Part I - Genre Analysis

General Introduction

The genre that is going to be analyzed is Statement of Purpose (hereafter, SOP) for graduate level education in America. SOP is designed for the review board or admission committee to know more about the applicants, including personal characteristics, experience, and research interests, etc., namely "why are you applying and why do you think you fit this program?" The importance of this genre lies in two factors: it is one crucial element when applying; it is a side-evidence of the applicant's academic writing ability, which is highly valued in graduate schools. What makes it difficult to write is that the SOP needs to be standing out from hundreds of other applicants', meanwhile staying within the expectation of this specific genre.

Whenever an applicant is going through the application process, an SOP is called for. Deadlines vary from different universities. Usually there are one broad or several specific prompt questions (examples see Appendix I) that applicants need to answer in the SOP, and the board/committee is their target audience. The power difference between the applicants and the board/committee is sheer in that the board/ committee can decide whether the applicants will be admitted. Applicants need to show how exceptional they are in a two-page (or even shorter depending on different universities) essay to impress the board/committee, so that they can decide whether the applicants can be admitted. Applicants and board/committee share the same professional context: professional insights toward a certain or several subjects, due to the fact that the board/committee consists of professors and lecturers in the field.

Because of the multitude of applicants, Writing SOPs not only requires academic English, but also needs some attention grabber and additional "homework" (will be later discussed). No response (except admission or rejection letter) will directly ensue from the SOP.

Data collection & "Moves"

Seven SOPs (see Appendix II) whose writers speak a variety of L1s (two Turkish, two Korean (written by the same person for MA and Ph.D. respectively), one French, one American English, and one Chinese) have been collected. Pseudonyms are used for these writers and some of the names of universities or professors are represented as "--" in response to the writers' will. All of the writers were admitted to the universities. Three of them were used to apply for doctoral degrees and the others were for masters, but all applying for Penn State. The majors they apply for varies from STEM (Science, Technology, Engineering and Math education) field to humanities, such as computer science, economics, architecture and applied linguistics. The prompt question(s) are listed (if existed and searchable on the department webpage) at the beginning of each SOP. Some elements are salient across these seven SOPs, which are listed as follows.

(1) Personal anecdote. If there is one, it must appear in the first paragraph. They mostly are some childhood incidents influencing the major that applicants want to apply for. It also shows how passionate the applicant is about this major. It serves the function as an attention grabber, leading into a discussion of why this major is so important and appealing to this applicant.

(2) Education background. It shows that the applicant is academically ready to pursue

further education by providing the courses they have taken. If they have taken courses with some renowned professors in the field or they studied in a very prestigious university, they list it out.

(3) Extracurricular activities. This shows that the applicants are not born to be merely studying; they participate in other meaningful activities outside the colleges, such as volunteer work, or student organization leadership. However, these always could somehow be related back to the major they apply for, or show some personal characteristics that suit this major.

(4) Working experience. Applicants will list out their working experience or internship to show they have hands-on practice on this major. They will use examples to show how those experiences would help their further study.

(5) Future research interest in this university. First, they have to show why this university is the best place they should go, by mentioning some well-known professors, or ones that correspond to their research interest, which shows they have done some "homework". Then, they describe their research interest and future development in this field, or even what they can bring to this university to show that they can be important assets.

All above are the most essential elements that appear in most SOPs. Most of the time, they appear in this particular order because they are chronological and logical. One thing that leads along in all these paragraphs is personal belief or philosophy towards this major. It is what they believe that molds who they are in this field. More importantly, it shows the board/committee that how deep the applicant knows about this field. This feature is more

noticeable in SOPs for doctoral degrees. It becomes more urgent to show that he/she is already an expert in this field.

However, some of the moves may be optional or even need to be avoided according to the prompt questions provided by the university. As shown in appendix one, The University of Pennsylvania, Linguistic department clearly says, "Personal anecdotes about how you became interested in linguistics, or childhood experiences with language, do not generally contribute to the effectiveness of the statement." In this case, the first move might not be appropriate anymore. The same applies when The University of Pennsylvania says, "In our program, applicants are not expected to work out arrangements with individual faculty members before applying." Then applicants need to think about how to phrase the last paragraph.

Therefore, what to include and how to arrange the order of the moves depends heavily on the prompt questions. As we can see in the appendix, the prompt questions whose length varies from a one-page long instruction to one simple sentence, decides what to write in the SOP.

One very intriguing way of expressing these elements that appears in one of the SOPs is that it mentions the applicant possesses some characteristics that normally people in this field don't have. For example, the writer expresses that people in the STEM field usually are good at carrying out research or experiments, and that he can do those well at the same time write excellent papers. There is no need for my supervisors to worry about my writing. That's something that would attract the decision makers' attention.

Regarding to cohesion, the belief or understanding towards the major they are applying for is the thread that links paragraphs and ideas together. In most cases, their belief or understanding grows accumulatively deeper along with the narration moving on, which holds the text together. Moreover, because most SOPs are written in a chronological order, readers can easily notice that different paragraphs are about different time period. For example, in Park's SOP for doctoral degree, she believes orientation and negotiation of identities in classroom interaction need and can be analyzed by using CA methodology. In the second paragraph, she describes how she understands it, followed by how she has seen her shifting identity through her own living and learning experience in third paragraph. In the fourth paragraph, she uses her work experience to support her belief.

Language Use

The language use in SOPs needs to be academic, but that also depends on the writing proficiency of the writer, how familiar the writer is with academic writing. By analyzing the texts with www.wordandphrase.info, the average rate of academic language use is 18.7%, in which the highest is 31% and the lowest is 8% (Interestingly, they are written by the same person, one for Ph.D. and one for MA respectively). The register has to be formal and sincere due to the power difference.

Another prime feature of the language use in SOP is the frequent use of jargon. To show how deep one applicant understands certain subject, jargon is one of the best ways. It helps the applicant more easily to fit into the discourse community. For instance, in de Leon's SOP, he says, "I chose to work on a research project about Elliptic Curve Cryptography, which is

currently set to replace RSA. I presented my theoretical and practical work about the elliptic curves' algebra and public-key security during a mathematics seminar at Louis-le-Grand in Paris." He effectively shows his understanding of the current trend of cyber security, and what he has done using knowledge from other related field in two sentences full of jargon.

As the huge amount of personal belief in the SOP, the voice of the writer becomes apparent. We can see a great amount of personal pronouns, "I" and "my", in them. We can see how their own stories and their life experience reflect their personalities. We can how great their desire is to join the program or do certain researches through the use of words with positive connotation, such as "wonderful", "honor", "invaluable", etc.

There is one prominent and pivotal difference in SOPs for masters and doctoral degrees --- specific research interest. In masters SOP, it might be appropriate and common that one applicant has a broad interest, while in doctoral SOPs, research interest and current understanding towards certain subject is undeniably important. It is observable that in the two SOPs for doctoral degrees, writers spent several sections to talk about how their present research is and how well they understand it.

In sum, SOP for graduate schools in America is an academic writing with personal voice, mainly using applicant's personal experience to illustrate the understanding of certain subject and how well-prepared the applicant is. Because of the power difference, the register must be formal and the voice needs to be sincere. The proportion regarding to research in SOPs depends on if the applicant is applying for masters or Ph.D.

Part II - Writing Sample and Reflection

Statement of Purpose

"Veni, vidi, vici." (Caesar, 46 B.C.) is my motto. From dreaming to be a teacher, working as a teacher, studying how to be a better teacher, to desiring to do research on how to make improvements in pedagogy, is a quick recap of my academic life, and it shows how I apply my motto into my life. I see challenges and dream, I face them and I conquer them. Perusing for a doctoral degree is the next "city" I want to conquer. Here, I'm applying for the Ph.D. program in Linguistic Department, XX University, to study L2 pedagogy through the lens of Conversation Analysis.

My two-year English teaching experience taught me how to teach, traditionally, in China. Lecturing and drilling can be more or less effective, but undeniably boring, and that's what inspired me to come to Pennsylvania State University for M.A. TESL program. I started to view and cogitate upon what language is, and how second language acquisition takes place for the first time. I believe that language is an interactional tool and competence that is embedded in social members, and is achieved by grammar. Molder and Potter (2005), as well as I, believe that the cognition of language is socially shared and grounded in interaction. This is why I'm so interested in Conversation Analysis, the study of social interaction, the study that digs deep into how to use this tool and competence to achieve our goals, especially focusing on L2 pedagogical setting.

During my study at Pennsylvania State University, I was transcribing classroom interaction video data for Center for Research on English Language Learning and Teaching

(CRELLT). I was intrigued by teachers' gestures, the shifts of epistemic stances, and classroom interaction competence (CIC) in general, in this dynamic and ever-changing context. Also, my rigorous attitude towards transcribing can not only contribute as a researcher in general, but also assist in the process of carrying out CA analysis. Meanwhile, in the data session that CRELLT holds every other week, I was fascinated by different research focuses based on Conversation Analysis. I was delighted when I saw using Conversation Analysis enhance L2 pedagogy, such as change of stance and gestures to improve participation (Goodwin, 2007).

Upon learning more about CA, I started to rationalize what I did or encountered during my teaching. My humor could create possibilities for learners to uptake (Reddington & Waring, 2015). My integrating daily conversation with students to solidify the connection with students into classroom teaching can be achieved without sacrificing the effectiveness of teaching and classroom control (Waring, 2014). I believe I can combine my teaching experience with CA approach to explore more about L2 pedagogy. Specifically, I would like to focus on the difference between teachers' correction and repair, and how they can contribute to students' language learning.

I would be honored if XX University could admit me to pursue my study because of the outstanding faculty and research centers. Especially, Professor XX would be a matchless mentor for me to guide my study and research in light of my research interest. Moreover, my knowledge in teaching and experience in CA transcribing enable me to work as a TA or a RA in the department. I am confident that being a Ph.D. student in XX University would lead me

to conquer another challenge in my life.

Reflection

After finishing the whole genre analysis and writing my own SOP, here're some thoughts to reflect on.

First and importantly, prompts do matters, and a lot. At the beginning, most of the prompts I saw were about one sentence long, and all the samples are following the same routine. I didn't even write a separate paragraph for prompt, despite the fact that I knew it was important. I just failed to see it in the samples. I was neglecting the importance of prompts until I saw the one provided by UPenn Linguistic department. They were acting like trying to break the "standard" way or most-commonly-seen convention. Therefore, this has raised my awareness of the importance of prompts when teaching this genre.

Another important issue relating to prompts questions is that applicants need to resist the temptation of writing one single SOP for all the universities that they are applying for. Because the content and the research interest are so specific that may not fit to every university. Imagine sending an SOP that focuses on how to use CA and sociocultural theory to explain SLA to a university that primarily does research on UG, how low the possibility of admission will be.

Attention grabber is hard to write. You don't want too many hackneyed statements that show in other hundreds of SOPs. (I have always wanted to be a teacher since I was a child.) Yours have to stand out of them, and be special. Meanwhile, it's so personal, which makes it

hard to teach. Everybody has their own experiences and applicants have to really contemplate about what to show in the first paragraph. Related to the prompts issue, some universities don't even expect your SOP to start in a conventionalized way. What can be used to start the SOP needs a lot of deep thinking.

Relating personal belief of academics to personal experience is hard, but it somehow feels like a reflection paper. You read something from an article or a book, and then you try to find real-life examples that match the content, how you have applied the theory into your practice, how your practice proves the theory is right, and even deepens your understandings of the theory. And that's why I thought of using annotated bibliography to facilitate this process. Most of the students probably wouldn't know this if they are in EFL context. Choosing, examining, evaluating articles related to their own fields can deepen their understanding. Moreover, by integrating the theoretical understanding with their past experience of practicing can not only make the SOP more "academic-like", but also validate their arguments or ideas in the SOP.

How to find out something that other applicants don't have to make myself stand out? First, make a list of "must-have" for being an applicant of this department. Then find something extra. When writing this section, I scheduled an appointment with a professor in the department who specializes in CA, to explore more so that I can find the "must-have" and "extra" in me. Thus, inspiring students to interview their professors can assist in the process of self-exploring.

The last paragraph is the easiest one. It's more formulaic than other paragraphs. Just

express some compliments of this university, say who you want to be your mentor to show that you've done some homework, how you can contribute to the university and at last, how bad you want to come to this university.

During the whole process of writing my own SOP, my CV was kept in my reach and consistently referred to. However, how to effectively differentiate these two genres is pivotal. Some students may list some of the past education and work experience in the CV to the SOP and try to elaborate them, stating how good they are during those periods of time, while I think it needs more. What's more important is what's not shown in the CV, what's hidden behind all the work one has done, what kind of person one is like, why those make one a better member in the department than other competitors.

I've listed out all the difficulties I encountered when writing the SOP and I hope I can try to solve these difficulties in my lesson designs.

Part III - Pedagogical Application

SOP Prompts for students

Your Statement of Purpose needs to include:

1. What program you want to apply for?

2. Your goals and interests toward the program.

3. Why your background fits with this program?

It can be two to three pages long and needs to conform to the norms of being a good essay (organization, coherence, unity, mechanical preciseness, etc.)

Teaching Context

In an EFL context, universities in China, statement of purpose will be taught in the form of workshops. The target audience will be sophomores or seniors or master students who want to apply for American graduate schools. Anticipated number of students will be twenty. The goals of these workshops is to 1) provide some general guidelines regarding to how to write a qualified SOP, and 2) some effective ways of gathering resources for SOP.

Unit Schedule

Time	Theme	Goal
Week 1	Introduction to SOP	Have a general understanding of SOP's importance, function, and key components.
Week 2	Annotated Bibliography	Learn how to use AB to help write SOP

Week 3	CV, AB and SOP	Learn how to strategically use CV & AB to write SOP
Week 4	Peer Review	Revise grammar, mechanics and organization
Week 6	Teacher conference	Provide personal feedback and suggestions

Rationale of the schedule:

The first three weeks includes general introduction, writing an annotated bibliography (AB), and integrating CV, AB to SOP. The lessons intend to lead students progressively into writing a qualified SOP. AB originally is used to keep track of the reference lists, summarize what one reads and evaluates the readings. In this case, AB servers to facilitate students into thinking how they can integrate what they have read, what they have understood from the reading, into the SOP they are writing. Moving forward, students can then add what they have done in the past, and use AB to rationalize their experiences. After they have a complete draft of SOP, peer review and teacher conference can help them polish the draft and get a satisfactory SOP. There will be a one-way interval between the final teacher-student conference for students to integrate what they have learned and the suggestions that peer gives.

Lesson Plans

Lesson 1   What is Statement of Purpose?

Class time: 60 mins

Materials Needed: Samples in Appendix II

Goal: Students know what an SOP is

Objective: 1. Students know what SOP functions as.

2. Students know what are the key components of an SOP.

Class Procedure:

Activity One: Students think of one dream-university of their own, get on their websites and see what they need to apply. Students report, and find out every university needs SOP as one of the application package. (10 mins)

Activity Two: Students get into pairs and role-play an interview to each other. Students need to imagine one major they want to apply for. One plays the applicant and the other plays the interviewer. Prompt questions will be provided but not limited. (20 mins)

Prompt Questions:

1) Briefly introduce yourself. It can be your personality, education background and work experience, but not limited to these.

2) Why do you want to pursue this major?

3) Why do you think yourself can perform well in this major?

4) Do you have any research interest in this field? (It can be general or specific.)

Notes: It can be used as an icebreaker. Students can start to know each other and talk. Also this activity can stimulate students to start thinking about these important features in mind.

Activity Three: Students will be provided SOP samples (the same as I used to carry out genre analysis) from Appendix II. They will be divided into groups of two to three. Each group will get one sample and start to analyze the sample. After that, they can report their results to the class. Teacher can list them out on the board. (30 mins)

Each group then gets one prompt questions of SOP (Appendix one), and discuss whether the moves on the board are indispensible or optional.

After this class, students can understand why they need SOP, and what are the key components of SOP.

Activity three guiding principles:

According to the SOP you have got in your group, try to do the following procedures:

1. Summarize each paragraph in the SOP.

2. Map the outline of the SOP.

3. What's the logic flow of the SOP? (How does the writer move from one paragraph to another?)

4. What do you think of the language use in the SOP?

5. Is the voice of writer salient in the SOP?

Homework: Interview a professor in your field of study, and ask about what it requires to be a qualified graduate student in this department. Make sure ask some other questions that you want to know, for example, what the future research directions are in this department, what kind of work I can do to make myself a better applicant. The professor can be in your own university or you can email the desired professor you want to work with in the future. Take notes and organize them in a logical way.

Lesson 2   Create your own Annotated Bibliography

Target Audience: Students who want to apply for a Ph.D

Class time: 60 mins

Materials Needed: Appendix III

Goal: Students understand how Annotated Bibliography (hereafter, AB) can help them

Objective: 1) Students understand how AB can help them with

2) Students understand how to write an AB

Class Procedure:

Activity One: Read one SOP sample 5&6 again. (They are written by the same person, one for MA and the other for Ph.D). Discuss in groups what are the differences between these two, and guess how that happens. (20 mins)

Activity Two: Students in groups will get the AB examples from Appendix III. Try to analyze what the key elements are in AB. Discuss. (20 mins)

Prompt: Guess what the difference is between abstract and AB. What needs to be added?

Activity Three: Discuss, how does AB help you with your SOP? (20mins)

Note: The purpose of this class is not to teach students how to format an AB in appropriate style. Instead, I aim to raise the awareness of how AB can be a useful tool for writing an SOP, transforming your theoretical knowledge into students' life, like transforming scientific knowledge into everyday concepts. To successfully get into a Ph.D program, one needs a good research direction and deep understanding of it. AB helps one to clarify the second point, by using articles to support that. Showing the board/committee how much you read and how deep you understand would increase the chance of getting admitted.

Lesson 3   Professor Interview and Self-reflection

Class time: 60 mins

Materials Needed: Students' homework; Students' CV

Goal: Student can connect their CV to SOP

Objective: 1) Students can self-reflect on their homework

              2) Students can use the reflection to connect CV with SOP

Class Procedure:

Activity One: Students get into groups discuss why we need to submit an SOP instead of a CV alone. What's the difference between CV and SOP? What can we show by using SOP that CV can't? (15 mins)

Notes: Ideal answers that teacher wants to get from students are that CV is a list, instead, SOP is something behind the list about the applicant, something we can use words and sentences to rationalize why we had those experiences and how these experiences would help us understand this subject field and perform well in the future.

Activity Two: Students get into groups and report their interview notes to the group members. Ideally, students will be divided according to similar majors they want to apply for. Use examples to clarify why these qualities are essential to this major and other details they get. Share thoughts about others' report.   (30 mins)

Students individually work on their notes with their CV. Try to find some connections between the notes and the CV.

Prompt questions can be:

How will what you have learned contribute to what you will learn?

Do you find if any qualities mentioned in the interview are needed when you did certain kind of work? Do you have that? How will you illustrate that?

Do you have any idea what kind of research you want to do in the future?

Activity Three: Students get back to their group again, and report what they have found to the group and share thoughts. (15 mins)

Lesson 4 Peer Review

Students will be divided into two large groups: who agree to let peers mark their grammar errors, and who do not. Students in the same group will get into pairs and do peer review.

<p align="center">**Peer Review Sheet**</p>

Author's Name _____   **Reviewer's Name** _____

Please do the followings:

1. Read through the whole SOP of your peer's.

2. While reading, mark the appropriate grammar revision (optional)

3. While reading, mark sentences that seem odd, or places that lack of transition.

Answer the following questions:

1. Do you think the whole writing is readable? (Meaning, words and sentences are understandable, it has unity, and it doesn't have major logical fraction.)

2. Do you think the SOP has the writer's voice in it? Where can you see it?

3. Do you think the voice is sincere and the word choice or the way of expressing ideas is formal? Where can you see it?

4. Do you think the writer is an outstanding academic? From what you read in the SOP, do you believe what s/he has done (described in the SOP) indeed contributes to what s/he will do in the future study? Do you think s/he has really deep understanding towards the subject field s/he wants to study in.

5. Is the future research interest specific enough in the SOP?

6. Which part or which characteristic do you like best in the SOP? Which part or characteristic do you think needs to improve?

7. After you finish the peer review, please get into big groups (groups of four to five people). Share you findings with group members, list it out, and send it to the teacher by email.

By answering all the questions, I want to help students to dig deep into writing the SOP, including word choice and formality. Reading other's work can stimulate reader's thinking of difference between self's work and other's, further find out what's good or not good about his/her own writing. For students who are willing to let others correct grammar, it's a good opportunity for them to revise the mechanics.

When the teacher gets students lists of findings, integrate them and email back to every student.

Lesson 5 Teacher Conference

This will be a one-to-one teacher-student face-to-face conference. Students are expected to write a full-fledged SOP by the time after three lessons and a peer review. The teacher will ask students to bring specific questions to him/her, and discuss with students with feedbacks, including answering the questions, thoughts about the whole SOP, and parts that need further revision.

Grading Criteria:

1. Effectively address the reason why you choose this university

2. Well organized and structured (Transitions, logic, unity is needed`)

3. Display unity, progression and coherence

4. High variety on syntactic and word level with no grammatical errors

5. Contents need to include: education background, research goal (general or specific), work experience, and personal understanding of the subject. They are logically and rationally interrelated and merged.

Final Letter

After completing the whole unfamiliar genre project, I experienced how a teacher can start from scratch, from knowing little about a genre all the way to teaching students to write this genre. It is practical as it's what a lot of teachers will encounter in the future career.

Personally, I am a pragmatics, and therefore I chose the genre I eventually will use in real life. I naively thought that I would use this final product to apply for a doctoral degree because I would spend a whole semester on this and I would have to be good at it. It turned out not to be. The SOP I wrote still needs a lot of revising and polishing, and I myself have to read more and think more so as to make it better. However, I believe the point of this final project is not to train us into some expert of this genre, instead, is to help us realize the whole process of how a teacher can transfer the knowledge in large, to himself/herself, and ultimately to the students. I think I did it.

In the future, if I get a chance to teacher ESL015, I can be more confident. Even if I am not so familiar with those subgenres (extended definition, compare and contrast), I can start from looking for samples, analyzing them, getting the gist of how to write them and teach them to the students. In addition, students can also join the process of genre analysis to make the class more dynamic and students can internalize more.

Nevertheless, genre analysis is not the only important part. I also learn the importance of peer review and teacher conference. At first, I even forgot to put it in the lesson plans. I was only focusing on how to teach the genre. It's a shame that I forgot the most essential part of writing – writing itself!

In a nutshell, in a writing class, by combining teaching content knowledge and teaching writing skill together, we can provide a well-balanced and effective classroom to our students.

P.S. This is a very helpful project for me to learn to teaching writing. Thank you Dr. Worden.

Appendix I (Prompts):

1. The University of Pennsylvania, http://www.ling.upenn.edu/graduate/

Your personal statement is an important part of your application. The admissions committee looks not only at the general background and qualifications of the applicants, but also at the fit between your specific goals and interests, and the kind of research conducted by the members of the graduate group. A length of two or three pages is usually appropriate.

The most successful statement will demonstrate that you understand the kinds of work conducted by members of the faculty with interests related to yours, and why Penn is a particularly appropriate place for you to study. You should be clear about your goals; it is acceptable to have wide interests or not to be entirely focused yet, but you should show that you understand what it means to pursue advanced study in the areas of interest that you identify. Personal anecdotes about how you became interested in linguistics, or childhood experiences with language, **do not** generally contribute to the effectiveness of the statement.

The personal statement is the place to describe your past training in linguistics or in related

areas. We welcome applications from those with limited formal training in the field, but in such cases it is especially important to demonstrate your understanding of what graduate work in linguistics will entail, and to emphasize aspects of your educational background that will contribute to your success. We do not normally expect a resume or CV, but if your work or educational history is complicated, you might wish to include one.

When you are asked to specify your area of concentration, please choose from among these categories: syntax, semantics, pragmatics, phonology, phonetics, sociolinguistics, historical linguistics. If you are interested in an interdisciplinary pursuit such as computational linguistics or psycholinguistics, specify that in addition to at least one core area of study, such as syntax, pragmatics, or phonetics.

In our program, applicants are not expected to work out arrangements with individual faculty members before applying. The application is made to the graduate group as a whole, and students who matriculate in the program are assigned appropriate advisors after they arrive. Nevertheless, it is entirely sensible to identify how your research interests relate to those of the faculty at Penn.

2. The University of Chicago (http://linguistics.uchicago.edu/prospective-students)

It is of benefit to the applicant to be as specific as possible in describing their research interests. General comments are of relatively little use. Applicants are encouraged to discuss specific linguistic subject matters that they are interested in. We have received in years past interesting discussions, for instance, the relationship of signed languages to spoken languages;

the status of the Specified Subject Condition; evidence that English is creole-like with a Celtic substratum; grammatical tone in Twi; and the semantics of idiomatic expressions. The department looks forward to broadening the list of topics of interest to our applicants.

3. The University of Texas at Austin

http://www.utexas.edu/cola/depts/linguistics/graduate_programs/How-to-Apply.php

A clear and straightforward statement in which you give an idea of: your current interests in linguistics; how these interests developed; your plans for graduate study and eventual specialization, even if tentative.

4. The University of Washington

http://linguistics.washington.edu/graduate-program-how-apply

Statement of Purpose: Please write a one or two page statement presenting your objectives as a graduate student as well as any other information you feel would be relevant to your application.

Appendix II (Statements of Purpose samples):

1. Master in Architecture - Elif Doti (Turkish)

I was born in a city where thoughts from all over the world collide. Living in Istanbul, a multicultural global metropolis formed by three great empires, Byzantine, Roman, and Ottoman, is an enriching experience. Growing up in an environment that fuses Eastern and

Western cultures and observing all the layers of the city highly affected my interest into architecture. My parents, who are both architects, introduced me to the profession in an early age. It was a routine for me to listen the architectural history of places we visited, or playing with material samples as toy. I was drawing plans of my imaginary house, accompanying my parents to architecture conferences and I was expanding my knowledge in architecture.

My family directed me to art in a very early age and I took ballet classes for years. When I was 11, I started to play the piano and performed in the school theater. My drawing skills and visual perception, inherited from my parents, was awarded in several national drawing competitions. These experiences structured my basic understanding of the arts and design. By participating both performing and visual arts, I have learned to create based on my own imagination.

In my high school years, I immersed myself in other areas as well: music, theater, and sports. I discovered my competitive side in sports; I played volleyball in a club team and in school for five years. I swam as a licensed monopallete swimmer for three years in high school. These years shaped me as a team player, a disciplined student-athlete, and a vibrant person.

During my years in Galatasaray High School, I took advantage of several opportunities to discover my social side; I learned to manage my time efficiently and take responsibility. I developed my language skills in French, English, and learn Latin and Italian. Additionally, I participated in many clubs including the theatre, volleyball and architecture club. I graduated from one of the best high school of Turkey earning a French Baccalaureate. The

French-Turkish education systems introduced me analytical, comparative and creative thinking.

The summer after my high school graduation, I worked as an intern in my family's architecture firm. After years of learning about architecture through my parents, it was truly an experience that allowed me to understand the level of commitment and drive required to become an architect. From then, it was not hard to make my career decision to pursue architecture professionally.

In 2008, I started my education in Istanbul Technical University (ITU), Faculty of Architecture. In the 2008 Annual University Examination, by scoring in the first 10.000 people in over 1 million students, I was placed into the highest ranked architecture school of the nation. The curriculum, which encouraged creative thinking, design, techniques, function and technology, inspired me to question the evolving needs of the information society and new inventions transforming/adapting into architecture. Through several internships in design and architecture offices, I have found the chance to witness how changing needs and trends evolve into architecture and materials used.

In 2010, through the Erasmus Exchange Program, I studied at the Ecole Nationale Superieure d'Architecture de Grenoble, France for one year. I participated in ecological urban renewal projects and took range of elective courses. This experience introduced me to different scales of design, and the close relationship between the urban, building and detail scales . During my exchange semester, I found the chance to travel within Europe and observed architectural history and culture of Europe.

Despite my traumatic senior year with my father's sudden death, I graduated on time with the second highest GPA in my faculty. After graduation, I started to work in the internationally renowned firm, Tabanlioglu Architects. Professional life urged me to think practically, rationally, and create solutions to need-based problems as I coordinated projects between different disciplines. This integrated approach to design – to think and rethink all the components; research new materials, systems, technologies and details to accomplish the design requirements – is what incites me to learn more.

The AEC (Architecture/Engineering/Construction) Industry has been the leading sectors in Turkey and it is rapidly growing with an increasing global operation volume particularly in the last decade. Furthermore, cities in Turkey are in heavy transformation process which necessitates more evidence-based decisions and environmentally conscious strategies. Such initiatives for sustainable-digital design and construction do exist in Turkey, but industry-wide adoption is slow growing due to the lack of motivation, absence of qualified professionals and the technological know-how. In working on real-world projects, I began to recognize the technical constraints that can impede design and efficiency; force architects to make design sacrifices. The cutting edge of creativity is not transforming, varying or altering; it is inventing. This is the impetus that has directed my professional focus toward advanced architectural research on high performance, sustainable design and the associated life-cycle performance of buildings.

In order to develop new skills and further expand my understanding of buildings from a combined design and process perspective, I would like to pursue a degree in Master of

Architecture Program at Pennsylvania State University which offer top-caliber graduate program; and provide state-of-the-art facilities, design oriented research environments and an invaluable network. With my post professional March degree, I can be a part of research projects in Sustainability Research Cluster, contribute with my previous experience, and build knowledge to develop integrated design strategies in the areas of sustainable design, design-technology coordination, renewable resource management, innovative materials and reflections of these innovations on societies, economics both in theory and practice.

After earning my master's degree, I hope to enhance my learning's in the professional life before I return to Turkey. I believe international working experience means a lot for a young architect's career and professional background. As today's globe works like a big country, having a chance to take responsibility in one of the leading agencies of the world motivates me.

On the other hand, Turkey has great potentials with its geographic location, growing economy, and rising AEC industry. As a member of a family of architects, I want to strengthen and advance the tradition, started by my parents. When I return to my country, I intend to re-open our architectural firm which my mother had to close as a result of hard times after my father's unexpected death. I believe with my mother's more than 30 years of experience, my father's words in my ears and my fresh ideas, up-to-date knowledge; we will return to our successful days and even will be better in time.
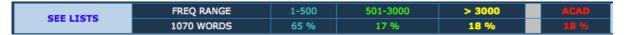
In the long term, I hope to use my experience and knowledge for promoting integrated design, environmental controls and technology in profession in Turkey. I intend to work

closely with universities and NGOs to create new R&D initiatives and educational programs; help building international network and alliances for transforming Turkey's AEC sector to an innovative and sustainable path to create a better future. Pennsylvania State University can be one of the institutions that I will collaborate in the future and that can be a start point of many new common works and researches.

Being a member of a distinguished community of scholars and share the same spirit and vision for intellectual and cross-cultural cooperation and exchange, Master's Program in Architecture will help me with cultivating my knowledge of sustainable building sciences and technologies and complement my strong undergraduate background with renowned Master of Architecture program of Pennsylvania State University.

"*Wealth in this new regime flows directly from innovation, not optimization; that is, wealth is not gained by perfecting the known, but by imperfectly seizing the unknown.*"

--- Kevin Kelly " New Rules for the New Economy" Wired

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	1070 WORDS	65 %	17 %	18 %		18 %

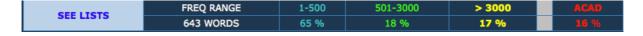## 2. Master in Computer Science - Robert de Leon (French)

Prompt: To increase your chances of admission to our program, you are strongly encouraged to discuss your research interests with one or more faculty from our department prior to your application. Also, your research interests and goals should clearly be expressed in your statement of purpose.

I started learning how computers and servers function by collecting unused computers, breaking them down to pieces at home and afterwards recombining hardware parts together when I was a kid. It sparked my interest in computers. When I moved with my parents to Canada, I had a lot of photos and news that I wanted to share with the rest of my family. That is how I came to create my first website. Since then, I have been constantly learning about web-design, programming, computers and the Internet.

I took my first computer science classes during middle school. They were about website design and programming. In high school, I worked on a project with Mr. Leray, my mathematics teacher at the Lycée Français in Toronto. This project was about the RSA algorithm which helps encrypt many communications over the Internet. I learned about the mathematical theories behind the algorithm then I put that knowledge to practice by coding a simple RSA encrypter and decrypter. This was my first but not last encounter with computer security. After getting my high school diploma, the French "Baccalauréat", I applied for a two-year extensive program in mathematics and physics called "classes préparatoires" in France. I was admitted to Lycée Louis-le-Grand, the second best lycée in France. I took an IT elective taught by Mr. Mansuy and Mr. Monasse. I learned about mathematical theories, logic and reasoning, which are the foundations of many computer languages and algorithms. I also discovered the formalism around data structures and automata theories. I chose to work on a research project about Elliptic Curve Cryptography, which is currently set to replace RSA. I presented my theoretical and practical work about the elliptic curves' algebra and public-key security during a mathematics seminar at Louis-le-Grand in Paris.

Next, as I graduated from "classes préparatoires", I was admitted to Ecole Centrale de Lyon, one of France's 10 best engineering colleges. I have studied many engineering fields among which: computer science (algorithmic and object-oriented programming, software engineering, information systems and web applications), mathematics (applied and numerical analysis, probability theory, statistics and optimization), signal processing and electrical engineering. This versatile education in the engineering sciences gives me the ability to address problems transversely. I took an elective on multimedia techniques where I studied the compression of video files and the indexation of multimedia documents with the help of descriptors. Furthermore, I have worked on two one-year projects. The first one was the design and building of a 3D scanner in our college's FabLab. The second one is a medical image-processing project conducted at the French Atomic Energy Commission in Grenoble.

Meanwhile, I have well participated to my college's community life. This has helped me hone my group-working and management skills. I have been in charge of an information system for a national sporting event organized by some of our students. I have also created a website for the student-run print shop which I manage. Students use it to place print orders and we use it both for order- and team-management.

I think studying for a Master of Science in Computer Science and Engineering at Penn State University will offer me a wonderful environment to study computer science and discover the American culture in company with many other foreign students. I would like to specialize in computer and network security. The Computer Science and Engineering department has a lot of research activity in this area. Eventually, I intend to find a position in

a global IT firm requiring expertise in security. I would be deeply honored to study at Penn State University and I thank you for your consideration.

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	643 WORDS	65 %	18 %	17 %		16 %

3. Master in TESL – Jiang Wang (Chinese)

Prompt: A strong statement of purpose describing the applicant's professional interests and reasons for wanting to pursue an M.A. in TESL.

Everyone has different stories in career choice. Mine is simple and may be stereotypical. Thanks to the distinguished cultivation of my family, I started to access to English when I was three years old. What does a ten-year old child should do, playing the dolls or house? My answer is to teach my little friends elementary English words and phrases by using the mark pen and small white board which was purchased by my parents. I am even the enlightenment English teacher of two of them. Additionally, my painting talents and techniques helped me to win several national awards; my innovation spirits that was demonstrated in two national utility model patents and a design patent recently; my capability in communicating with people with different cultural backgrounds could benefit much to my current and future teaching modes.

Last winter holiday, I, as intern English teacher, spent two months to work in Beijing University of Arts and Science. Not only did I change my shortcomings during the lecturing, but successfully applied my innovation spirits and special teaching ways to class. Before this internship, when I am nervous, I am inclined to say a pet phrase: so. In the process of

lecturing, I consciously slowed my speed. Once in a while, my mind was caught in short pause, I would adopt silence in place of the meaningless pet phrase or even make a light joke out of the context. Two lectures later, I pleasantly discovered that I had defeated that shortcoming and my whole class became more and more fluent.

My first class achieved success, as I used my professional knowledge and humorous tutoring way to win students' credibility. However, things are not that smooth as I expect. Students' concentration began to lapse after several classes. Some played with their cell phones; some chatted with others. At first, I was a little of upset. But later on, I quickly cleaned up my mood. Psychological books I ever read suggested me that I should not show angry side in class. What I should do was to adjust the lecturing ways with patience and tolerance. I managed to tell some funny facts, use more body languages during the text instruction and play English videos such as *Friends* and *the Big Bang Theory* in break. In class, I would lead students to analyze and comprehend the usage of oral English that occurred in videos and encourage them to do role plays and free talks for the purpose of understanding the real usage of those phrases in our daily life. These methods seemed effective. Students built up newfound interest and confidence in English. And according to my careful observation to each student, I would teach each one in accordance with his or her aptitude.

The precious teaching experience in Beijing University of Arts and Science endowed me with great confidence which motivated me to do another practice in TLI-CIIC Chinese Language Center, Shanghai. Serving as Chinese teacher and class advisor, I assumed the

responsibility to assist the international students who were from English speaking countries to learn Chinese and adapt to local culture. It is true that Chinese is a one of languages that not easy to master for foreign friends. During the teaching, I found that most of them just mechanically accepted the knowledge and did not know how to use. Regarding to this, I advised my leader that some extracurricular activities were necessary. Students should be placed in real situations so that they could apply what they have learned. My suggestion was approved. And I swiftly led my students to engage in various games and activities, such as the Chinese characters recognition games, daily conversations in different outdoor scenes, which proved the efficiency of this method in students' emotion changes and knowledge acquisition. They became happier, since they mastered the real knowledge.

Apart from the teaching practice, I am so fortunate that I had two times TA experiences, which on one hand, I accumulated the TA experience; on the other hand, I could follow the faculty to learn much more that I could not obtain in class. Determining to study in the U.S and the Pennsylvania State University -University Park is my dream since freshman year. I clearly and rigorously planed every step for fulfilling my ambition. Here, not only could I be tutored by remarkable professors who may enlighten me in new angles, but receive rich resources that your university, Department of Applied Linguistics, the program offer to me. The program is aligned with theories of language that emphasize its functional nature and focuses on learning in, from, and for teaching practice within diverse, multilingual societies around the world, which attract me so much. If I could be accepted by your school, I would like to bring my innovation spirits to the future class and inspire my peers to create more

great teaching methods. Moreover, I paid close attention to observe children's learning habits in different ages. Thus, I deeply know the learning process of people who are from non-English speaking foreign countries. At the same time, I will spare no efforts to absorb the essence which your curriculum brings to me and try to exercise them in practice.

Regarding to my graduate study and career goal, I have made comprehensive plans. In short term, I will keep full enthusiasm to devote to my graduate study and well balance study and life. Then I will manage to get A in each exam and strive for TA opportunity. In addition to study, I plan to immerse in local culture and join club activities to make friends with people who may have diversified cultural backgrounds. In long term, I am aiming to be the best English teacher through accumulation of teaching experience. To be the best, it requires great passion, patience and determination of enriching oneself in different stages. Choosing to study at the Pennsylvania State University -University Park is truly a great beginning of my career. And I will make breakthroughs in teaching methods. To a large extent, teaching methods could determine teacher's teaching level and students' learning efficiency. So my ultimate goal is to take full advantage of my working experience, innovation spirit and interpersonal ability to perfect my current teaching methods and then create new methods that fit in students.

Now, I am ready. I badly desire a wonderful platform that the Pennsylvania State University -University Park provides, which could fly my dream.

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	1136 WORDS	66 %	17 %	17 %		19 %

4. Ph.D. in Economics - Zeke Can (Turkish)

My overall goal in applying to economics PhD programs is to become a research-oriented academic. In this statement of purpose, I am going to concentrate on my particular incentives that stimulate me to pursue further education in economics and display my motives in becoming a PhD student at Penn State University.

After ranking 303 out of approximately 2 million candidates in the Nationwide University Entrance Examination, I was admitted to the Industrial Engineering Department at Bogazici University in 2006. In addition to the required economics courses in the engineering department, I also took economics courses at intermediate and advanced levels such as Industrial Organization, History of Economic Thought, Intermediate Microeconomics and Intermediate Macroeconomics. These courses aroused my interest in economics and finally led my applying for the economics MA program at Sabanci University, which is known to be one of the strongest graduate programs in Turkey. My background in industrial engineering has provided me strong benefits in my study of economics at Sabanci. In particular, my familiarity with statistics and forecasting methods helped me excel in Econometrics; my prior knowledge in dynamic programming and the Markov-chain mechanism has been a great help in my Macroeconomics courses; and my strong mathematical skills (that come from my engineering courses such as Calculus, Linear Algebra, Matrix Theory and Differential Equations) made Microeconomics not only easier but also more attractive to me. All of these served to increase my performance in the rigorous economics MA program at Sabanci University, and as a result I achieved a GPA of 3.78.
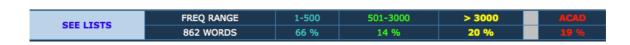
I currently have full scholarship and stipend at Sabanci University, where I have worked both as a teaching and research assistant. In particular, I was a teaching assistant for Macroeconomics (Fall 2012 and Spring 2013) and Microeconomics (Summer 2013 and Fall 2013). My teaching assistantship duties have included holding weekly recitation hours and grading assignments and exams. Furthermore, I have had the opportunity to work as a research assistant for Abdurrahman Aydemir for one semester on his empirical work analyzing Turkish health and education data.

I am currently working on my Master's thesis under the supervision of Eren Inci. I am concentrating on the shopping mall parking problem from a theoretical point of view. Most malls around the world provide parking for free while embedding the costs of parking in the price of the goods sold at the mall. Hasker and Inci (forthcoming, IER) worked on this problem for the first time. It is even more striking to observe that the majority of the malls that offer paid valet parking service still provide free parking. Thus, one should be able to explain why and how free and paid parking spaces can cohabit. In my thesis, in order to explain the free provision of parking when there is also valet parking, I have been setting up a game theoretical incomplete information model in which there are two different types of customers in the mall in terms of their valuations of the goods. It turns out that there are five different regimes in this model, but my preliminary results show that parking will be provided free to the low valuation customers while paid valet service will be provided to the high valuation customers. My goal is to try to write a paper version of this thesis in the future

and try to publish it in a reputable outlet. Producing my MA thesis deepened my interest in Urban and Transportation Economics.

During my course work, I became aware of the extent to which a strong mathematical background is essential for studying economics. In fact, I have always been strong in mathematics since my high school years during which I represented my school in the National Math Olympics. However, I am also aware that one needs to improve his economic intuition and understanding of real life economic phenomena to become a decent economist. That is why I have been trying to equip myself as best as I can with knowledge relevant to my study of economics by reading on my own some influential work in the fields of history of economic thought, political economy, and economic theory. To further advance myself, last semester I have been attending an advanced graduate course in political economy for which I will submit a term project proposal by the end of the semester.

I want to study at Penn State University and become a part of its research community. My priority in choosing PhD programs to apply for is the research areas offered. For example, I would be honored to work with Antonio Merlo, Hulya Eraslan on political economy or Richard Boylan on law and economics. I feel the help and guidance that the distinguished faculty at Penn State provides will be invaluable for my further academic research. I am aware that your PhD program requires strong motivation and high research momentum, but fueled with motivation and dedication, I am confident that I fulfill your strong requirements

in your institution's competitive and collaborative environment that will bring out the best in me.

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	862 WORDS	66 %	14 %	20 %		19 %

5. Ph.D. in Applied Linguistics - Julie Park (Korean)

Prompt: A well-written statement of purpose that outlines the applicant's scholarly and professional interests in pursuing a PhD in Applied Linguists

As an applicant of the Ph.D. program at -- University, I plan to pursue my Ph.D. to analyze the orientation and negotiation of identities in a second language environment through the method of Conversation Analysis. The master's program in TESL (Teaching English as a Second Language) at -- University has guided me to discover my academic interest in analyzing classroom conversation and my passion for identity representation in classroom settings. Primarily, my research interests are to use Conversation Analysis as a methodological approach to understand L2 learners' identity representation in classroom interaction.

Identity representation in classroom interaction has typically been under the framework of 'teacher' and 'student'. However, Conversation Analysis (CA) has argued that premature categorization might hinder the potential of discovering interesting categories produced by the interactional work of participants (Jacoby & Gonzales, 1991). Using CA, identity representation is defined by performance or an accomplishment in a sequential talk that is only relevant when it is clearly demonstrated and linked to particular actions in talk

(Garfinkel, 1967; Schegloff, 1992). According to Zimmerman (1998), identity representation

is perceived as part of the context, which plays a crucial role when analyzing context

information of a social interaction. Accordingly, I believe that through the lens of CA, the

dynamics of classroom interaction become visible thus, provide paths to understanding L2

classroom instruction. I would like to focus my future research on analyzing the complexities

of classroom interactions in terms of how participants' identities are represented and

negotiated in a second language classroom environment.

During my MA TESL degree, I became inspired to reflect on my language and learning

experiences in order to make connections between my philosophy of teaching and scholarly

goals. I came to the realization that my identity is rooted in two different languages – English

and Korean; this strongly influenced my research interest in analyzing identity construct in

L2 classroom environment. My family moving back and forth from the United States to

Korea made a huge impact on my identity – socially, emotionally, and academically – and

my conceptualization of language and culture. After reflecting on my language and learning

experiences through the MA TESL program, I understood how the process of language

acquisition greatly influenced my academic achievement and motivation, my self-positioning,

and my behaviors in social interaction. This discovery of knowing the reason why my

struggles during childhood occurred has supported me to truly understand the difficulty and

confusion L2 learners might go through when their surroundings are culturally and

linguistically different. On the other hand, I realized that my short-sighted view of "culture"

is more complex in a micro-level than I have perceived before. My strong assertion of
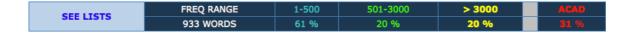
believing myself entirely as a Korean has changed; I realized that my identity has grown to

become an integrated form as a reflection of my personal experiences. I was soon able to

realize that I have an actual advantage and potential of viewing teacher's and students'

identities in a different perspective.

This realization was supported by the teaching experiences I had at -- University as a

practicum teacher and as a part-time lecturer. As a practicum teacher, I had an opportunity to

closely observe and work with my mentor teacher, teaching a freshmen ESL composition

course. While observing and teaching in this ESL class, I began wondering how the

intersubjective cultural perception between the teacher and the students correlates to the

number of interaction initiated by the students. With the knowledge of intersubjective norms,

individuals can build cultural competence allowing them to behave competently in social

interactions, especially in a foreign culture (Wan & Chiu, 2009). Through observation, I

hypothesized that there should be a positive correlation between the degree of intersubjective

cultural perception and the quantity or quality of student-initiated interaction. My assumption

became stronger while I was teaching a summer ESL composition course as a part-time

lecturer at -- University. Students seemed to be more voluntarily active and participatory

when they were aware of the fact that there was a higher degree of intersubjective cultural

perceptions between themselves and the teacher.

My current experience of working as a transcriber for the -- supplements the knowledge

of CA I acquired from one of the MA TESL courses I have taken called "Classroom

Discourse Analysis". By transcribing classroom data and leading data sessions in this course and also through the CRELLT, I have been encouraged to pay extra attention to the smallest details in classroom interaction and to push myself viewing each moment of interaction more objectively. I was able to notice the intricate process of negotiation between the learner and the teacher while they strive to achieve particular identity representations.

I am confident that -- University is an ideal environment to pursue my scholarly interest due to the prominent faculty members and research centers. In particular, I believe that my research interest and potential can be best guided by --. Through my research of analyzing students' and teacher's identity representations in L2 classroom, I believe I can offer guidance to contribute to the development of second language programs and ESL teacher education programs. On my path of expanding my methodological toolkit of CA and theoretical approach of identity representation, I am certain that the Ph.D. program of Applied Linguistics at -- University is the best torch to guide my way towards successful scholarly achievements.

This university is the best and I think this professor can guide me. What kind of help I can bring to this university.

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	933 WORDS	61 %	20 %	20 %		31 %

6. Master in Applied Linguistics – Julie Park (Korean)

Prompt: A strong statement of purpose describing the applicant's professional interests and reasons for wanting to pursue an M.A. in TESL.

When I was five, my cousin H was born. I spent a lot of time taking care of her, and I thought that I had never had so much fun like this before. Even today, I still find myself looking back at all of my diary entries describing my time with her through the years. As I watched H grow up and become more independent, she still jumped up with excitement whenever I entered the house. I could see how I had changed and influenced one person's life, and that gave me a sense of fulfillment I have never felt before. That was the first time it occurred to me that I should become a teacher, and that goal has never changed since then.

Once I entered college, I was determined to balance out my challenging course load with community service work. I started teaching a girl named S, at the -- Child Welfare Center. S was eight years old when I first met her, from a single parent family and living with her father. Through my work with this young girl, I discovered my strong passion of teaching. I spent about three years working with her, and at one point during this journey, I encountered a small episode where I was exhausted and sick from the tight schedule I had to juggle. However, when I went to teach S, I found myself running around, full of energy, and so excited to spend time with her. This made me realize how much I love teaching and how excited I was to be with my student. Until I left the classroom, I completely forgot about how sick I had been feeling. Of course, I also cannot forget how grateful I felt to be one of the truly meaningful people in her life – it was a priceless gift.

After graduating college, I started to work at a kindergarten – the same place where I had completed my student teaching requirements. After a year of student teaching and a semester of working as a teacher at this kindergarten, I could not bear the strict curriculum required by the public education system. It made me feel I had no power to teach what I believed. The strict senior teachers ordered me to work on many different yet seemingly meaningless tasks, and I could not find much fulfillment as an educator. It was a time when I was really confused as to whether or not I had chosen the right career path. Being a new teacher was one of the most painful experiences of my life. A few months later, I had to make the most difficult decision of my life when I decided to quit my job in the middle of the year, without properly seeing my students graduate. I was very disappointed in myself for giving up on something, and then I could not find what to do in my life for a while.

For exactly a month, I took a break and then found another place to settle down, still as a teacher. I started to work at a private institution called --, where I teach English to students from ages 5 to 10. I have my own class, where I am encouraged to try any kind of teaching techniques I feel are appropriate. In doing so, I have discovered that my students are improving and learning more quickly than ever before. It fills me with great excitement, and I have never felt more alive than when I have to plan new lessons for my class. I could spend hours and hours working on this task, just for the 40- minutes class I have with the students. Meanwhile, I started taking TESOL certificate courses from -- University in Korea, where I strengthened my abilities as an English teacher. I was fascinated to watch my students improving when I applied some new techniques I had learned through the course. I had really

changed, from Early Childhood Education to English Education and from public education to private education, and I found hope that I still have passion living inside me as a teacher.

Now, I realize what I want in my life. I used to be a little girl dreaming of becoming a kindergarten teacher, and I pursued that dream to the point becoming a proud, passionate college graduate. I then failed with my first job, seemingly losing direction in my life, but I did not move on without first learning an important lesson. I learned how to be a real teacher and built my educational philosophy and beliefs upon the lessons I had learned from my first job. I still believe that the moment where the teacher and students interact and breathe in the same air is where the most important "education" happens. To make that the most meaningful moment, I will not stop learning and will devote the rest of my life to becoming the best educator I can possibly be. On my path toward reaching that destination, I believe -- University is the best vehicle to help me continue growing and nurturing my dream as a teacher.

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	875 WORDS	80 %	12 %	8 %		8 %

7. Master in Applied Linguistics - Kyle Sparks (American)

My first day as an ESL teacher in China went miserably, and now, four years later, I can't imagine another career. The more I teach, the more I love language - my own and others. This experience has deeply changed my life; molding me into a confident and enthusiastic educator. I am grateful for the chance to change lives. As the world language,

competent English skills can profoundly influence one's socioeconomic status; providing opportunities and insights the speaker would otherwise never have. I want to become a better educator to help students gain a deeper understanding of English.   I want to provide them with the skills and confidence they need to not only speak English but love it too. To that end, I am pursuing a degree in Applied Linguistics to learn the latest theories in second language acquisition and apply them to teaching.

I first discovered my passion not in school, but on the road. Others may return from backpacking Europe with tales of palaces and parties, but for me the glut of languages resonated most deeply.   I listened attentively to the rhythm and flow of conversations I couldn't participate in. I met polyglots from all nations. I fumbled with my meager Spanish, and failed.   I found myself wishing that America valued multilingualism more highly and resolved myself to learning one language.   At home, I dove into Spanish, changed my major and studied abroad in Costa Rica.   It was there that the idea of ESL teaching first implanted itself in my mind.

The teachers at Instituto de San Joaqiun de Los Flores taught more than just Spanish. Their discussions created inroads into Latin American culture and thought. This was different from the unending deluge of vocabulary sheets I had eyed indifferently as a high school student. I realized then that when language learning exists in a larger cultural context, instead of just grammar instruction, it's both more fun and more effective.   I gained a wider world perspective and wanted to do the same for others. By semester end I was not only a proficient Spanish speaker but a lover of languages, and that subtle, challenging, richly-rewarding

process of learning them.

After a summer traveling South America I returned home hungry for more experience. China was a fascinating place with abundant opportunities. I found a job and bought a ticket. The first few months were rough but I stuck it out. Determined to make a difference, I focused on creating a communicative classroom environment that emphasized target language formation through a variety of in class exercises. I challenged them to get away from pat, learned responses and start communicating with original statements and new ideas. I also strove to strike a balance between freeing them of fear and comfortably providing feedback on proper speech forms. Students eagerly embraced the style and made rapid progress. I was voted most popular teacher at Yuanda Elite Education center and had the privilege of classes I designed being incorporated into the curriculum.

Now aware that linguistics was my real passion in life, I set about teaching myself theory and education techniques, applying that knowledge to the classroom. I sought opportunities to tackle new educational challenges. I successfully headed a training initiative at Sino Nuclear Power Company that involved traditional classes, business workshops, a film club and offsite cultural activities. We designed and implemented the classes ourselves. As a corporate trainer at NDI, I teach upper-intermediate students that still struggle with real life communication. This gave me the opportunity to create workshops on pragmatics. I use multimedia to put English into a broader cultural context. We then role-play scenarios and discuss appropriate responses and cross-cultural differences.   This process is both fascinating and wildly entertaining.   I also lead a class of absolute beginners. I need to

integrate basic vocabulary and grammar chunks that feed directly into speaking drills. Since these adult learners struggle with English phonology I try to seamlessly incorporate meaningful pronunciation training into our activities. Happily, they have made rapid progress. These small accomplishments have made me crave the environment and resources necessary to develop a deeper understanding of the best methodologies for effective instruction.

I can proudly say that I used my time in China to learn Chinese, and have reached a high level of fluency, testified to by my UIBE Advanced Business English certificate and Level 5 HSK score. Both arduous and enjoyable, the learning process made me intimately aware of the wild variation in languages throughout the world and in turn helped me better understand my students own struggles with English. Students need more exposure to contextualized language and teaching techniques that make them aware of salient pragmatic and social aspects of communication. I want to learn how to incorporate these things into the classroom and provide students the means to continue this learning method outside class. I have rapaciously explored linguistics on my own to gain a solid understanding of the field's fundamentals and want to study further. I also have a wealth of world and work experience that will provide a unique perspective to your program. I hope to gain the tools and knowledge I need to manage programs aimed at language students that need a broader understanding of English in order to gain truly functional language ability. Ultimately, this will make me better equipped to take on one of the most interesting challenges in ESL, bridging the distance between dramatically different languages and cultures.

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000		ACAD
	924 WORDS	63 %	20 %	17 %		20 %

Appendix III - Annotated Bibliography Examples

AICPA sets ethical standards for outsourcing. (2005). Journal of Accountancy, 199(1), 8.

Retrieved from http://www.journalofaccountancy.com/

This article discusses the new standards for outsourcing developed by the AICPA

ethics committee. The standards are summarized, and a brief discussion is included

of the implications going forward for business and international trade. The authors

indicate that changes to the business community will be relatively minor. This is a

helpful source for getting an overview of the current ethics standards in

outsourcing.

American Management Association. (1996). The AMA style guide for business writing.

New York, NY: Author.

The American Management Association has created its own guide for business

writing. Designed as a supplemental text to more thorough style guides such as APA,

this guide covers topics relating specifically to business, such as citing financials,

formatting of company reports, and professional approaches to information

integrity in the workplace. This is an indispensible work for anyone doing

professional business writing.

Barthelemy, J., & Geyer, D. (2005). An empirical investigation of IT outsourcing versus

outsourcing in France and Germany. Information & Management, 42, 533-542.

doi:10.1016/j.im.2004.02.005

The authors present an investigation of IT outsourcing based on the combined results of a survey administered to IT firms as well as statistical measures from domestic and French or German firms. Their data covers a wide range of IT business unit types. However, the lack of longitudinal data weakens their conclusion that the slower pace of French and German IT outsourcing has had a positive effect on business in those countries long-term.

Appendix III is retrieved from

https://www.bethel.edu/library/research/apa-annobib-sixth.pdf on Mar. 28th.