic sentence, and each sentence within a paragraph should be cohesively linked from one sentence to the next.
  - Each paragraph and section within the paper should be coherently related to each other.
  - The paper should end with a take-home message for the reader to think about.

4.2   Mechanical requirements

- The paper should have 750 words in the main text excluding the title, your name and student ID number, and references.

- At the end of the paper before your reference list starts, place your word count (refer to the word document template).

- Make it double-spaced.

- Use 12-point Times New Roman font.

- Include at list 3 references. One could be your textbook. The other two should be peer-reviewed journal articles.

- Use the APA style for your reference list and in-text citations (Day 4 video will explain this).

Day 2: Getting Your Paper Started –Library Research & Brainstorming

5   Where to Find a Topic

5.1   Textbook

At the end of each chapter is a list of debate topics and writing and presentation prompts. You can find an idea from the topics and prompts. For example, at the end of Chapter 1, one of the assignment topics on p. 27 is as follows:

> "English's global spread was not due to internal-linguistic properties of the language, but to external reasons. Discuss the special position of English worldwide in relation to political/economic power, as well as historical coincidence."

If you'd like to do library research and write about political and economic power that influenced the spread of English, the prompt will be a good place to start. If the topic above seems too daunting for you to write about, you can approach this assignment with a more personal touch. The personal account prompt on the same page could be a good place to start.

"We now have a global lingua franca with more non-native English speakers than native English speakers. Whether English is being used at an airport in London or Delhi, at a hotel in Tokyo, or on a Skype conference call between Hamburg and Beijing, everyone needs to communicate. Provide an account of your own personal encounters with English."

The personal account prompt will be easier to start writing on, but be aware that it might be difficult for you to come up with criticisms and arguments that you will support based on research. A debate topic on p. 49 sounds also very interesting.

"Creoles are languages in their own right and should not fall in the World Englishes paradigm. Placing creoles with other World Englishes is equivalent to placing Modern English in a paradigm of 'World Frenches,' seeing as Middle English emerged through contact with Norman French."

You don't need to limit the range of your essay topic to one of the three I mentioned above. The textbook has a great variety of debate topics and writing/presentation prompts at the end of each chapter. Check them out for yourself and find your starting points there.

5.2   In-class discussions

In every class, students ask very interesting questions in class regarding what is discussed in the session. You might want to make notes of such questions or comments and try to come up with your own answers to the questions through library and web research.

5.3   Research articles

If you feel you can't find an interesting topic either from the textbook or class discussions, you can always browse through research articles that are related to course contents. Also, the difficulty of academic writing comes from the fact that you need to support your opinion, argument, and/or criticism with research findings from the literature. If you focus on a narrow, well-defined existing research topic that many scholars have worked on, finding literature might not be that difficult. But if you come up with an original, creative idea that not many people have thought of, it might not be easy to find research articles to suit your needs. A way to solve this problem is to select some research articles for you to get ideas from.

I would recommend that you start with the journals *World Englishes* and/or *Applied Linguistics*. The former is a specialized journal for discussions of Global English, and the latter is a journal that covers a broader area of applied linguistics but also publishes articles on the issue of global English. Again, I'm suggesting some starting points for you to check out. You don't have to limit yourself to the two journals. Below, I will explain how you can do library research to find research articles that you will find interesting.

6   How to Do (Library) Research

6.1   Google Scholar

6.1.1   Setting library links for easy access

If you already have a Google account, use the existing account to access scholar.google.com. If you don't have a Google account, (Where are you from? Mars?) create one today. Following the steps below to set up your library link to Google Scholar.

1. In the Google Scholar page, locate three horizontal stripes in the top left corner of the screen and click it.

2. There, you will find "settings."

3. If you click settings, you will find a menu labelled "library links."

4. On the "library links" page, type in Seoul National University. If you are an exchange student, also add the name of your school as well.

5. With your library links set up, search results will be accompanied by links to your school resources whenever an item is available through your school library (SNU or other schools).

6.1.2 Using keywords, author names, and article titles to look up research

1. Global English
   Try and type "global English" in the Google Scholar search window. You will find a countless number of articles pop up in the search results. Then, next to the articles will be library links if there is one. Of course, "global English" is just one example of a keyword you can try. As you browse through your textbook or consider issues raised in class discussions, you might have numerous keywords that you would like to try and look up in your library research. Try them and see what you get in the search results.

2. Kachru
   Likewise, you can type researchers' names in the search window if you have a scholar that interests you. Try "Kachru" first. What do you get in your search results? Sometimes, some last names are very common that you might get irrelevant results. In that case, add a keyword to the author's name that can narrow down your search results. Try "Kachru world Englishes," What did you get this time?

3. The culture of English as a lingua franca
   This is the title of the first research article listed in the same research articles in 2.2. If you know the title of the article you would like to read, you can directly type in the title or the author name along with the year of publication. So, for the article 'The culture of English as a lingua franca,' you can either type in the title or try 'baker 2009.' As you can guess, 'Baker' is an extremely common last name. Now, let's try 'baker 2009 tesol quarterly.' Then, you will be able to find the article more easily.

6.1.3 Using "Cited by" to find other related research

The section above explained how to use Google Scholar to look up a source that interests you. You can repeat the processes above several times, but you might also try and see if you can narrow your research to the area relevant to an article that you already found. Using the "Cited by" link is one way to do that. Now, let's try the following steps.

1. Type "creolization" in the search window.

2. Locate an article that interests you.

3. Click the "cited by" link below the article.

4. Browse through the list of articles that cited the original article of your interest.

5. See if any of the citing articles interests you and include them as your references as well.

6.2   Library resources

Now, we have looked at ways to find research articles assuming we have an interesting topic or at least a keyword in mind. What if you have no clue what to write about? What if you cannot come up with an interesting keyword? You might check out academic journals in the area and see what interests you. For that, Google Scholar might not necessarily be the best place to start with. Since journals such as *World Englishes* and/or *Applied Linguistics* were already mentioned, you can look them up. TESOL Quarterly is another good place you can try. Again, these are examples of academic journals you can look up, but if there are other journals that you encounter as you read the textbook or other research articles, you can always look them up through the school library. Now, let's try and look them up in the SNU library.

1. Go to https://library.snu.ac.kr.

2. Log in using your SNU account.

3. Locate "Using the libraries" on the top navigation bar.

4. In the menu of "Using the libraries" will be "Off-campus access (proxy)". Click that and "Turn proxy on."

5. Now, locate the 'FIND' menu on the top navigation bar and hover down to 'e-journals' and click it.

6. In the search window, type in the journal title (e.g., world englishes, applied linguistics, or tesol quarterly).

7. Look through the search results and click the one you want.

6.3   How to read a research paper (or just about anything)

Now, you know your ABC's of how to find a research article using Google Scholar and the school library online resources. But here is an important question. The research articles are (sometimes) long and difficult to understand. A lot of jargon is used, and it takes forever to read and understand each article. How do you decide which article is relevant to your argument and which is not when it takes several hours (or days) to read each article? Now, here is a set of tricks you can try.

1. First, read the title and the abstract. See if they draw your attention and if the contents of the abstract make sense to you.

2. If your answer to ♯1 is 'Yes,' then, now go to the conclusion and read the last part of the paper. Can you get the main idea of the paper? Is it related to what you are trying to argue in your paper?

3. If your answer to ♯2 is 'Yes' again, now go back to the beginning of the paper and start reading it from the introduction. If not, keep looking for other articles and repeat ♯1 and ♯2.

6.4 Googling for non-academic sources

Although the assignment requirements say that you need to include at least two peer-reviewed research articles, that does not mean you cannot use other resources. You might want to read some newspaper and/or magazine articles to get you started. And for that, you can use just regular 'Google' and search the web using keywords and newspaper/magazine titles. For example,

1. Try and type 'English as a second language New York Times' and see what results you get.

2. Or you can use the 'News' button right below the Google search window.

   (a) Type in 'creolization' in the Google search window.
   (b) Click the 'News' button below the search window to see what news articles related 'creolization' can be found.

3. What are some other keywords you would like to try? See what results you get.

7 Brainstorming

7.1 Listing

As you read the textbook, research articles, and/or news articles, you might want to jot down some keywords you find interesting. Later on, just list all the keywords on a piece of paper and remind yourself of what you've been reading and thinking about.

7.2 Clustering

When you have exhausted all keywords (or key phrases), then, look through the list and what ideas are related to each other. Try to cluster them into chunks to develop ideas.

7.3 Free-writing

Even after listing and clustering, you might not have a clear idea of how to develop your paper. This time, just try to write sentences without thinking about the flow of logic, grammar, or the structure of the paper. Just write down whatever comes to your mind at this stage.

8 Outlining Your Paper

Have you written down enough keywords or sentences through the steps used in 7. Brainstorming? Now, try to answer the following questions.

1. What is the most important idea? Can you make it your main idea (thesis statement) of your paper?

2. Can you find supporting evidence to the thesis?

3. Can you make clear connections between the thesis and the supporting evidence?

4. Is each supporting evidence also related to one another?

Day 3: Organizing Contents

9 Structuring an essay

You should be familiar with the basic structure of an essay: It should have introduction, body, and conclusion. In theory, a college student should be able to produce a piece of writing that has such structure. You write your essay, marking borders between the three sections by pressing the enter key on your keyboard and changing lines between paragraphs. Somehow, your readers (e.g., me, for example) return your essay with feedback on it: The essay does not have a clear main idea. A main argument was not clearly supported with elaboration and examples. Ideas are not well thought out, etc.

Structuring an essay requires more than just changing lines between paragraphs. Each section has basic elements that must be placed in specific positions within a paragraph. Let's review how to organize your ideas in expository writing.

9.1 The most commonly used structure of expository essays

Introduction

- Hook
- (Elaboration)
- Thesis statement

Body (The number of main points in the body might vary.)

- Point 1
  * Topic sentence
  * Elaboration, explanation, and/or examples
  * Concluding or transition sentence
- Point 2
  * Topic sentence
  * Elaboration, explanation, and/or examples
  * Concluding or transition sentence
- Point 3
  * Topic sentence
  * Elaboration, explanation, and/or examples
  * Concluding or transition sentence

Conclusion

- Summary or results of discussion in Body
- Take-home message (final remark)

9.2 Exercises

1. Read the following titles of newspaper articles. Can you guess the main arguments of the two articles? (Hint: Both articles are about language endangerment and conservation.)

   (a) Why Save a Language?

   (b) Fading Species and Dying Tongues: When the Two Part Ways

2. Now, read the very first paragraph of "Why Save a Language?" in 9.2.1 and "Fading Species and Dying Tongues: When the Two Part Ways" in 9.2.2. For now, do not read any further. Read only the first paragraphs of the two essays. Has your opinion changed? Do you think the two authors have the same or different opinions on the matter of language preservation?

3. This time, read the very last paragraph of the two essays. Did the conclusions give you a clearer idea on where the authors stand in the matter?

4. Highlight the first sentence of every body paragraph. The first sentences are supposed to be topic sentences. Do the first sentences give you a clear idea of what the paragraph will be about? Can you write down a summary phrase next to each topic sentence?

5. Read the first paragraph of the body section in both essays. Where does the topic sentence end? Which sentences are elaboration / explanation / supporting evidence? Does it have a concluding / transition sentence?

6. Repeat the previous step for all paragraphs in the body section of each article. Do the paragraphs have a clear topic sentence, clearly written supporting evidence, and a gist-delivering conclusion/transition sentence? Would you rephrase any of the sentences or reorganize any of the paragraphs?

7. Which essay do you think is better written in terms of clarity? (regardless of the authors' opinions)

9.2.1   Why Save a Language?

By JOHN McWHORTER
DEC. 5, 2014
The New York Times

"TELL me, why should we care?" he asks. It's a question I can expect whenever I do a lecture about the looming extinction of most of the world's 6,000 languages, a great many of which are spoken by small groups of indigenous people. For some reason the question is almost always posed by a man seated in a row somewhere near the back. Asked to elaborate, he says that if indigenous people want to give up their ancestral language to join the modern world, why should we consider it a tragedy? Languages have always died as time has passed. What's so special about a language? The answer I'm supposed to give is that each language, in the way it applies words to things and in the way its grammar works, is a unique window on the world. In Russian there's no word just for blue; you have to specify whether you mean dark or light blue. In Chinese, you don't say next week and last week but the week below and the week above. If a language dies, a fascinating way of thinking dies along with it. I used to say something like that, but lately I have changed my answer.

Certainly, experiments do show that a language can have a fascinating effect on how its speakers think. Russian speakers are on average 124 milliseconds faster than English speakers at identifying when dark blue shades into light blue. A French person is a tad more likely than an Anglophone to imagine a table as having a high voice if it were a cartoon character, because the word is marked as feminine in his language. This is cool stuff. But the question is whether such infinitesimal differences, perceptible only in a laboratory, qualify as world views — cultural standpoints or ways of thinking that we consider important. I think the answer is no.

Furthermore, extrapolating cognitive implications from language differences is a delicate business. In Mandarin Chinese, for example, you can express If you had seen my sister, you'd have known she was pregnant with the same sentence you would use to express the more basic If you see my sister, you know she's pregnant. One psychologist argued some decades ago that this meant that Chinese makes a person less sensitive to such distinctions, which, let's face it, is discomfitingly close to saying Chinese people aren't as quick on the uptake as the rest of us. The truth is more mundane: Hypotheticality and counterfactuality are established more by context in Chinese than in English.

If we can't consider this aspect of Mandarin a cognitive facet of being Chinese, then we can't, in fairness, associate the "cool" features of other languages with the world views of their speakers. Surely world views aren't only those ways of perceiving things that we consider admirable or charming. But if a language is not a world view, what do we tell the guy in the lecture hall? Should we care that in 100 years only about 600 of the current 6,000 languages may be still spoken? The answer is still yes, but for other reasons.

First, a central aspect of any culture's existence as a coherent entity is the fact of its having its own language, regardless of what the language happens to be like. Certainly, a culture can thrive without its own language: No one would tell today's American Indians that if they no longer spoke their ancestral language it would render them non-Indian. Likewise, being Jewish does not require speaking Hebrew or Yiddish. Yet because language is so central to being human, to have a language used only with certain other people is a powerful tool for connection and a sense of community. Few would deny, for example, that American Jews who still speak Yiddish in the home are a tighter-knit community, less assimilated into Anglophone American life and less at odds with questions about Jewish identity, than Jews who speak only English.

Second, languages are scientifically interesting even if they don't index cultural traits. They offer variety equivalent to the diversity of the world's fauna and flora. For example, whether or not it says anything about how its speakers think, the fact that there is a language in New Guinea that uses the same word for eat, drink and smoke is remarkable in itself. Another New Guinea language is Yeli Dnye, which not only has 90 sounds to English's 44, but also has 11 different ways to say "on" depending on whether something is horizontal, vertical, on a point, scattered, attached and more. And there is Berik, where you have to change the verb to indicate what time of day something happened. As with any other feature of the natural world, such variety tests and expands our sense of the possible, of what is "normal."

These are the arguments I have ready for the "Why should we care?" fellow these days. We should foster efforts to keep as many languages spoken as possible, and to at least document what the rest of them are like. Cultures, to be sure, show how we are different. Languages, however, are variations on a worldwide, cross-cultural perception of this thing called life. Surely, that is something to care about.

9.2.2 Fading Species and Dying Tongues: When the Two Part Ways

By DAVID BERREBY
MAY 27, 2003
The New York Times

For the past decade, scholars and political activists have been working to get the rest of us worried about the future of the world's 6,000 or so spoken languages. One tool is an analogy: languages with fewer and fewer speakers, they argue, are like species heading for extinction. A paper published on May 15 in Nature gives the comparison a statistical basis. The analysis, by Prof. William J. Sutherland of the University of East Anglia, notes that when standard measures of species risk are applied to language communities, human tongues come out even more endangered than the animals. The metaphor of "endangered languages" is both easy to grasp and appealing to the sense of fair play: fluent speakers of languages like Kasabe, Ona and Eyak are dying off, while their children and grandchildren increasingly speak languages like English, Chinese, Spanish or Swahili. Language preservationists have been using this analogy for years. The often quoted question posed by Dr. Michael Krauss, an emeritus professor of linguistics at the University of Alaska, for instance, is: "Should we mourn the loss of Eyak or Ubykh less than the loss of the panda or the California condor?" It is no surprise that linguists and activists promote maintaining spoken languages. Just as the Poultry and Egg Council wants us to eat eggs, linguists want languages to study. I wonder, though, where science ends and politics begins.

How, really, are the panda and Ubykh equivalent? The panda, once gone, is gone forever. If the information and political will are present, Ubykh can be revived 500 years from now. Hebrew, after all, was brought back from ancient texts into daily use after 2,000 years. Ubykh, a language of Turkey, is a human creation. The panda is not; it is our neighbor, not our invention. Talk of endangerment and extinction suggests languages as a finite resource, like gas in a tank heading toward empty. Preservationists have predicted that only half the world's currently spoken languages will be around in a century.

It would be a terrible thing to run out of languages. But there is no danger of that, because the reserve of language, unlike the gas tank, is refueled every day, as ordinary people engage in the creative and ingenious act of talking. Old words, constructions and pronunciations drop away, new ones are taken up, and, relentlessly, the language changes. Every day, English, Spanish, Russian and French, along with almost all other living languages are being altered by speakers to suit changing times. In 2000, for example, another Nature paper revealed that even the Queen of England now pronounces her English less aristocratically than she used to. As Professor Sutherland noted in his paper, languages are in "continual flux." That probably explains why a recently settled island can be as rich in languages as a long-inhabited continent. That flux never stops. Even this morning, languages are being altered by their speakers to suit changing times and places.

In an era when languages continue to change with time, can't we expect the big languages, like Latin before them, to blossom into families of related but distinct new tongues? Already, more than 100 new languages have been created out of the vast mixings of peoples and cultures of the last four centuries. For example, on the preservationist Web site terralingua.org, one can find the organization's statement of purpose in Tok Pisin, a language of Papua New Guinea. Tok Pisin did not exist 150 years ago. Like Haitian Creole, it is a new language, born of the last few centuries of human history.

So maybe the human race has all the languages it needs, and deserves. When we need a new one, we invent it. Language evolution is taking place every day; why interfere with it?Preservationists call this an argument for accepting injustice. James Crawford, a thoughtful writer about language and a preservationist, notes that "language death does not happen in privileged communities." "It happens to the dispossessed and the disempowered, peoples who most need their cultural resources to survive," he continues. This is certainly true; many of the dying languages were systematically attacked by missionaries and governments in cruel, despicable ways. The game they lost was rigged. Abuses continue to be committed in the name of education, modernization and national identity, so the preservationists do good work in noting and protesting such practices.

It is important, though, to be clear about what – or rather, who – deserves protection. The right to remain safe and whole belongs to human beings, not to abstractions created to describe what human beings did yesterday. The difference between a living creature with blood in its veins and a general notion should be obvious: your auburn-haired neighbor, nicknamed Red, has rights. The concept of "red" does not. But don't people need their "cultural resources"? Sure, but because culture is reinvented by each person to suit a particular place and time, members of a culture will argue with one another about what those resources are. When we describe culture as an organism, we do not see the individuals inside it.

So if the study of languages is a scientific enterprise, the effort to preserve them is not. It is a political question: which voices represent the communities whose languages are fading? Hearing how his ancestors were punished for speaking their own language at school, a young speaker might be persuaded by an elder to learn the ancestral tongue. That is a reason to preserve that language in the archives. Suppose, though, that the tales of days long gone do not resonate with this hypothetical child. Is it science's job to help the elder preserve his sense of importance at the expense of the younger? Language bullies who try to shame a child into learning his grandfather's language are not morally different from the language bullies who tried to shame the grandfather into learning English. The elucidation of language in all its complexity is an enthralling scientific enterprise. But "saving endangered languages" is not a part of it.

9.3 Writing your own essay

Based on the notes you made using brainstorm techniques such as listing, clustering, and free-writing in the previous session, write down an outline as shown in 9.1.

1. First, write your body section. As you write, you might add ideas to your original plan or delete some of what you had in your notes.

2. As you write your body paragraph, see...

   (a) if you have a clear main idea for each paragraph,

   (b) if the idea is delivered straightforwardly in the very first sentence,

   (c) if the main idea of the paragraph is elaborated on, explained, or supported with evidence

   (d) if the paragraph needs to be wrapped up with a concluding sentence, or if it needs a transition sentence.

3. When you're done with your body section, the next section you should write is your conclusion. What is the result of your discussion (or argumentation)? Do you have final remarks? What is the take-home message for your readers?

4. The last stage is to write your introduction. What attention getter do you have for your audience?: Something that can draw people's attention that is related to your topic. Can you connect the hook to your main idea of the essay (thesis statement)?

5. Your assignment for this session is to upload a word document that has at least two paragraphs for the body section. At this point, you don't have to submit a full essay with every section completed. However, show me that you have been working on your essay. Two body paragraphs will do.

Day 4: Citations & Formatting

10 Why cite external sources?

- To respect others' contribution to the research field
  - Using others' ideas (or sentences) without acknowledging them counts as plagiarism.
- To improve the reliability and the strength of your claims and arguments
  - Your readers will understand that you're not the only one who's making the claim and that your arguments are based on research.
- To help readers find additional resources
  - As they read your paper, your readers might want to find more resources on the issue/topic. Providing where your evidence comes from helps them locate additional sources to read.

10.1 In-text citations

10.1.1 How to cite sources

1. Summarizing

   - When to use: When you read and want to use ideas from a long passage, entire chapter, article, book
   - What's delivered: Main idea
   - Length: Significantly shortened (e.g., an entire book to a sentence)
   - Citation: Needed

2. Paraphrasing

   - When to use: When you read a sentence and want to use ideas from the sentence
   - What's delivered: sentence (or a short passage)
   - Length: Slightly shortened (e.g., from a longer sentence to a shorter sentence or phrase)
   - Citation: Needed

3. Quoting

   - When to use: When you would like to use someone else's sentence as is
   - What's delivered: The original sentence
   - Length: Identical
   - Citation: Needed

4. Block quoting

   - When to use: When you follow the APA style, a direct quote longer than 40 words should be blocked separately from your paragraphs
   - What's delivered: The original sentence(s)
   - Length: Identical
   - Citation: Needed

10.1.2 Examples

Examples of different citation types can be easily found in our textbook (Galloway & Rose, 2015). Open the book and flip to any page. Each paragraph will have at least two or three citations embedded within the text.

1. Summarizing: Example from p. 41 of Galloway & Rose (2015)

   According to McIntyre (2009), one key precursor to the emergence of a pidgin is the existence of a superstrate language and a substrate language.

2. Paraphrasing: Example from p. 42 of Galloway & Rose (2015)

   Winford (2008, p. 414) gives some examples of vocabulary in West African substrate languages found throughout creoles in the Caribbean, such as *bakra* (white man) and *nyam* (eat).

3. Quoting: Example from p. 41 of Galloway & Rose (2015)

   The first creoles of West Africa involved English being imposed on groups of people for trade purposes and during colonization, resulting in the language being 'diluted' into the local communities very quickly, and 'indigenous people in fort situations became Europeanised to varying degrees' (Gramley, 2012, p. 216).

4. Block quoting: Example from p. 43 of Galloway & Rose (2015)

   In Caribbean communities, for example, the creoles spoken are much more positively viewed as symbols of national identity and pride than they were in the past. Winford (2008, p. 419) states,

   > Changes in attitudes have been due to several factors: the growing sense of nationalism in these communities since independence; the emergence of a substantial body of scholarship that demonstrates the validity of the creoles as languages in their own right; the growing tendency to use creole in literacy works; and the readiness of the powers-that-be to allow use of creole in contexts such as education.

   This movement in scholarship towards the recognition and value of variation in English is the topic of much of this book.

10.1.3 Paraphrasing Practice

How to paraphrase a sentence from another source

- Use a thesaurus to change words but keep the meaning

- use a different word order or a sentence structure

Change the sentences below using your own words

1. An original sentence from Brothers *et al.* (2021): These findings suggest that both linguistic and non-linguistic cognitive abilities must be considered when accounting for variability in sentence processing outcomes across individuals.

   Example 1: Brothers *et al.* (2021) argued that when individual variation in sentence processing is interpreted, one should take not only linguistic but also non-linguistic capacities into consideration.

Example 2: According to Brothers *et al.* (2021), when individual variation in sentence processing is interpreted, one should take not only linguistic but also non-linguistic capacities into consideration.

2. Galloway & Rose (2015, p. 43): Theories of universal grammar have been used to explain children's innate ability to master language that is too structurally complex to learn through limited input and imitation alone.

3. Ahn (in press): L1 speakers could use linguistic information online to determine whether real-world knowledge was borne out by the auditory stimuli. L2 speakers, however, reacted to the linguistic information in a targetlike manner only when real-world knowledge could not scaffold their sentence processing.

4. Baker (2009): ... for learners of English as a lingua franca, the ability to negotiate, mediate, and adapt to emerging communicative practices is at least as important as systematic knowledge of languages and their specific relationships to other cultures.

5. Dewaele (2017): ... the traditional dichotomy, 'native' versus 'non-native speaker' has to be rejected because of the inherent ideological assumptions about the superiority of the former and the inferiority of the latter.

10.2   References

1. Basics for all references

   - Author name(s)
     - List all author names (following the order given on the paper). Last names (i.e., family names) come first, and first name (and other names) initials follow (e.g., Ahn, H.) with a period after the initials.
   - Year of publication
     - The year of publication should follow the author name(s) in parentheses, e.g., Ahn, H. (2021).
   - Title of work
     - Right after the author name(s) and year of publication should be the title of work.
       Ahn, H. (2021). From interlanguage grammar to target grammar in L2 processing of definiteness as uniqueness.
   - Ordering
     - The alphabetical order of the first author's last name
     - If listing the exact same author(s), then, year of publication from old to new
     - More than one publication by the exact same author(s) in the same year, the alphabetical order of the first letter of the title

2. Books

   - How to list a book in the reference list
     - Book titles should be italicized.
     - The publisher should follow the book title.
   - Examples

     Baayen, R. H. (2008). *Analyzing linguistic data: A practical introduction to statistics using R.* Cambridge University Press.

     Bond, T. G., & Fox, C. M. (2007). *Applying the Rasch Model: Fundamental Measurement in the Human Sciences* (2nd ed.). Routledge.

     Galloway, N. & Rose, H. (2015). *Introducing Global Englishes.* Routledge.

3. Journal articles

   - How to list a journal article in the reference list
     - Each volume of a periodical is considered a 'book.' Therefore, journal titles should also be *italicized* just like book titles.
     - The volume number is part of the journal title, so italicize the volume number, but do NOT italicize the issue number.
     - Include page numbers.
     - If available, also add doi (digital object identifier).
   - Examples

     Ahn, H. (in press). L2 processing of linguistic and nonlinguistic Information. *Studies in Second Language Acquisition*, 1-29. https://doi.org/10.1017/s0272263121000322

Baker, W. (2009). The culture of English as a lingua franca. *TESOL Quarterly, 43*(4), 567-592.

Dewaele, J.-M. (2017). Why the Dichotomy 'L1 Versus LX User' is Better than 'Native Versus Non-native Speaker.' *Applied Linguistics, 39*(2), 236-240. `https://doi.org/10.1093/applin/amw055`

4. Newspaper/magazine articles

- How to cite a magazine article
  - Add month to year of publication.
  - A magazine title should be considered the same as a book title (or a journal title) and italicized along with the volume number.
  - List the issue and page numbers as well.
- Example (from Purdue OWL APA Guide)

  Peterzell, J. (1990, April). Better late than never. *Time, 135*(17), 20–21.

- How to cite a newspaper article
  - Add month to year of publication.
  - Italicize the newspaper title.
  - List page numbers.
- Example (from Purdue OWL APA Guide)

  Schultz, S. (2005, December). Calls made to strengthen state energy policies. *The Country Today*, 1A, 2A.

5. Online sources

- How to cite an online source in the reference list
  - List last name, first name and middle name initials.
  - In parentheses, list year, month, and date of publication.
  - Page title should follow in italics.
  - Site name and URL should be provided.
  - Lastname, F. M. (Year, Month Date). *Title of page.* Site name. URL
- Example (from Purdue OWL APA Guide)

  Price, D. (2018, March 23). *Laziness does not exist.* Medium. `https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01`

11 Formatting your paper

1. Margins: Leave a one-inch (2.54cm) margin on all four sides.

2. Title: Center your title.

3. Adjustment: Use either left justification (straight edge on the left side and jagged edge on the right) or justify both edges.

4. Indentation: Place a half-inch indentation to mark paragraph borders.

5. Line spacing: Double-space your lines.

6. Letter font and size: Use 12-point Times New Roman

7. Hanging indentation: Use hanging indentation for the reference list.