In this presentation I first argue the ability to understand and produce appropriate metaphors in a second language can no longer remain on the margins of linguistic proficiency; on the contrary without such ability speakers cannot effectively express themselves nor can they comprehend fully what a native interlocutor may be intending to communicate. That is, to genuinely achieve an advanced level of proficiency it is necessary that a speaker develop a metaphorical capacity in the second language. Next, I consider briefly the theory of conceptual metaphor proposed by Lakoff and his colleagues. I explain the principle concepts of the theory that I believe to be relevant to second language pedagogy. Finally, I present some examples of materials from Chinese, Korean, Russian, and Spanish pedagogical programs that we have developed in our CALPER metaphor project to teach metaphors that express emotions and that use colors, animals and sports as source domains. Included among the materials are a dictionary of metaphors, classroom activities and a teacher’s guide to help instructors implement the activities.

Srikant Sarangi, Aalborg University

The intercultural complex and its assessment in healthcare communication

In the increasingly globalised healthcare sector, the linguistic and cultural diversities across both patient populations and healthcare professionals cannot be taken for granted. Such diversities need to be studied closely in communicative terms - with the explicit aim of identifying constraints as well as resources that are characteristic of patients’ and health professionals’ situated experiential lives.

It is commonly assumed that communicative competence can be defined, calibrated and measured unproblematically in situation-specific terms. However, intercultural communicative competence is a nuanced phenomenon which defies easy categorisation and assessment. I suggest that, in the context of healthcare delivery, intercultural competence - or, health literacy
more generally - concerning both the patients/carers and healthcare providers is complexly layered. In treating culture and language as significant variables in the conceptualisation of health and illness, I characterise different modes of mediated and unmediated healthcare delivery situations in order to identify six layers of complexity. Based on my longstanding work in intercultural healthcare encounters, I conclude that interculturality is just one layer of communicative complexity in the already asymmetrical gatekeeping encounter and that descriptive adequacy at all the six levels is a precondition for developing and operationalising assessment instruments related to intercultural communicative competence.

Annella Teemant, IUPUI

*Impacting Teacher Use of Critical Sociocultural Practices in K-12 Classrooms*

Nowhere is innovation in teaching more needed than for monolingual majority culture teachers who serve multicultural and multilingual minority students of color who are also underachieving, low-income, and situated in urban settings. Equipping teachers to educate historically marginalized students requires more than minor instructional adjustments in teacher-centered, behavior-oriented practices. Using an instructional coaching model strongly influenced by critical (Freire, 1994) sociocultural (Vygotsky, 1978) perspectives, I apply identity, power, and agency to the context of instructional coaching in urban settings to make visible the intersectionality of student and teacher learning in the mainstream classroom. Using both quantitative and qualitative evidence, I demonstrate that teacher use of critical sociocultural practices improves teaching and student achievement, informing professional development policy and practices.

**Featured Presentation Abstracts**

(Listed alphabetically by speaker’s last name)

**Marta Antón**, IUPUI, & **Dawn Whitehead**, IUPUI

*Institutional Assessment of International Learning Outcomes*

Nowadays most colleges and universities identify "internalization" or "global learning" as one of their priorities, but there is much confusion about what exactly that means and how it is carried out at the institutional level (Redden 2013). Creating a common understanding of what global learning means and a coherent definition of its objectives, along with learning strategies to achieve them, was the goal of a recent first conference on global learning by the Association of American Colleges and Universities (2013). In World Language Education, cultural and intercultural competence has long been recognized as a major goal (ACTFL 1996, Council of Europe 2001, Byram 1997, 2000) and strategies for teaching and assessing cultural competencies are rather well established. But, how does the emphasis on language and culture that students in world language classes experience fit into the larger goal of "internationalization" or "global learning" at the institutional level? And what other experiences are available to students in the pursuit of this endeavor? In this presentation we situate intercultural competence within the larger goal of internationalization. First, we describe the International Learning Guidelines that
have been established for our institution. Then, we present our current attempts to flesh out what they mean, to identify existing learning experiences that can address the guidelines, and to create descriptors for different levels of achievement of the guidelines. We also discuss two attempts to assess international learning outcomes, derived from study abroad experiences, through student surveys and e-portfolios.

If we are truly committed to preparing global citizens with depth and breadth of knowledge, skills and dispositions to function in international contexts here and abroad, institutions must invest resources in developing sound mechanisms to offer students meaningful international learning experiences AND to measure the effect of these experiences. The pilot initiatives presented here aim at providing a coherent understanding of our international learning outcomes and models for implementing and assessing them.

Viviana Cortes, Georgia State University

My culture or academic culture: investigating the writing of international graduate students

Holliday (1999) and Atkinson (2004) discussed the distinction between "large culture" and "small culture." While large cultures tend to be prescriptive and are composed of ethic, national, or international group features, small cultures are based on group behaviors and activities and produce specific discourses (Connor, 2004). Holliday (1994, 1999) stated that different cultural forces interact in a given situation, which produces complex cultural models. Such models could be used as the basis for many pedagogical decisions in the teaching of academic writing as well as in the analysis of non-native speaker of English (NNSE) students’ disciplinary writing. This presentation reports the findings of an exploratory study that used corpus-based tools and methods to investigate the effects of the interplay of large culture and small culture in the written production of novice doctoral NNSE students. Research articles written by first-semester NNSE doctoral students in the field of Applied Linguistics were analyzed to identify tendencies in the use of linguistic conventions and organizational patterns typically found in research articles. The analysis of these students’ written production focused primarily on language exponents that have been found to be characteristic of these students’ first languages and tried to identify those tendencies in their second language writing (Swan & Smith, 2001). In addition, the articles were analyzed in search of how these students used the organizational patterns that characterize the different sections of published research articles (Swales, 1990; 2004). The results of these analyses showed some connections between students’ first languages and their academic writing in English in addition to some developmental writing issues identified particularly in terms of organization. These findings bring up new insights that add to the ongoing discussion on how to approach the teaching of academic and disciplinary genres to international graduate students.

Estela Ene, IUPUI

IC, IR, and EFL writing: Lessons learned from China, Mexico, and Romania

To achieve intercultural competence (IC) means to successfully communicate across cultures. Many fear that the teaching and learning of English - today’s primary language of international
communication - implies a degree of subjugation of local cultures to the values encapsulated in the English language (Pennycook, 2010). However, it has also been noted that English itself is not a homogenous, monolithic entity, but rather a plurilithic one: as those who use it are changed by it, it is also changed by its users (Hall, 2012). The Intercultural Rhetoric (IR) framework emphasizes the importance of understanding that cultures and genres are dynamic, and that their dynamic construction frequently unfolds in ESL/EFL writing classrooms (Connor, 2011). This presentation uses the IR perspective to examine how IC is achieved by teachers of English academic writing in three EFL contexts - China, Mexico, and Romania. The training, beliefs, and practices of 16 Chinese, 18 Mexican, and 40 Romanian teachers were explored with the help of surveys and focus groups. In all three contexts, the teachers strived to learn and teach British or U.S.-based writing conventions, as required by national policy. However, their teaching philosophy and practices also included genres and approaches that are valued locally in their national cultures. Influenced by both local and global factors, the teachers’ training, beliefs, and practices illustrate the plurilithic nature of the English language and IC as a complex product of intercultural interaction.

**Kyle McIntosh, University of Tampa**

*Transplanting research: An ecological approach to English for Research and Publication Purposes*

Intercultural rhetoric (IR) forms one of the cornerstones for the study of English for Research and Publication Purposes (ERPP), providing a solid foundation for examining how scholars from different linguistic and cultural backgrounds approach academic genres like research articles and grant proposals. More recently, both IR and ERPP have sought to move beyond texts and emphasize the contexts, professional networks, and "small" (e.g., disciplinary, institutional) cultures within which research is conducted and composed (see Connor, 2011; Curry & Lillis, 2010). For the next step, I propose adopting an ecological view of research writing wherein "we create our contexts as we create our texts" (Bawarshi, 2001, p. 70).

For my part in this panel, I present evidence from a recent study of Mainland Chinese ELT professionals writing for publication in local Chinese-medium and international English-medium journals to show how biophysical constructs like place and emotion impact the ability to adapt to different academic publication cultures as much as sociopolitical ones like gender and ethnicity. For these writers, the research article is often the means by which they attempt to transplant a part of themselves in a new socio-rhetorical environment while remaining firmly rooted in another, striving to cultivate cross-cultural relationships and nourish the hybrid discourses and identities that, with hard work and a little luck, will spring forth from the pages of their published texts. If, in the process, we can all refrain from weeding out linguistic and rhetorical diversity, then I believe we will share a healthier, more balanced academic ecosystem.

**Aurore Mroz, Colby College**

*Critical Thinking Across Cultures*

This presentation is intended to provide practical applications of the implementation at the College-level of a much needed, introductory course for first-year students, aiming at establishing in students’ L1 the bases for their subsequent development of intercultural
competence in their foreign language courses. This presentation will explain how simulating a sense of culture shock through the use of readings of cross-cultural exploratory studies can pave the way to important in-class discussions about cultural rejection of the other and ethnocentrism, and how these are to be distinguished from critical thinking. This talk will contend that it is through the direct experience of culture shock in a controlled and safe environment like the classroom that explicit conversation about the importance of critical thinking in approaching the learning of a foreign language and its foreign culture(s) can be conducted with students and can have a true impact on their learning agency and second language acquisition process, by allowing them to develop the ability to put oneself into the other’s shoes. Profoundly understanding another culture’s perception of space and time, for instance, has been shown to help students in their acquisition of prepositions or verbal tenses in a foreign language. At the end of this presentation, attendees will leave with concrete guidelines on how to implement a similar course and a list of key readings for the preparation of such a course.

Joshua Paiz, Purdue University

Encouraging the growth of OWLs worldwide:
Utilizing intercultural rhetoric to inform content development

Since the early 2000’s there has been an increased interest in the development of online writing labs (OWLs) in national contexts outside of their North American birthplaces (Tan, 2011). These OWLs, particularly those in the Asian context reportedly tend to borrow heavily from their North American counterparts, preferring to link directly to resources on outside OWLs, as opposed to developing their own resources in-house (Curtis & Roskams, 2000; Tan, 2011). This could be, in part, to reduce the likelihood of misspending already constrained monetary and human resources on reinventing the wheel (Blythe, 2008). However, the relative lack of in-house content development may mean that these local OWLs are missing a vital opportunity to not only differentiate themselves, but also to better meet the needs of the writers located at their home institutions and in their local national contexts. It may be possible for intercultural rhetoric to make salient and meaningful contributions to writing center theory and practice by informing content development practices at OWLs around the globe.

To ground this presentation, the Purdue OWL, one of the more widely known OWLs, will be discussed. The presenter will discuss his work on the Purdue OWL, focusing on the resources targeting L2 writers writing for particular contexts (e.g., Writing for the Chinese Business Context), as these resource-types tend to be some of the early Purdue OWL spaces where the findings of intercultural rhetoric maybe more readily applied. This discussion will also provide an overview of recent research looking at the place of and practitioner attitudes towards OWLs in general and, more specifically, the Purdue OWL. The presenter will conclude by discussing new content development initiatives at the Purdue OWL and how intercultural rhetoric may be used to prepare these resources for deployment to the Purdue OWL. In closing, the presenter will also discuss some of the ways in which intercultural rhetoric can help to inform the creation of OWLs outside of North American-focusing on issues of usability and ESP content development.
Because the number of people with diabetes keeps increasing, not just in the United States but globally, communicating important information to those people about their condition is a growing need. Understanding how people from different cultures perceive the information received through various channels can help medical professionals, researchers, and others ensure that this vital information is perceived as useful by those people. A comparative study was conducted using data from two studies of people with type 2 diabetes, one in the United States (Antón, Connor and Balunda, 2012) and one in China (Connor, Guo, et al., in publication). Fifteen sources of medical information were evaluated by patients using surveys. The data from these surveys were interpreted using semi-structured interviews conducted at the time and related literature. When the results were compared cross-culturally, similarities and differences began to emerge. Patients from both cultures ranked information delivered by doctors and through Patient Information Leaflets highly. However, Chinese patients found information received from other healthcare providers and from print advertisements far less useful than did their American counterparts. The findings are an indication of the potential for future intercultural studies of health literacy with an impact on the health of patients across the world.