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# An OWL Abroad: A Descriptive Study of OWL Use in the EFL Context

Joshua Paiz

*Purdue University*, [jpaiz@purdue.edu](mailto:jpaiz@purdue.edu)

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# An OWL Abroad: A Descriptive Study of OWL use in the EFL Context, A Preliminary Report

Joshua M. Paiz, MA

**PURDUE**  
UNIVERSITY

# Presentation Overview

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- A brief situation
- “An OWL Abroad” research project overview
  - Methods
  - Survey
  - Follow-up
- Findings
- Implications for the Purdue OWL & Next Steps

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# SITUATING THE STUDY

# Situating OWLs in the EFL Context

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- Tan (2006)
  - Pulled from Europe and N. America
- Gu & Ding (2002)
- Rilling (2005)
  - “ESL” OWLs & Online Tutoring

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# **THE OWL ABROAD RESEARCH PROJECT**

# The Instrument

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- 41-item survey w/ opt-in email follow-up
  - 7 demographic questions
  - 3 general OWL usage/attitudes questions
  - 29 Purdue OWL specific usage/attitudes questions
    - 20 mandatory/9 optional follow-up
  - 1 follow-up contact question
- 4-item, open-ended follow-up email interview

# Instrument Delivery

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- Survey Delivery
  - August 2012 to January 2013
  - 7 major international listservs
    - Targeting: WPAs, WCDs, L2 Writing Instructors, Scholars, and Researchers
- Follow-up Delivery
  - Directed email from the OWL coordinator



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# THE ESL/EFL DISTINCTION

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# PRELIMINARY MAJOR FINDINGS

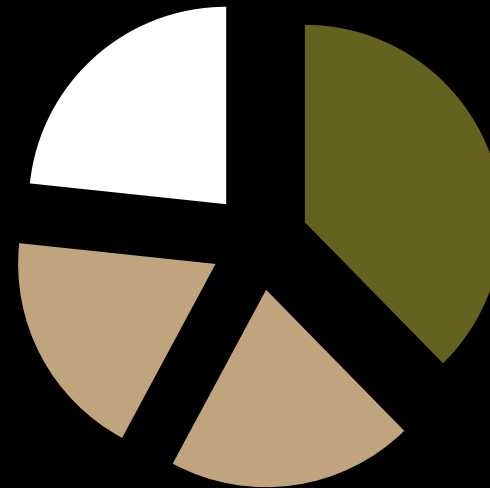
# Major Finding 1: OWL Usage Patterns

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**General OWLs**



**The Purdue OWL**



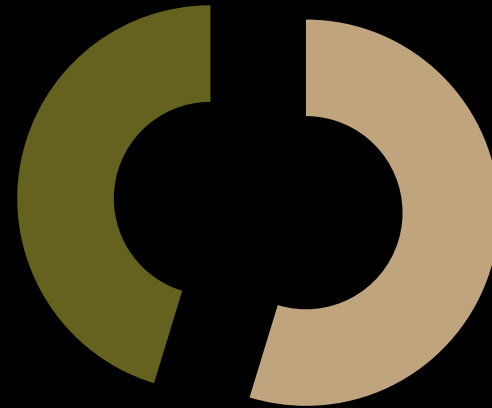
# Major Finding 2: Resource Awareness

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**ESL-Specific Resources**



**VidCast Lecture Resources**



OWL Family of Sites > OWL

[General Writing](#)

[Research and Citation](#)

[Teacher and Tutor Resources](#)

[Subject-Specific Writing](#)

[Job Search Writing](#)

[English as a Second Language](#)

[About the OWL](#)

[OWL Exercises](#)

[Giving to the OWL](#)

#### Suggested Resources

- [MLA Guide](#)
- [APA Guide](#)
- [How to Navigate the New OWL](#)
- [Media File Index](#)
- [OWL Exercises](#)

## Welcome to the Purdue OWL

If you are having trouble locating a specific resource, please visit the [search page](#) or the [Site Map](#).

The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material, and we provide these as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

In addition, we invite users to submit brief, writing-related questions to our [OWL Mail Tutors](#). You may also find the [Grammar Gang's blog](#) rather useful.

For more information about services for the Purdue University community, including one-to-one consultations, ESL conversation groups and workshops, please visit the [Writing Lab site](#).

### Mission

The Purdue University Writing Lab and Purdue Online Writing Lab (OWL) assist clients in their development as writers—no matter what their skill level—with on-campus consultations, online participation, and community engagement. The Purdue Writing Lab serves the Purdue, West Lafayette, campus and coordinates with local literacy initiatives. The Purdue OWL offers global support through online reference materials and services.

# The Purdue Online Writing Lab (OWL)

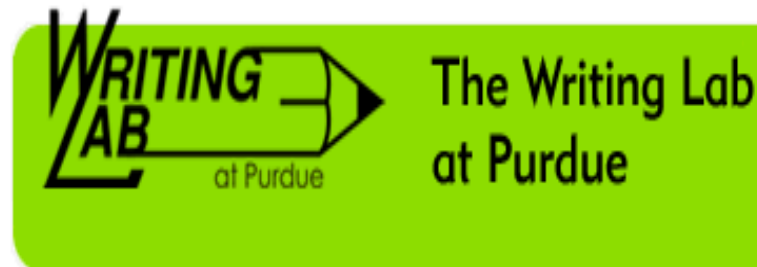
## Suggested Resources

- Site Map
- Grades 7-12 Instructors and Students
- English as a Second Language
- Non-Purdue Instructors and Students
- Purdue Instructors and Students
- Professional Writers
- Parents
- Adult Basic Education (GED, ESL, Cover Letters, Résumés)



Welcome to the **Purdue OWL**. We offer over 200 free resources including:

- Writing and Teaching Writing
- Research
- Grammar and Mechanics
- Style Guides
- ESL (English as a Second Language)
- Job Search and Professional Writing



Search the OWL

## Most Popular Resources

- OWL Exercises
- APA Formatting and Style Guide
- MLA 2009 Formatting and Style Guide
- Avoiding Plagiarism
- Writing the Basic Business Letter
- Developing a Résumé

# Major Finding 3: Linguistic Accessibility

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- 5 questions relating to source  
“appropriate(ness) without modification”
  - Average 58.04%
  - “...explain them in the less than 2k vocabulary band”
  - “My students are more low-level than your typical students.”
  - “More Accessible vocabulary...for EFL students.”
  - “Think low level; (sic) very low level.”

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# IMPLICATIONS FOR THE PURDUE OWL & NEXT STEPS



Thank you for your attention

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Contact: *JPaiz@Purdue.edu*

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