Concurrent Session Abstracts
(Listed alphabetically by speaker’s last name)

Ali R Abasi, University of Maryland
Writing to Appraise: American Learners of Persian Writing Film Critiques

One of the distinguishing features of advanced-level L2 learners is that they can “direct their writing to specific audiences, and they demonstrate an ability to alter style, tone, and format according to the specific requirements of the discourse” (American Council on the Teaching of Foreign Languages, 2001, p. 2) and use “language flexibly and effectively for social purposes, including emotional, allusive and joking usage” (Council of Europe, 2001, p. 83). References to style, tone, emotion, and allusion in these widely used language proficiency scales point to the ability to encode interpersonal meanings (Halliday, 1994) in advanced-level written discourse. Important as these descriptors are, they are, however, too general to shed enough light on this layer of communication and, therefore, need to be fleshed out to better inform L2 writing research and pedagogy. Adopting the appraisal framework (Martin & White, 2005) as the theoretical lens, I will share the findings of a study that explored the genre-specific writings of advanced-level American learners of Persian. I will elaborate how these developing L2 writers rely on (or fail to rely on) the interpersonal sub-systems of ‘affect’, ‘judgment’, and ‘appreciation’ in writing film critiques in a Persian-as-an-additional-language course focusing on Iranian cinema. My discussion will further detail how their use of the appraisal subsystems functions to finely differentiate the students in terms of their L2 writing proficiency and the rhetorical impact of their writings. I will end by discussing the implications of the findings for L2 writing research, pedagogy, and assessment.

Ahmed Abdel-Raheem, Al-Azhar University, Egypt
Metaphor and the 2008 Global Financial Crisis: The Reconstruction of Confidence in Arab and Western Financial Systems

This study examines the reconstruction of confidence in financial systems around the world, after the 2008 global financial crisis. The primary objective of the article is to investigate what role metaphorical thought has played in this reconstruction. Two seemingly unrelated strands of linguistic research were drawn upon in this study: Critical Discourse Analysis (CDA) and Cognitive Linguistics (CL).

The data of this paper consist of a total of about 5,600 opinion articles about the crisis published in a sample of four Arab and Western prestigious newspapers between 1 January 2008, and 31 December 2009. To investigate articles spanning one year before and after the crisis gives us the opportunity to get a better understanding of the crisis.

The analysis shows that Arab and Western discourses on the 2008 global financial crisis are a panorama of metaphor. Such a panorama has been used to restore public confidence in Arab and Western financial systems. Here we come to see metaphor as a powerful device of justification, persuasion, and manipulation. For example, the Arab metaphor systems used in reasoning about the crisis function to direct public attention away from the problems facing Arab economies. That is, they support the false and misleading image that all is okay. Furthermore, as ways of reasoning, metaphors can determine and restrain foreign and domestic policies and actions. As such, a conscious discussion of metaphors as metaphors is strongly suggested. Finally, we cannot always adhere to discussions of reality in purely literal terms.
The literature review (LR) is a genre that requires the writer to justify the value of current research by critically evaluating previous studies. However, many EFL students face difficulties in writing LRs due to limited knowledge of the genre (Turner, 2005). This study, a qualitative analysis, focuses on theses at undergraduate level written in English by Mexican students. Ten theses were analyzed to gain insight into the way students express evaluation, identity, and voice in the literature reviews. Students were also interviewed regarding their previous writing experience in literature reviews. The results indicate that students are unable to identify gaps in previous research and rarely link the literature review to the rationale and purpose of their study. Most of them do not create an authorial presence as they believe that the experts’ voice is needed. The literature review becomes, in most cases, a list of citations, an exhaustive summary of prior research. This study contributes to the view that students can improve their writing if they become aware not only of the form but also of the function of the genre they are writing.

Teresa Castineira, Benemérita Universidad Autónoma de Puebla (BUAP), Mexico
Looking into EFL Student Autobiographies through an Appraisal Lens: Trauma and Judgment

This in-progress data-driven study examines the discourse of feelings and emotions utilized by EFL learners when writing about traumatic experiences such as rape, racism, and loss in their autobiographies. Two main approaches were considered adequate in the analysis of these autobiographies: appraisal system (Martin & White, 2005) and multimodality (Kress, 2010). This paper will specifically address how the typology of ‘Judgement’ (social esteem and social sanction) is expressed in these autobiographies.

The autobiographies were written at the end of the 6th-level English course (B2 according to the CEFr.) by students who were majoring in English Language Teaching in a public university in Mexico. 10 autobiographies were selected, five written by females, and five by males.

This paper will first discuss the concept of Autobiography as a genre which belongs to a culture of ‘confession’ and a culture of ‘testimony’ (Gilmore, 2001). Secondly, this paper will discuss some extracts exemplifying the ‘Judgement’ variables of social esteem and social sanction within the appraisal system. Thirdly, other semiotic resources such as pictures, songs, and other images included in the autobiographies will be briefly discussed. Finally, conclusions will be drawn.

Due to the limited amount of data, generalizations cannot be made. However, as the data illustrates, we may conclude that by expressing feelings and emotions, these autobiographies may represent liberating tools for these particular EFL learners.

Pisarn Bee Chamcharatsri, Indiana University of Pennsylvania
Expressing Emotions through Writing in Thai and in English

Most bilinguals may have the same experience of trying to find terms they want in expressing their feelings. This is because “[t]he task of interpreting, communicating, and describing emotions in a second language (L2) is even harder because different languages have distinct emotion vocabularies and ways of expressing emotions” (Pavlenko & Driagina, 2007, p. 91). They might feel frustrated and question their language proficiency that they cannot express their emotions as they think they could in L2. They might not feel contend when they swear to other people in another language; other times, they might want to express their frustration to others in their L1 simply to satisfy their personal emotions and contents (Dewaele, 2004, 2006; Pavlenko, 2002). The operational definition of the term ‘emotion’ in this presentation is the way in which L2 users subjectively express their feelings through their personal experiences and/or events.

Emotions in writing have been overlooked and under-recognized aspect in writing. This presentation will focus on different aspects of second language (L2) writers in using three different genres -- poetry, narrative writing, and
opinion writing -- to express their emotions in Thai and in English. To be more specific, I will report nine Thai-college students’ interview responses on the challenges of expressing their emotions through writing by focusing on different cultural aspects of writing in Thai and in English. By gaining more understanding of L2 writers, we as scholars can be better prepared to help L2 students to maximize their learning.

Wei Cheng, University of South Carolina

‘I’ or ‘We’: Conflicting Identities in Chinese Writers’ Choice of First-Person Pronouns in English Research Articles

This paper looks at the dynamics of Chinese writers’ identity construction in English research articles as illustrated in the use of first person pronouns (FPP), one of the most obvious strategies of authorial presence (Hyland, 2001). Specifically, it focuses on single-authored articles and makes a comparison between quantitative and qualitative research within the discipline of applied linguistics. Ten quantitative and ten qualitative researcher papers written by Chinese scholars were randomly selected from Chinese Journal of Applied Linguistics. The same amount of research articles written by native English (NE) scholars was taken from TESOL Quarterly for comparison. The study finds that Chinese writers tend to use fewer FPPs in research papers than NE writers. When it comes to making personal knowledge claims, they prefer plural over singular FPPs, whereas NE scholars prefer singulars. Although differences exist between qualitative and quantitative papers written by Chinese writers, there is more homogeneity than those written by NE writers in that both types of research papers exhibit Chinese writers’ tendency to disguise their authorial presence. In light of Silverstein’s (2003) theory of indexical orders, I argue that Chinese writers face a conflict of identity construction imposed, at once, by collective-oriented norms of Chinese culture and individual-oriented norms of the research genre. Such a tension in the construction of macro social identity exerts a direct influence on their micro writer identity. For most Chinese writers, their ethnic ideology may be prioritized, leading to a disguised authorial self and an unauthoritative local writer identity. The findings suggest that difference from the English norms may not necessarily indicate rhetoric incompetence of L2 writers. Rather, their particular linguistic choices in research articles are a reflection of their agency in negotiation of meaning and identity.

Ying-Hsueh Cheng, Ohio State University

“Who Read the Proposal Before I Did?”: A Case Study of a Dissertation Grant Proposal Writing Process

Grant proposals are “occluded genres” (Swales, 1996). They are difficult to have access to but they play an important role in many doctoral students’ dissertation idea development. Researchers in English for Academic Purposes (EAP) have strived to understand what counts as a good proposal with the focus on rhetorical “moves” (Connor & Mauranen, 1999), disciplinary faculty’s expectations of students’ proposals (Cadman, 2002), and socio-historic contexts that contribute to the production of a dissertation prospectus (Prior, 1994; 1998). Yet, little is known about the writer’s struggles, conflicts encountered, and strategies employed. This study examines “written products, writing processes, and writer identity” (Casanave, 2003) a Chinese musicology student, Jialin, has experienced. I conducted textual analysis, in-depth interviews, and text-based interviews (Prior, 1995) with Jialin over five months at a Midwestern university in the US while she was applying for a dissertation grant funded by an agency in Taiwan. I draw on these concepts for analysis: doctoral writing as doing text work/identity work (Kamler & Thomson, 2004), writer’s sense and affect in literate activities (Prior & Shipka, 2003), and writing games (Casanave, 2002). Findings reveal that Jialin simultaneously sought help from an EAP instructor and her advisor which caused tensions and her advisor’s confusion. Moreover, the proposal was found to be intermixed with other oral and written discourse such as email correspondences with the external members of the music and movie community and grant agency. The study aims to provide both a textual and contextual view of the interactional conflicts and the student’s evolving scholar identity. I discuss findings in relation to what EAP instructors can help (Hansen, 2000) and what research can be conducted to gain insights into thesis proposal writing process.
This paper examines structural discourse patterns and linguistic practices in intercultural Russian-English teleconferences in order to reveal expectations about communicative norms within a community of practice (Franklin 2007; Sidnell 2009; van Meurs & Spencer-Oatey 2007). In intercultural environments, there may be a deficiency of knowledge about such norms, creating potential for miscommunication (Bailey 2000; Mariott 1995; Spencer-Oatey & Xing 2000) or non-alignment (Lindström 2009; Schegloff 2007) between participants who are otherwise inclined to facilitate the joint completion of socially-situated activities (Hutchins 1993). Comparison of the normative discursive practices in analogous intra- and inter-cultural genres establishes which practices facilitate communication and those that ultimately lead to non-alignment between participants. By means of discourse analysis, including CA analysis (Sacks, Schegloff, & Jefferson 1974), deviant case analysis (Silverman 2006), and ethnographic interviews, structural patterns in intercultural and intracultural teleconferences are isolated and addressed in terms of their perceived sociopragmatic function (Thomas 1982) and the resultant participation framework (Goffman 1981) for each cultural group. Isolation of effective facilitation strategies incorporates insights regarding the participants’ relational work (e.g., Holmes and Stubbe 2003) and rapport management (E.g., Spencer-Oatey 2002). Addressed are: how culturally-specific communicative structures in the organization of teleconference differ; whether intercultural teleconferences adopt the style of one cultural group or result in their own unique structures; whether culturally-specific patterns in fact lead to instances of miscommunication between members of the two cultural groups, and in what situations; and whether perceptions about the relative effectiveness of communication coincide with actual instances of miscommunication.

English is the lingua franca in business contexts (Crystal, 2003; Nickerson, 2009, 2010) and, due to the increase in offshoring and outsourcing of companies to Asia and South America (Forey - Lockwood – 2007, 2010), intercultural communication issues started to be investigated (Clark et al, 2008; Hui, 2010; Cowie – Murty, 2010; Friginal, 2010, Davies, 2010). Although writing is a relevant skill for the business world (Bhatia, 2007; Lan, 2010), little attention has been given to the teaching of writing in Business English classes (Cheng, 2006; Bargiela-Chiapini & Nickerson, 2007; Ferreira, 2011). In order to improve this teaching, it is essential to investigate the real English writing needs of companies. This presentation aims to show the preliminary results from an ethnographic study (Bazerman, 2009) which aimed a) to investigate which tasks are more commonly performed in English in international and national companies in Brazil, b) to understand the role writing plays during and after the recruitment process and c) to verify which written genres are recognized as relevant to their activities. Thirty-two Brazilian recruiters from Human Resource Consultancy firms were contacted through LinkedIn, replied a questionnaire and sent their responses via e-mail. The analysis indicates writing e-mails is one of the most commonly performed tasks in English; and although it is a relevant skill to most positions which require English, writing is not frequently assessed during recruitment. Regarding genres used, resumes are considered essential and cover letters are rarely required by Brazilian recruiters, despite the fact English textbooks frequently teach them.

While some studies have concerned themselves with the overall organization of RAs (Research Articles) and some with particular text features such as hedging, modality and reporting verbs or aspects of clausal structure and discourse function from a systemic function perspective, only a few studies have focused on the writers’ cultural impact on the development of RAs. The present study aims to contrast the move structure of the main sections: abstract, introduction, method, result and discussion/conclusion in Behavioral Sciences discipline across English and Persian. The data for the present study comprised 64 articles in Behavioral Sciences (32 RAs in English and 32 RAs in Persian). It was found that research articles in behavioral sciences consist of 18 distinct moves while its Persian corresponding ones consist of 15 moves.
The selected articles for the current research were analyzed in terms of the realization of the two moves particularly found in the conclusion section i.e. summary and recommendation. The results show that English and Persian are different in that one can find a summary more frequently in English RAs than in Persian ones while they are different with regard to recommendation. Concerning the realization of the two moves, unlike English summaries, Persian summaries are quite bulky and voluminous, and while English recommendations are mostly suggestions for further work in the field, the recommendations in Persian RAs include mostly suggestions for the alleviation of the social problems. As we can see from the findings of this study, articles in different disciplines are not always structured in the same way. Postgraduate students can use the basic structure provided in this study to produce their own paper, to make sure that their writing follows the conventions in their disciplines and are thus more likely to have their papers accepted by national/international scholarly journals. This study is also useful for teachers of ESP providing them with some insights to use in ESP materials.

Mayumi Fujioka, Kinki University, Japan

Intercultural Rhetoric in Writing Center Tutoring Sessions

Writing center tutoring sessions can promote instruction on intercultural rhetoric through individualized assistance for second language (L2) writers. Rhetorical instruction, however, can be facilitated when tutors with sufficient knowledge of intercultural rhetoric effectively put the knowledge into tutoring practice. The purpose of this paper is to present analysis of L2 writing center tutoring sessions, while pointing out possible areas of improvement for effective intercultural rhetoric instruction.

The participants in this study are a Taiwanese doctoral student in the U.S. and his writing center tutor, from whom the student sought regular assistance for his dissertation proposal in education. Employing a qualitative case study approach, I collected data from nine recorded tutoring sessions, interviews with the student (tutee) and his tutor, and the tutee's drafts along with the tutor's suggested rewriting. I analyzed the tutoring session data based on an analytical unit which I call “response sequence,” where the tutor and the tutee engaged in discussing one specific topic. I then checked the findings from the response sequences against the other kinds of data.

Preliminary analysis indicates that based on 19 response sequences about rhetorical issues, the tutee’s L2 English rhetorical practices appeared to have both improved and regressed. The tutor’s non-expert knowledge of intercultural rhetoric helped the tutee raise his rhetorical awareness, but her lack of sufficient scaffolding failed to help the tutee become an independent writer. Based on these findings, I will make suggestions for effective L2 writing center tutoring practice from an L2 writing and intercultural rhetoric perspective.

Jordan Gusich and Kate Dobson, Indiana University-Purdue University Indianapolis

The Intercultural Application of a Linguistic Research Method: A Pilot Study of Chinese Type 2 Diabetes Patients’ Discourse

This presentation offers insight into the process of taking a successful research protocol from one cultural and linguistic context to another, the US to China, and using it to conduct a pilot study. This project focuses on the chronic illness, type 2 diabetes, which is growing to epidemic proportions in China and much of the modern world. A linguistic investigation can contribute to the improvement of patients’ and healthcare practitioners’ management and even prevention of this chronic disease.

The study involves analysis of type 2 diabetes patients’ talk in order to better understand healthcare and medication adherence from the patients’ perspective, an often neglected perspective in adherence research. This research method can provide linguistic indicators of adherence leading to improved doctor-patient communication and educational resources for type 2 diabetes. In addition to the analysis of patients’ discourse, the study includes a health literacy test with the purpose of investigating connections between adherence and the patients’ ability to comprehend common language used in a healthcare setting.
The presentation will include an explanation of interculturally and linguistically sound translation methods. Among other aspects, solutions to patient recruitment, dialectal disparities between Chinese used in the health literacy assessment, and patients' difficulties with completing the health literacy assessment will also be discussed for future methodological considerations and development of the finalized protocol for use in a Chinese context.

Jack A. Hardy, Georgia State University

*Psychology Research Article Introductions: An Intercultural Rhetoric Genre Analysis*

One of the most important genres in academia is the research article. In this genre, the first section, the research article introduction (RAI), can be difficult to write, and those in psychology are no exception (Stellmack, Konheim-Kalkstein, Manor, Massey, & Schmitz, 2009). One reason for this difficulty is that one section is expected to fulfill multiple rhetorical functions. For example, the RAI often positions the study with previous research, describes neglected research areas, and introduces the rest of the article. Swales (1990, 2004) described this system as how writers “create a research space”, otherwise known as the CARS model. In order to better understand how writers of psychology RAIs in different contexts realize these multiple functions, the current study used a move analysis to compare 45 health psychology RAIs in English (North America), Spanish (Mexico), and French (Canada). Swales' (2004) model was used to compare the rhetorical structures of the three groups following previous genre-based intercultural studies (e.g., Hirano, 2009; Martín Martín, 2003). The findings presented show variation in move structures both within and between groups. These findings may have implications for many writers. For example, writers who wish to publish in more than one context find themselves writing for editors, reviewers, and readers from different discourse communities and with different expectations. Although this study solely relies on textual comparison, it is our hope that intercultural users of the ever-important genre of research articles can use our findings to become more aware of the practices of successful (published) RAIs.

Lauren Harvey, ICIC Assistant Director of Training, IUPUI

*Language for Leadership: Japanese EFL Students in a U.S. Intensive Program*

This session provides an intercultural data analysis summary from a university-based short-term English intensive program for undergraduate students from a women’s college in Japan. The goals of this program are to engage students in oral and written communication through active, collaborative learning and to encourage students to think critically about their viewpoints and opinions on the topic of Women in Leadership. These goals were accomplished through a thematic, project-based curriculum related to women’s leadership. Based on learner needs analysis data including questionnaires, surveys, and oral interviews, the presenter will discuss the participants’ culturally-based classroom work styles and preferences and adaptations to U.S. instructional styles (Connor, Rozyczki, & McIntosh, 2006; Saito & Eisenstein Ebsworth, 2004). Perspectives on the role of culture in a short-term intensive program will also be shared (Connor, Rozyczki, & McIntosh, 2006). Next, the presenter will propose how even for students from a culture with a lecture-based, audiolingual English language acquisition pedagogy and traditional gender roles, a short-term English intensive program using a project-based, sociocultural relevant curriculum with a leadership theme can engage learners in English acquisition and leadership development (Lewison, Leland, & Harste, 2008; Stoll Dalton, 1998). Learner outcomes will be shared related to increased confidence with oral language production, specifically language for expressing opinions, asking questions, and sharing viewpoints on women’s roles as leaders in society; improved comfort with active, collaborative learning; and increased ability to apply women’s leadership strategies to their own lives.

Neil Heffernan, Ehime University, Japan; Junko Otoshi, Okayama University, Japan; Yoshitaka Kaneko, Utsunomiya University, Japan

*Teachers’ Feedback on Students’ Writing: Cohesion or Confusion?*

Written feedback on ESL/EFL students’ essays is the most valuable form of feedback teachers can give to students (Ferris, Pezone, Tade & Tinti, 1997). However, the exact nature of teachers’ written comments on students’ essays is often viewed as a murky point at best. In particular, teaching coherence in writing is difficult even though it is recognized as an important element of quality writing (Lee, 2002). The current study examined how both native English speaking teachers and Japanese teachers of English provide feedback to Japanese university EFL students’ written compositions focusing on teachers’ feedback on coherence. After distributing a sample student’s essay to
sixteen native English speaking teachers and fourteen Japanese teachers, and reviewing each teacher’s feedback and comments on the sample, two main themes emerged from our analysis: The value both groups of teachers place on the organization of a text; and how both groups of teachers use similar terms and concepts to teach coherence. The study aims to delineate how teachers approach giving written feedback on coherence and cohesive devices in Japanese EFL students’ written work. The results – gleaned from a text analysis of the feedback given to the student, and from interviews with four participant teachers – indicate that teachers tend to give feedback based upon their own educational and professional backgrounds. The implications of these results will be discussed, as will specific examples from the feedback given by the teachers on the sample essay.

Alan Hirvela, Ohio State University
*Argumentation Revisited*

Argumentative writing has long been recognized as one of the more commonly used forms of writing in academic contexts and, as a result, is frequently taught in second language writing courses (Johns, 1993). This has led to a steady, though modest, body of second language writing research in which such writing has figured (e.g., Belcher, 1997; Bruce, 2002; Charles, 2007; Concha & Paratore, 2011; Dressen, 2003; Varghese & Abraham, 1998). However, in the field of contrastive rhetoric, as Connor observed in 1996, “most contrastive rhetorical studies have dealt with expository prose. Only recently have other genres such as persuasion and argumentation been studied in contrastive studies” (p. 24). Connor herself (1987, 1990) and Connor and Lauer (1985, 1987) were responsible for much of the initial interest in such writing from a contrastive perspective. Studies by Adel (2008), Crismore, Markkanen, and Steffensen (1993), Hirose (2003), Laurinen and Marttunen (2007), Liu (2005), and Yeh (2000), to cite some more notable examples, have also helped create a space for argumentation in the field of contrastive rhetoric. However, it can be argued that argumentation has never achieved the more significant place in contrastive (and now) intercultural rhetoric that it deserves, given the ways in which both rhetorical and cultural similarities and differences play out in argumentative discourse in cross-cultural settings. This presentation will review research in this area to establish a sense of where argumentation currently stands in the field and to offer perspectives on how it can be approached in future intercultural discourse research.

Merideth Hoagland, Georgia State University
*In Other Words: Learner Attitudes Toward and Strategies for Paraphrase*

Paraphrase is an important component of human communication; expressions such as “in other words” or “i.e.” are common in spoken and written discourse, respectively. Paraphrase is likewise a significant feature of both academic performance (Carson, 2001) and second-language (L2) development; the ACTFL Proficiency Guidelines name paraphrase as a distinguishing feature of advanced speakers and writers (2012). With increasing scholarly attention to “authentic” integrated reading/writing events in language instruction, strategies such as paraphrase have taken on added importance (Hirvela, 2004; Plakans, 2008). Keck (2008, 2010) has investigated the written paraphrases of language learners, particularly as an alternative to illegitimate textual borrowing. What have been less widely explored are learners’ own approaches to paraphrase. This paper thus addresses the following questions: How do learners conceptualize paraphrase, and how do their views interact with practitioner (researcher and instructor) views of paraphrase? What are learners’ attitudes toward the use of paraphrase in general, both in L1 and L2, and in academic reading/writing tasks? What microstrategies do learners employ when they compose paraphrases, both in L1 and L2? Do approaches differ between L1 and L2, and if so, how? The study will use semi-structured interviews and think-aloud protocols to explore learner approaches to this important communicative strategy, drawing connections between learner strategies and types of paraphrases produced (i.e., more or less thorough). Results of the study can inform communication and language learning research by providing an inventory of potential strategies and attitudes toward paraphrase.

Luciana Junquiera, Georgia State University
*A Cross-Cultural Analysis of Oral Narratives in Brazilian Portuguese and American English*

Oral narratives have been extensively investigated in various fields, including history, anthropology, psychology, education, and linguistics (Bloome, 2003; Johnstone, 2001). However, although narratives are both universal and timeless (Wajnryb, 2003), cross-cultural differences in storytelling have been reported and a word of caution is
needed when generalizing narrative frameworks (Polanyi, 1985). Nevertheless, most works on oral narratives have taken a monolingual (e.g. American English) approach, and research on how storytelling is conveyed in different cultures is scarce. This study compared Brazilian narratives to the Labovian framework for American narratives. Seven Brazilian Portuguese (BP) speakers of English were audio recorded telling the same impromptu stories in both English and BP, and three monolingual BP speakers were recorded telling their stories in Portuguese. The narratives were coded following the moves found in the Labovian framework (i.e. abstract, orientation, complicating action, evaluation, resolution, and coda. Labov & Waletzky 1967). The findings indicate that the overall framework for Brazilian narratives generally conforms to the Labovian framework albeit with important differences. More specifically, the stories told both in BP and in English revealed lack of abstract, extensive use of constructed dialogue, non-linear orientation patterns, and absence of the historical present. These results suggest a potential language and storytelling transfer in the narratives told in English by the bilingual participants since these linguistic and rhetorical characteristics were also indentified in the stories of the monolinguals BP speakers, appearing to be typical of this genre in BP. Pedagogical implications related to storytelling and genre instruction are offered.

**Hüseyin Kafes**, Anadolu University, Turkey

*A Comparative Study of the Use of Hedges and Boosters in English- and Turkish-Medium Journals*

Hedges and boosters as metadiscursive resources are self reflective expressions used to negotiate interactional meanings in a text, assisting the writer/speaker to express a viewpoint and engage with readers as members of a particular community” (Hyland, 2005). Apart from this, strategic use of metadiscourse in academic writing both increases the chances of knowledge claims being accepted and displays a writer’s competence as a participant in the discourse community involved (Hyland, 2005). As such, the use of metadiscourse in academic writing has attracted increasing attention from scholars and researchers of scientific writing from various cultural and linguistic backgrounds. A couple of studies on the use of hedges and boosters in English by writers coming from the North American academic writing tradition and non-native English speaking academic writers have pointed out some important differences. In the case of the use of hedges and boosters in languages other than English, this difference has increased. For example, Crismore et al., 1993; Markkanen et al.,1993; Mauranen,1993; ValeroGarce’s, 1996; Vassileva, 2001; and Vold, 2006) have all shown that the extent of use of metadiscourse is conditioned by the broad socio-cultural context in which the texts are published and read. Despite these cross-cultural, cross-disciplinary, and cross-linguistic studies, just to mention a few, on the use of hedges and boosters in research articles, no cross-cultural and cross-linguistic study involving Turkish has been conducted so far to the best of my knowledge, leaving a lacuna to fill in. With this in mind, this comparative study sets out to investigate the use of hedges and boosters in academic article abstracts written in English by American writers, in English by Turkish writers, and in Turkish by Turkish writers. Based on a corpus of 300 abstracts collected from 5 journals on education, this study examines if hedging and boosting strategies differ (a) between American and Turkish writers in English medium journals and (b) between Turkish writers in English and Turkish medium journals. Quantitative analyses indicated that abstracts published in English-medium journals by American writers featured markedly more hedges than those published in English by Turkish writers. Textual analyses also revealed that the distinct patterning of hedges and boosters in English and Turkish abstracts had a joint; interactive effect on the authorial certainty and confidence conveyed therein. These results are discussed in terms of culturally preferred rhetorical strategies and the nature of supporting evidence drawn on for knowledge claims in different types of academic writing.

**Dawn K. Little**, Ohio State University

*Understanding the Complexity of Interaction between Foreign-born Instructors and Students*

Particularly at the tertiary level, learning is considered the responsibility of both instructors and students. Thus, it is important to understand how student-teacher interaction impacts both instructor effectiveness and student achievement. This session will present the preliminary findings of a dissertation study examining the interaction between international teaching assistants (ITAs) and their students in undergraduate courses. This study was specifically designed to explore the ways in which students offer novice ITAs feedback about their instruction, the subsequent manner of uptake of the feedback by the ITAs as well as the impact of individual characteristics on the phenomenon at a large mid-western state university.
In this session, intersectionality will be used as a theoretical lens to illustrate how multiple individual characteristics (cultural background, English language ability, personality, and gender) mutually shape ITA-student interaction. The strength of intersectionality is its simultaneous attention to multi-vocality, within-group difference, the fluid, integrative relationship among categories of difference, as well as the impact of individual and institutional factors.

In this naturalistic case study research, data collection consisted of classroom observations of the ITAs’ teaching sessions, semi-structured interviews with ITAs, journal writing, a student survey for each ITA’s class, and relevant document analysis. The preliminary findings of three case studies presented in this session contribute to research about the learning environment created by ITAs and the undergraduate students they teach.

Chen-Pin Liu, Chinese Culture University, Taiwan

Taiwanese University Students’ Use of English Adjective Synonyms in Lexical Collocations

Collocations are an important rhetorical device used to assist in producing native-like discourse. There has been much research devoted to EFL learners’ general competence in producing English collocations, but not many studies have examined EFL learners’ performance in using English synonyms in collocations. Are EFL learners able to use the right synonyms in collocations for lexical cohesion? This paper intends to explore Taiwanese university students’ competence in using English adjective synonyms *quick* and *fast* in lexical collocations. Eighty-two Taiwanese university students of various majors participated in the study and were asked to complete a gap-filling collocation test of twenty-first questions that covered three major types of collocations of *quick* and *fast*. The findings of the study reveal that learners’ performance on Type A collocations of *quick* and *fast* involving the use of either *quick* or *fast* in British and American English was closer to the British native speakers’ than to the American native speakers’. Learners’ performance on Type B collocations of *quick* and *fast* involving the exclusive use of *quick* in British and American English was significantly deviant from the native speakers’. Learners’ performance on Type C collocations of *quick* and *fast* involving the exclusive use of *quick* in British English but alternative use of *quick* and *fast* in American English was found closer to the American native speakers’ than to the British native speakers’. The paper ends with pedagogical implications that focus on the use of Google Book Search to find acceptable collocations of adjective synonyms.

Michael Madson, University of Minnesota

Written Argumentation in English, Instructional Needs, and Methodological Rigor: More Paths into Intercultural Rhetoric

What is considered a logical, effective, or quality appeal varies across cultures (see Crosswhite, 1996; Hyland, 2009). As a result, written argumentation can pose tremendous difficulties for English language learners (ELLs), especially those who live outside an English-speaking country (Bacha, 2010). Unfortunately, appropriate materials and methodologies for teaching written argumentation in English are, as yet, sparse (Bacha, 2010). This sparseness creates an urgent instructional need, and intercultural rhetoric, emphasizing cross-cultural text-analyses and reader-writer interactions, is ideally positioned to address it.

This paper presents the results of a pilot study conducted at the University of Minnesota. Based on Suzuki (2011), three instruments were used to gauge how ELLs perceive and produce written arguments in English: a demographic survey, a questionnaire, and a writing prompt. The demographic survey asked participants about their cultural and linguistic background as well as their educational, travel, and English language learning experiences. The questionnaire featured different argument structures and asked participants to rank them according to perceived strength, relevance, and convincingness. The writing prompt asked participants to compose an argument, allowing a comparison between what was perceived as effective argumentation and what was actually written. While many questions remain, the results of this pilot study may suggest implications for teaching written argumentation in English. They may also help answer Moreno’s (2008) call for research in intercultural rhetoric that is more rigorous, reliable, and explanatory” (p. 25).
Stephen Markve, Michigan Technological University

Delivering Metaphors to L1 and L2 Audiences: Translating Linguistic Theory into Practice

Lakoff and Johnson’s 1980 exploration of metaphor stimulated broad interest in a major trope whose significance has been recognized since at least ancient Greece. Arising from their work, conceptual metaphor theory (CMT) uses the notions of source domain and target domain, mappings, and so on to discuss the linguistic and conceptual phenomena of metaphor. The mid-nineties saw an attempt, based in CMT, to unify an analysis of metaphor with an analysis of other linguistic and conceptual phenomena. Blending theory and CMT alike treat metaphor as conceptual rather than purely linguistic; involve systematic projection of language, imagery, and inferential structure between domains; and propose constraints on this projection. Blending theory (BT), however, differs in ways that make a stronger case for metaphor’s epistemic function and allows for a more creative interaction in making and understanding metaphor.

Using Lakoff and Johnson’s framework and the further developments of BT to introduce the epistemic nature of metaphor to my students has encouraged them to problematize and actively analyze and critique both metaphorical language and thinking and their own assumptions about the nature of the form-meaning relation. In my presentation, after introducing various understandings of metaphor, I will discuss my experience teaching CMT and BT to composition students at Michigan Tech, highlighting the development of students’ use and explanation of metaphor in argumentative papers they have written for an L1 audience (their peers, instructor, etc) and re-written for an L2 audience (Japanese university students at my former workplace).

Kyle McIntosh, Purdue University

Submission Guidelines for International Applied Linguistics Journals: An Analysis of a “Throwaway” Genre

As English continues to exert its dominance as the international language of academia, scholars from around the world face increasing pressure to publish their research articles in English-medium journals. By doing so, they seek to gain greater recognition for their work, which may lead to more tangible rewards at home, such as promotion and funding. Unfortunately, for many working in the English-speaking periphery, access to these journals can be limited; in some cases, would-be authors only have a copy of the submission guidelines to help them craft a suitable manuscript.

For this paper, I analyze submission guidelines from five international applied linguistics journals – Applied Linguistics, International Review of Applied Linguistics, Language Learning, System, and TESOL Quarterly – to show how they serve as “windows” into the target discourse community, while simultaneously acting as “locked doors” barring entry to those who lack the linguistic and material resources needed to meet their (often stringent) requirements.

I focus my analysis on the textual, rhetorical, and linguistic features that define this widely read, but rarely discussed (hence “throwaway”) genre. I propose that these features work together to create an authoritative – yet oddly disinterested – editorial ‘voice’ that aims to place responsibility for normalizing submissions squarely on the authors. This burden can be particularly difficult for international and novice scholars to bear.

In the end, I offer suggestions for making these guidelines more inclusive and open to innovation without jeopardizing the high standards to which published research articles should be held.

Yang Min, National Tsing Hua University, Taiwan; Lichu Lin, Language Center, National Chung Cheng University, Taiwan

A Study of Reporting Verbs for Examining Expert Attribution in Spoken Academic Discourse

For foreign language learners to actively participate in academic communities, producing discourses that are discipline-specific is a necessary survival skill. One universally important aspect in academia across most disciplines is attribution, which has been thoroughly researched in academic writing (e.g. Hyland 1999), but remains a rather untouched area in spoken academic discourse (Ädel 2008). Parallel to findings in academic
writing, expert attribution is pervasive and disciplinarily different in academic speech. To move a step forward,
this study investigates the use of reporting verbs in academic lectures across three soft fields to address the
following questions: What are the functions of spoken reporting verbs? How does the use of reporting verbs differ
in the three major disciplines? Academic lectures were coded and analyzed. The study discovers that spoken
reporting verbs in expert attribution tend to be more informal, most of the spoken reporting verbs function as
discourse acts than cognitive acts and research acts, and there is disciplinary variation of spoken reporting verbs in
the three soft fields. The findings imply that intercultural academic discourse is an important domain to examine
and learning English as a foreign language learners’ attention needs to be moderately directed toward discipline-
specific practices of expert attribution, which could be neglected in learners’ L1 and culture.

Jennifer Mitchell, SUNY Potsdam

Discursive Resources: Self-study in a Composition Classroom

International discourse sometimes seems far removed from the small state college where I teach writing. Here,
more than 85% of the students are white, and the smells of dairy farms waft across the quad. But half of the
students are first-generation college students and perhaps 10% are multilingual first-generation Americans. A few
were educated through an indigenous language immersion program. Some have relocated from the largest city in
the U.S., while others graduated from rural high schools in classes of 50-100 students.

To emphasize the complexity of communication, I require students to write a “discursive resources self-study.”
They examine their own expertise in languages, dialects, slangs, styles, etc., contrasting inheritance with affiliation
and analyzing issues of power and aspiration. Students represent their extra-academic language skills and their
understanding of code-switching and innovation. They challenge me, and I hope that they affirm students’
linguistic competence as they learn a new academic discourse.

The self-study assignment is based directly on the work of Min-Zhan Lu and recent calls for a “cross-language
relations” or even “translingual” approach in composition teaching and research (Horner et al 2010; Horner et al
2011). Through these approaches, composition teachers “might become attuned, as EFL speakers are, to the norm
of difficulty and confusion in communication, and the norm of language difference in all, even canonical, writing”
(Horner, cited in Lorimer and Olinger).
This presentation will explore the impact of these self-studies on my teaching practices. It will include excerpts of
interviews with students who recently completed the assignment.

Sissel Jensen Nefzaoui, NTNU, Norway

Cultural Insiders or Outsiders – Intercultural Communication in N2-texts

In my presentation, I will focus on Norwegian as L2 (in reality L3, since all students already know English), taught
to international University students from an Intercultural rhetorical point of view. I want to show how classroom
“small culture” interacts with contrastive rhetoric “large culture”. Connor (2011) defines Intercultural rhetoric as the study of written discourse between individuals with different
cultural backgrounds. L1 and cultural background must be examined in an educational and social context. An
intercultural text entails negotiation and accommodation between a non-native writer and a native reader.

Intercultural rhetoric has moved from the study of student essays to the study of writing in many disciplines and
genres. Ulla Connor’s new book Intercultural rhetoric in the writing classroom (Connor 2011) is back to basic and
concentrates on classroom teaching. How can IR theory have implications for the classroom?
As Intercultural rhetoric sees culture as a complex interaction of small and large cultures, I am interested in how
postmodern mapping methods can contribute to students’ writing. I will examine what international students of
Norwegian from different writing cultures consider most difficult when they write argumentative texts in
Norwegian. Out from a corpus of about 100 student texts, I will examine how fluency and reader adaptation have
developed over time after long negotiations between L2 students and L1 teacher.
This paper describes the needs analysis and development of a Leadership and Cultural Spanish Course for non-Spanish Speaking Supervisors who supervise Hispanic employees. The research methodology employed the combination of primary and secondary strategies. Primary research included conducting four interviews with participants having a working knowledge in the field of intercultural communication, expertise in academia, and knowledge of Indiana’s workforce economic development. Secondary research included the evaluation of six courses that teach workplace Spanish. Three existing post-secondary courses and three proprietary educational institutional courses were evaluated to determine their content and methods of instruction. The interviews revealed that communication barriers and leadership inefficiency are the result of cultural and linguistic misapplication in the workplace. Both cultural factors and language must be learned. The six courses evaluated do not teach cultural aspects and are therefore not adequately preparing supervisors to fully communicate and comprehend the behavior of their Hispanic employees. The researcher concluded that a course needed to be designed that included meaningful content that combines effective language and cultural communication among Hispanic employees and their non-Spanish-speaking supervisors. To this end, the researcher created a course titled Leadership and Cultural Spanish for a non-Spanish Speaking Workforce.

The presentation outlines the topics covered in this course. The topics include a combination of language acquisition and Hispanic cultural educational components that help non-Hispanic supervisors improve their leadership ability and effectively interact with Spanish-speaking employees.

Tatyana M. Permyakova, Higher School of Economics, Russia

Intercultural Communication Metaphors in English and Russian

The paper deals with metaphoric representation of intercultural communication (IC) on the basis of the English and Russian languages. It is assumed of potentially major significance to define “cultural specifics” of IC in order to integrate approaches to fast-developing IC theory.

It should be noted that the basic IC theories in Russian scholarly thinking were either translated from English-language sources or were adaptations of Russian linguistic theories towards a new subject. Through preliminary theoretical literature one can observe a striking contrast between English and Russian representation of IC. For instance, there is “mobility vs. immobility” continuum of cultural communication metaphors: “culture can be shared/transferred” in English and “culture is a treasure” in Russian, therefore “it should be stored and guarded”.

We propose to address the issue of different IC approaches by conceptual metaphor analysis (Lakoff & Johnson, 1980) as it allows the integration of new knowledge objects into a shared communicative (Fauconnier & Turner, cognitive) space, and therefore, a more integrated approach towards IC theory (for both western and eastern European specialists). Provisional analysis results present “overlapping” sourcing areas for IC metaphors, e.g. language, information, culture (language is a carrier). Another interrelated target area is spatial metaphor (cultural background of this nation). Finally, we propose to address the subject in question in term of human- vs. object-targeted metaphors (barbaric strangers, stumbling blocks). The study may help to interpret and develop often culturally confused “fuzzy” terms such as intercultural barriers, cultural crossroads/mirrors/windows, cultural dialogue, communication across borders, etc.

Audrey Roberson, Georgia State University

The Effects of Pair Dynamics during Peer Review Sessions on Subsequent Improvements in Summary Writing

Second language acquisition researchers have examined learner-learner oral interaction's ability to create language learning opportunities for participants, in what Swain calls collaborative dialogue (2000). To examine how learners approach the kinds of tasks that involve collaborative dialogue, Storch (2002) developed the qualitative framework of patterns of interaction. However, empirical studies that have applied collaborative dialogue and patterns of interaction have been conducted in tightly controlled settings that may lack ecological
validity (e.g., Wantanabe & Swain, 2007). University ESL writing classrooms, where students are often asked to read each other's work and give oral feedback on it, provide an alternative data source for examining how patterns of interaction affect language learning.

The purpose of the present study is to apply Storch's *patterns of interaction* coding scheme to peer review sessions in a university ESL writing classroom, and to examine effects of different patterns on learners' improvements in later drafts. During one class session, students were asked to individually write one-page summaries. During the next class session, they received oral peer feedback on their summaries and made revisions based on these comments. In the review sessions, each dyad discussed their writing for twenty minutes (10 minutes per paper). Transcripts of conversations were qualitatively coded for patterns of interaction by two researchers, while first (pre-peer review) and second (post-peer review) drafts were scored using the same rubric to determine gains in score. Findings for this study suggest that some patterns of interaction lead to more improvements in second drafts than do others.

**John Rucynski and Peter Neff, Okayama University, Japan**  
*Student Reactions to the Integration of Language and Culture*

It has been argued that it takes more than just linguistic competence to be proficient in a foreign language (Krasner, 1999). Knowledge of foreign cultures is also an essential part of language study. Byram and Risager (1999) have even referred to the language teacher's role as "a professional mediator between learners and foreign languages and culture." This role has been further complicated by the rise of globalization and English as an international language. Cates (2004) has thus stressed the need for language teachers to "help students learn about the rich variety of people in our multicultural world."

Despite the aforementioned role of language teachers, finding materials and activities to consistently deepen EFL students' knowledge of foreign cultures is a daunting task. Teaching compulsory English communication classes at a university in Japan, the presenters endeavored to create a course which fully integrated language learning with tasks aimed at expanding knowledge of foreign cultures. After each task was completed, students were given a Likert scale survey in which they were asked to rate not only how useful they found the activity for their English study, but also how much they felt the activity increased their understanding of and interest in foreign cultures.

In this paper, the presenters will share the results of these surveys. To make this a practical session for fellow teachers, they will also provide attendees with a range of resources, including steps of the classroom tasks, plus useful readings and websites on the topic of increasing EFL students’ global literacy.

**Lisya Seloni, Illinois State University**  
*Teaching Intercultural Rhetoric Through Multi-Ethnic Literature: A Case of Teaching Turkish Literature in a College Classroom*

The advent of nation-state and nationalism at the end of the nineteenth century created the idea that one language unifies a nation. The results of this view have been detrimental in education creating an assimilationist approach to teaching English across different language groups. Today, English language has an unchallenged status in many college classrooms. This monolingual ideology is widespread in the U.S., even though it is strikingly contradicted by the actual multilingualism both of the contemporary U.S. and throughout its history. In this context, there is an urgent need for particular attention to multiplicity of discourses and plurality of voices in college classrooms. Drawing on the fields such as critical multiculturalism and intercultural rhetoric, this presentation will discuss how multiethnic literature could expand college students’ understanding of intercultural rhetoric and problemitize the ideology of standardization in college classrooms. More specifically, this presentation will focus on teaching of a novel written by Elif Shafak, a Turkish novelist whose novels are translated to multiple languages. This presentation will specifically address her dynamic use of language as well as the pedagogical aspects of teaching her novels in an Anglo college classroom. The findings of this research illustrate that while college students engage in making unfamiliar familiar, they create genres that are dynamic and take up creative roles in understating the sociopolitical context of the non-Western text. The presentation will end with a discussion on promoting multiliteracy through multiethnic literature and its contribution to our understanding of teaching intercultural rhetoric in college classrooms.
The international classroom is becoming the norm rather than the exception in most academic settings in North America and throughout the world (c.f. V. Cecchetto and M. Stroinska (eds) (2006) The International Classroom: Challenging the notion). In the last few years, computer-mediated forms of communication (CMC) have replaced more traditional face-to-face exchanges between instructors and students. Because of this shift, any principles of facework need to be adapted (c.f. Goffman, E. 1967. Interaction Ritual: Essays on Face-to-Face Behavior).

CMC such as e-mails, or course discussion board posts which originate from students often cross the lines of what is polite or acceptable. Taking it into consideration, it may be interesting to compare CMC between students and professors and between students and teaching assistants (TAs). TAs are usually closer in age to the students and thus writing to them may be perceived as requiring a lower level of formality.

This paper uses two corpora: a corpus of student e-mails to professors and student e-mails to TAs. We try to classify the types of violations of the standard, and generally accepted, Canadian norms of politeness (based on Leech, G. 1983. Principles of Pragmatics). We then attempt to connect different types of violation to see which result from the fact that these exchanges lack the information available in face-to-face communication and which are linked to the lower level of formality in the exchange with the TAs. While we focus our attention on CMC in English, some comparisons will be made with CMC in French.

Heritage language learners (HLLs), defined as learners who associate the language with their family and cultural identity (Van Deusen-Scholl, 2003), frequently differ from non-heritage learners (non-HLLs) in that their oral skills far exceed their literacy skills (Montrul, 2010; Valdés, 2001). This oral-literate gap may be particularly salient when the target language uses a non-Roman orthography, as in the case of many less-commonly-taught but critical languages in the U.S., including Arabic, Chinese, and Russian (Wiley, 2007). Sociocultural features further complicate oral-literate connections in different target languages. In the case of Arabic, widespread diglossia means that proficient users must master highly divergent spoken and written varieties (vernacular and Modern Standard); in addition, many non-Arabic-speaking Muslims read Arabic as the lingua franca of their religion (Al-Batal, 2007; Husseinali, 2006).

This paper considers the implications of these features of Arabic and the role of cultural heritage for five children from different backgrounds learning Arabic as a foreign language in a U.S. middle school. Drawing primarily from ethnographic interviews and classroom observations throughout one school year, this analysis compares learners’ experiences with oral and written Arabic, their exposure to multiple varieties of Arabic, the value they attribute to oral versus literate skills in multiple contexts, and their opportunities to learn (McKay & Wong, 1996). Findings show how literacy practices differ across families and contexts (Street, 2000). Further, they suggest that understandings of the target language, its potential uses, and even the fundamental meaning of reading are negotiated interculturally in the discourses of this learning environment.

This presentation introduces the intercultural rhetoric journal, Rhetoric, Professional Communication, and Globalization, which is an international, double-blind peer reviewed journal that is online and open access using the Open Journal Systems software. The journal will be presented as an important forum for disseminating research and theory in intercultural rhetoric and writing, including L2 writing. The presentation explains how and why the journal was formed, including its approaches, intended audiences, and editorial board, and the presentation highlights our decision, as an editorial board, to house the journal as open access because of its global
context. The presentation explains the broad nature of the journal’s objectives, themes, and research areas especially as related to intercultural rhetoric research and theory, and its potential for a global journal. Next, the presentation discusses Open Journal Systems software, exploring its fully functional online publishing process, including article submission, editorial review and coordination, authorial tracking, and final publication. In addition to enhancing the quality of the peer review process, the online medium also fits better the global context of editors, authors, and readers. Finally, we issue a call for special issues for the journal and for potential members of the editorial board, based on current themes and needs developed during the Intercultural Rhetoric Conference.

**Hae Sung Yang, Georgia State University**

*Diachronic Analysis of L1 Rhetoric: Korea’s Case*

This study investigates under-researched aspects of intercultural rhetoric studies: the diachronic influence of socio-political ideologies on rhetoric. Even though there have been many papers arguing for the examination of intercultural rhetoric with a less deterministic view on L1 culture and more emphasis on various socio-cultural factors, not many studies have investigated the influence of socio-political factors impacting on a specific genre in a culture L2 writers are from. This study takes South Korea as an example and looks at the change of rhetoric with a specific reference to a particular genre, newspaper columns of two Korean major newspapers. A diachronic analysis of this genre, since the 1960’s, found that inductive, indirect rhetorical patterns thought of as typical East Asian rhetorical patterns are not common for Korean newspaper columns across different points of time. Instead, they feature clear, upfront positioning with regard to social, ideological issues, which originates from a sharp conflict of opposing ideologies in the modern Korean society. The Korean newspaper columns also feature strong appeals to emotions. Columns from the 60’s until mid-80’s under the military government rule focus on invoking emotions, nationalism and anti-communism from the audience with a less concern for providing support or evidence for the claim while the ones in recent decades tend to provide reasons for the claim along with emotional appeals. This study suggests that rhetoric can be heavily influenced by politics and tends to be fluid with time, especially in a country experiencing a series of socio-political changes.