Concurrent Session Abstracts for 2014 Conference
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Concurrent Session Abstracts
(Listed alphabetically by speaker’s last name)

Ahmed Abdel-Raheem, Lodz University
Messaging Battles in the Eurozone Crisis Discourse: A Critical Cognitive Study

We know from research in cognitive science that all thought is physical, with mostly unconscious mental structures characterized by neural circuitry in the brain. Fillmore has shown that frames are the most commonplace mental structures, and Lakoff has shown that a huge number of mental structures are metaphorical, mapping from one frame to another. All forms of communication, whether language, images, cartoons, or gestures work via the activation of such frames. The more a mental structure is activated, the stronger the neural circuitry that comprises it will become.

World-views are long-term systems of conceptual frames and metaphors in the brain. People can only make sense of ideas that fit their fixed systems of frames and metaphors. Many people have access to more than one world-view. If one is activated more than another, the one most activated will become increasing strong and the others increasing weak. The use of language and cartoons in the media can have a strong effect on which world-view will be strengthened in the brains of members of the public.

The author analyses a corpus of 1000 op-eds employing political cartoons and pertaining to the ongoing Eurozone crisis (2010- ), and finds that the English-language media is attempting to undermine the euro and to foment the crisis. More specifically, the US and UK discourses on the crisis are a panorama of metaphors, categorizations, and blendings. These are normal in discussions of any important topic, but here are one-sided. Such communicative devices have the effect of moving the understanding of the public in an anti-euro direction.

Buthainah M. Al Thowaini, University of Maryland
Scripted Waiter/Waitress-Customer Interactions Dialogues: The Question of Authenticity

Previous studies posit that decontextualized scripted dialogues in language textbook fail to provide the sense of cultural interaction typically found in authentic naturalistic encounters as they fail to present pragmatically accepted behaviors (Catheart, 1989; Kasper, 1997; Bartlett, 2005). With textbooks serving as the main source of language and cultural education in non-
immersion foreign-language settings, the inadequacy of textbooks influences the final learning outcome of L2-learners. This study measured the authenticity of spoken discourse models of restaurant services and waiter/waitress-customer interactions in Saudi EFL textbooks with naturally-occurring conversations and selected filmed scenes. Eighteen scripts were transcribed and coded based on linguistic, sociolinguistic, and psycholinguistic dimensions of authenticity where interjections, fragments, ellipses, deixis, confirmation and clarification checks, adjacency pairs, among others were examined. Analysis of scripts highlighted a difference in overall interaction, such as number of turns, elaborations and clarification requests between authentic and scripted dialogues. Filmed scenes of waiter-customer interactions, however, revealed a near-authentic representation of daily-interactions. Besides the inadequacy of scripted dialogues, the analysis revealed that the simplification of daily interactions in scripted mode striped the interaction of the metalinguistics and pragmatic cultural aspects unique to that interaction where, for instance, negotiation for meaning in the form of "clarification requests" or "repetition" were 80% less in scripted models when compared to authentic data, a tool crucial in facilitating acquisition as "it connects input, internal learner capacities, particularly selective attention, and output in productive ways" (Long, 1996, p. 451-452). The paper concludes by exploring simplification and elaboration process of text modification as a form of pragmatically and culturally appropriate scripted dialogues.

Mohammad Al Thowaini, Pennsylvania State University

*Can You See Me? A Study of Graphic Representations in Saudi Elementary Textbooks and Teachers’ and Curriculum Developers’ Perceptions of Multiculturalism*

The position of the Arabian Peninsula in the past as a center of trade during the Ottoman Empire and now as the land for the yearly pilgrimage contributed to the diversity of its population. The present study investigates the presence or lack of multicultural representations in obligatory elementary textbooks in Saudi Arabia and examines teachers’ and curriculum developers’ awareness and understanding of multicultural education.

Apple’s (1991) and Denise’s (2007) textual analysis methods were employed in analyzing six Saudi elementary textbooks. Teachers (n=227) and curriculum developers (n=26) completed a questionnaire composed of 34 items, which identified their awareness level, assessed their intercultural competence, as well as examined their attitudes and believes toward diverse students and multicultural education. Descriptive statistics, regression, correlation (bi-variate associations between variables), and exploratory factor analysis (EFA) were performed. The findings of the textual analysis reflected the lack of regional, racial, and disability representations as their inclusion in textbooks accounted for only 1.3% of all images. Regression indicated that subject of instruction served as a predictor of teachers’ understanding of multiculturalism. EFA yielded three factors on the teachers’ and curriculum developers’ views of multicultural education: *Attitudes about benefits of multiculturalism*, *Ways to achieve multiculturalism in education*, and *Perceptions of the impact of attitudes on multicultural teaching*. The findings, which indicate overall positive correlations between all factors and participants’ beliefs and awareness of multicultural education, contradict the results of the textual analysis. Implications and limitations, such as social desirability bias, teacher preparation programs, and development of intercultural competence are discussed.

Diane Belcher, Georgia State University
Global Perspectives on Academic Publishing

Recent research on academic publishing suggests that a wide array of factors—content-related, discursive, and material—can affect off-networked or so-called "periphery" scholars’ publication success. Much of this research, however, has focused on scholars in a particular part of the world, e.g., southern and central Europe (Lillis & Curry, 2010), China (Li, 2007), and more recently, Mexico (Hanauer & Englander, 2013).

This presentation will describe the results of a survey and interview-based study seeking the perspectives of published applied linguists around the world on what has facilitated their publication success. The primary focus will be on stylistic issues that these off-network authors feel have been particularly salient in their attempts to be published in highly ranked English-medium journals with international readerships. Especially of interest will be the extent to which these scholars consider stylistic aspects of their writing to be deeply epistemological or more surface-level features, and how these scholars address, if and when they do, journal gatekeepers’ discursive preferences. Also of interest will be how these scholars advise students and junior faculty to cope with journal gatekeeping pressures. Implications, with emphasis on the interview findings, will be discussed.

**Didier Bertrand, IUPUI**

"The Use of E-Portfolios in Study Abroad Programs for the Cultivation and Assessment of Intercultural Communicative Competence: An IUPUI Model"

The purpose of this presentation is to explore the notion of the *intercultural speaker*, its origins and its application to e-Portfolios within foreign language education. Foreign language departments have long been aware of the key role they should play in actively developing intercultural competence among their students. The focus on "knowing that" widened to include "knowing how" (Ryle, 1949)—which means, knowing about a country and knowing how to interact with people who exhibit different ways of thinking, believing, and behaving—follow a parallel path to that of communicative language teaching. The ability to imitate the speech patterns of the native speaker as a basis for teaching linguistic competence needs to be paralleled by the notion of the *intercultural speaker* (Byram & Zarate, 1997), where *savoir s’engager*, or critical cultural awareness in English, defined as "the ability to evaluate critically and, on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries" sports deliberate connotations of political engagement that have been further developed in recent writings to recast intercultural competence as "education for intercultural citizenship" (Byram, 2008).

Research has long been conducted on how intercultural theory has been applied to the development of intercultural competence, but little has been done on the use of the e-Portfolio as a means for reflection on aspects of life abroad, and for providing a space for individual and group reflection, reinforcing cultural integration.

**Lori Czerwionka, Tatiana Artamonova, and Mara Barbosa, Purdue University**

*Intercultural Knowledge Growth: Evidence from Student Interviews During Short-Term Study Abroad*
Intercultural competence (ICC), an ability that relies on one’s knowledge, skills and attitudes, has been shown to develop during study abroad (Dwyer, 2004; Engle & Engle, 2004). Considering culture-related knowledge specifically, quantitative measures have indicated that students demonstrate gains during study abroad (Authors, under review; Chieffo & Griffiths, 2004). And, while qualitative data enhances the understanding of students’ ICC (Jackson, 2011), knowledge has often been qualitatively examined only in post-program interviews or comments, not allowing for the study of knowledge growth during study abroad. In sum, qualitative data for ICC research is valuable, but it has yet to be utilized to assess intercultural knowledge growth during study abroad.

Therefore, the current investigation qualitatively examined intercultural knowledge growth, focusing on 36 language students during a 6-week summer program in Spain. Grounded and summative approaches to the analysis of knowledge areas, evidenced by students in pre and post-program interviews, were conducted. Preliminary results indicated growth in knowledge type and depth. In preprogram interviews during the first days of the program, students commented on knowledge areas related to their personal, daily experiences. Pre and post-program knowledge comparison revealed growth in terms of new knowledge about factual information and experiences beyond daily activities. Growth was also reflected in enhanced knowledge about daily experiences. This study contributes new details about the type and depth of ICC-related knowledge growth during short-term program abroad, highlights the importance of pre and post-program qualitative data, and addresses the current dearth of information about ICC development during short-term international experiences.

Huiling Ding, North Carolina State University

**Quarantine Rhetoric during SARS in Hong Kong: Cultures, Body Politics, and Public Participation**

Throughout history, quarantines have been associated with racial and class labeling, discrimination, and segregation. Recent studies show, however, quarantines can be imposed top down, or exercised bottom up. How do communities affected by quarantine policies negotiated with authorities and media to shape and transform such risk policies? How do national and regional cultures, socio-economic and political contexts, and power structures shape quarantine policies and practices? Critical rhetorical study of quarantine discourses will shed light on tactics used by concerned communities to interact with official quarantine rhetoric and to introduce policy changes.

Building on the author’s two articles examining SARS quarantine discourses respectively in Singapore and in mainland China as well as in Chinatowns in North America, this project examines how quarantine policies in Hong Kong evolved and what measures were taken both to encourage public cooperation and to cope with public resistance. Hong Kong was frequently compared with Singapore in local media in terms of their quarantine policies and their different abilities to bring local outbreaks under control. Given its different political systems as well as official and public attitudes towards quarantines, Hong Kong provides some interesting contrast to the more systematic and rigorous implementation of quarantines in mainland China and Singapore. Moreover, in-depth study of Hong Kong’s quarantine discourses offers useful insight to possible obstacles democratic countries can encounter in introducing quarantines as well as strategies that can be employed to reduce public resistance and to enlist public cooperation.
Juhyun Do, The Ohio State University

Writing Tutors as Mediators in an Unknown Academic World

In the field of second language writing (SLW), conferencing, a major means of providing feedback to developing writers, has been little explored. This study examines how "revision talk" (Miller & Young, 2004) in writing conferences is constructed and changes over time and across participants. That is, taking into account students’ differential profiles (e.g., level of help needed, English proficiency, etc.), I will investigate how a writing tutor and three tutees develop their tutoring relationships across time through revision talk. This work is inspired by Miller and Young (2004) but examines a different context—conferences with peer or senior tutors (i.e., tutors who share non-nativeness and lack advanced expertise in English academic writing, although they are graduate students vis-a-vis their undergraduate tutees).

The theoretical framework of this study is situated learning (Lave & Wenger, 1991). Peer/senior tutors and their tutees are at different points on an "inward trajectory" from legitimate peripheral participation to expertise, and both benefit from the conference interaction, although in different ways.

Research methods involve video-recording and transcribing revision talk and its associated multimodal actions (e.g., pointing, smiles, gaze). The data are analyzed using a combination of Mehan’s (1979) and Erickson’s (1982) methods of micro-analytic discourse analysis.

Results will be discussed in comparison to those of existing studies of conferencing, noting the special mediating role that peer/senior tutors can play in SLW development. Preliminary results suggest that such conferencing interactions can help mediate or bridge the gap between experienced (often native-speaker) instructor/conferencers and their novice students.

Jessica Downey, Miami University

Direct to Indirect and Back Again: The Influence of Multicultural Identities

I constructed a website to make research on bicultural identity integration accessible and explicit to students, in order to help them use this metacognition to their benefit. For example, how do we apply facets of bicultural knowledge to our desire to communicate effectively with people from different linguistic backgrounds? Given that so many features of culture are implicit, making the transition from bilingualism to biculturalism is a process students struggle with and find highly confusing. In American academia, students are expected to "get to the point" and think critically, yet they are not always aware of the implicit rules of politeness characterizing American discussions. Spoken American English is known to be rather direct. However, in comparison to German and Arab communicative speaking styles it is particularly indirect. As individuals begin to develop dual cultural identities, they switch between "frames" in response to cultural values, expectations, attitudes, and norms. Speakers of German and Arabic, as a norm, will forcefully disagree in discussion and do not shy away from confrontation, whereas speakers of American English will preface their disagreements to acknowledge or validate others’ opinions. How might someone who is bilingual and bicultural in English and German manage these differing expectations in a room comprised of Americans and Germans? My presentation will focus specifically on a classroom application in which we compared the direct and indirect
communicative styles of English, Spanish, German, and Arabic speakers. I will discuss how individuals with multiple cultural identities move between differing cultural frames in communication.

**Aye Nu Duerksen, IUPUI**

*Address Forms as Politeness Indicators from an Intercultural Communication Perspective*

Interlocutors generally use some form of address in most speech communications. Forms of address in many Asian languages especially South East Asian languages, such as Burmese, Thai, Vietnamese, Cambodian are indicators of cultural connotations and are an essential component of the social intercourse etiquette that often strengthen and establish various interpersonal relationships. Building such relationships is the foundation for smooth interactions leading to successful business and diplomacy among communicators globally. This presentation will provide a brief overview of the Burmese pronominal and Kinship systems that function as forms of address and politeness indicators while reflecting the social relationship of power, social distance, solidarity and equality. An understanding of this will also prevent pragmatic failure due to incorrect use of address forms between interlocutors from different language and cultural backgrounds in developing business or diplomatic relationships. In particular, this paper intends to provide insights into essential intercultural communication for application in teaching as well as for use in the business context. Unlike the English pronominal system, the Burmese system is highly differentiated. It comprises if a highly complex system of address forms based on gender, age, status, hierarchy and power. In addition to the correct choice of address forms politeness is also marked by polite final particles both in oral and written discourse. There are three levels of politeness in spoken as well as the written forms: honorifics or respectful politeness, general politeness and familiarities or casual impoliteness. Their descriptions, usage and implications will be discussed from an intercultural communication perspective.

**Fabiola Ethlers-Zavala, Colorado State University**

*Turning to the Multidimensional Aspects of Intercultural Rhetoric (IR) Research for Language Program Enhancement at a Research I Institution*

Increasingly, many universities around the globe have made the internationalization of their campuses one of their primary institutional goals (Polak, 2012). Universities in the U.K, the U.S., China, and Australia illustrate this trend (Parsons, 2010; Coryell, Durodoye, Wright, Pate, & Nguyen, 2012). With this rapid growth in international enrollment and the emergence of newer language programs, such as pathways or gateway programs, university-based language centers are faced with greater levels of accountability and educational challenges in second language teaching/learning. Likewise, learners in these language programs are faced with the challenge of developing English for specific academic purposes, given that they are typically pursuing pathways in specific fields: engineering, business, computer science, and science. Due to the newness of these pathway programs, turning to research in Intercultural Rhetoric (IR) becomes vital. Its multidimensional aspects as described by Connor (2008) opens a window of opportunities for academic directors to elevate the quality of their programs and thus properly prepare international students for their college demands. IR research can have an immediate impact on language program design and implementation as well as on the professional development of the faculty teaching in those programs. Consequently, in this session, the
presenter articulates and illustrates how a university based-language center intends to put into practice the findings from IR research in the curricular revision of their existing language programs—Academic English and Pathways—to enhance student preparation for academic achievement and ensure language program effectiveness and quality.

**Ahmed Kadhum Fahad**, University of Cincinnati

*Online Communication Between Native and Non-Native Speakers of English: A Critical Discourse Analysis Study*

This study will investigate Facebook communication between native and non-native speakers of English. This communication is interesting and it is important to be studied for several reasons. First, the popularity of social networking websites especially Facebook and their use by ESL learners among themselves and with native speakers of English makes it important to investigate the potential pedagogical implication of such kinds of interaction. Second, the analysis of this type of conversation mediated in technology in this context is essential to understand the power relations and the nature of the discursive practices used by ESL (English as a Second Language) learners when they interact with native speakers. The study will address the following questions: (1) What is the type of discourse involved between specialist native speakers of English (NS) and non-native speakers (NNS) in an online environment? (2) How does the online environment of this discourse affect the interaction of NNS and how power relations play a part in mediating this discourse and negotiating meaning? (3) What, if any, pedagogical implications does this kind of discourse have for ESL classrooms. The analysis will follow Fairclough’s Critical Discourse Analysis (CDA), specifically Fairclough’s approach of description, interpretation and explanation. A qualitative research methodology will be followed in analyzing the data for this study. The data set are transcripts of an online communication on Facebook between potential Iraqi graduate students and American educational specialists. The data is available on the Facebook page called StudayUSAIraq page found at [https://www.facebook.com/StudyUSAIraq](https://www.facebook.com/StudyUSAIraq). The transcripts are taken from one of StudyUSAIraq Facebook post on a subject related to MOOCS. The language used in this transcript is considered hybrid because it includes native and non native speakers of English. According to Kettle (2005), this text is called hybrid because it comprises a blending of both standard and non standard forms of English.

**Summar Farraj,**

*The Relationship Between Attitudes of Students from Different Ethno-Linguistic Communities Towards the Study of the English Language and Their Achievements in Arab Junior High School*

My study examines the relationship between the attitudes of students from different ethno-linguistic communities towards the study of the English language and its method of teaching, and their achievements in the study of the English language. The Arabic minority in the State of Israel consists of a number of ethnic sub-groups (Christians, Muslims and Druze) who use the English language differently and also grant different degrees of importance to English culture. According to the research literature in the field of language study, Christians give high importance to the English language since it is the language of the Christian Western world. The Druze who live close to Jewish cities and are particularly attracted to the Jewish and Western world, also grant considerable importance to the English language. However, the Muslims have reservations about the study of the English language because of
their reaction and struggle against the Israeli Government and the Western world which English symbolizes for them. Based on this theoretical framework, the basic hypothesis of this study was first, that demographic variables such as gender, age, parents` occupation and education, parents` socio-economic level and level of religiosity, are positively correlated with pupils` attitudes and their achievements in the study of the English language. Secondly, there is a relationship between ethnic identity and students` attitudes and achievements in the study of the English language. Thus, Christians grant high importance to the study of English language since it is the language of the Western world. However, the Druze is a minority who identify with the majority population of the country in their language, politics, and attitudes and are aware of the essential need of English. While the Muslims have reservations about the English language because of their concerns about the Palestinian problem and Western ties with the State of Israel.

The research for this study was carried out through the use of a questionnaire designed especially for the purpose of this study. The population sample included 301 Arabic students in the Junior-High schools of Maghar, Rama and Sajur villages in Israel. The population in the Maghar and Rama villages is comprised of three ethno-religious groups: Druze, Christians and Muslims. The population of the third village, Sajur, consists of Druze only. The statistical analysis included correlations, multiple regression models and variance tests.

The findings of the study indicate that, as expected, there were significant differences between students of the three different ethno-linguistic communities (Christians, Druze and Muslims) in the attitudes expressed towards the study of the English language, as well as in their achievements in the study of the English language. Christians showed more positive attitudes than the Druze and Muslims, and the attitude of the Druze students towards the study of the English language was more positive than the attitudes of Muslim students. Furthermore, Christian students have the highest level of achievement and were higher than the achievements of the Druze and Muslims.

Gael Fonken, St. Cloud State University

Spanish for Study Abroad and Beyond: Sociocognitive Affordances, and the Nautical Arts of YouTube Surfing

Applying an experiential praxis model to reflect on longitudinal data from my own exploration of Spanish-language YouTube films, I developed a two-phase pedagogy for studying these films that maximizes their FL-IC learning efficacy. When introduced in 2nd-year classes, these techniques prepare students for independent pre-study abroad projects designed to foster career-specific, life-long learning habits. The two-phase structure forms a single evaluative unit encouraging unrestrained exploration while still retaining measurable (easily-graded) outcomes. Minimally, even personalizable wikibooks with strategy instruction and "empty" chapters would encourage students to develop these intercultural habits.

The basic strategy here is to alternate between sustained online "immersion" and periodic "unplugged" map-making sessions. During the first phase, students explore new horizons, sampling country-specific films as they pop up, looking for movies that snag reading materials that elaborate on emerging ideas. Findings quickly materialize as "found objects" pasted into MS-WORD. Using the heuristic of "(nautical+ball) bearings" helps to further internalize these findings, suggesting dynamic, quasi-physical "adventuring-skills" that anticipate
and uncover emergent e-topographies. Thinking "nautically" encourages learners to consciously deploy situationally-available-yet-still-personally-unique sociocognitive opportunity-tools to "get, take, and keep" one’s bearings while surfing. With time, keywords unconsciously-generated by YouTube and Google crystalize into hyperlinked fieldnotes containing thick descriptions of distant horizons shot-through-with traces of one’s own choices-to-be-present.

The second phase internalizes and consolidates these discoveries, allowing students to plan ever-more specialized keyword searches. Strung together, perhaps three consecutive "freeze-frame" mapping sessions would equate to one-credit hour, replacing traditional research paper assignments in allied disciplines with illustrated descriptions of journeys made.

**Ghada Gherwash,** Purdue University

*Beyond the Written Text: What do We Know About the Literacy Practices of the Writers’ L1?*

Numerous studies have used the contrastive rhetoric (CR) frameworks to compare and contrast the written product of native-Arabic speakers when writing in their second language (L2), English. These examinations were conducted to shed light on the rhetorical structures that the L2 writers might employ when writing in their L2. Despite the researchers’ best efforts, none of these studies looked explicitly at the effects of discrepancies between literacy and orality in Arabic. Nor did they consider overall literacy practices as a contributing factor to difficulty that L1 Arabic writers may face when they write in their L2. Looking beyond the text might help us discern what L2 writers bring with them to the writing act; this may help CR/IR overcome the concept of culture that has been seemingly haunting it. Shifting the focus from culture to literacy practices may help to alleviate such culturally-based criticism.

This presentation will look at L1 literacy acquisition and its use by translingual writers. It will further contextualize this examination by discussing how the complexities of literacy acquisition in Arabic might impact the efficacy of texts produced in the L2. More specifically, it will look at how the writers’ literacy practices in their first language might hinder their literacy progress in their L2. In doing so, it will start with defining diglossia then will follow the order in which Arabic is acquired, starting with the spoken varieties and moving on to literacy. It will conclude with some implications for intercultural research.

**John R. Haught,** Wright State University

*Mediating Intercultural Communication Through Stimulated Recalls in an ESL Drama Class*

The use of stimulated recall has been used by many second language researchers to help learners reflect upon their strategic use of language in varying situations. In this study university ESL students in a "Learning English through Drama" classroom were filmed as they performed and again as they watched themselves performing. The second recordings revealed learners gesturing, making facial expressions, and engaging in ‘sub rosa’ vocalizing. When asked about their thoughts as they watched themselves performing, students reported self-correcting, becoming aware of para-linguistic aspects of communication, and realized that language is performative. The multi-national ESL students in this study interacted with each other and the instructor concerning syntactic, semantic, and prosodic features of the L2 as they decoded and rehearsed the scripts provided by the instructor. This process also led to the discussion of interactional and sociocultural elements such as the relationships among the characters, the use of slang and idiomatic expressions, and the influence of the setting on how the characters could
be played. Also, broader examinations of both the students’ culture and the L2 culture were undertaken. Doing stimulated recall on two levels appears to have elicited more information regarding strategic decision making and led to deeper discussions of the target languaculture and the students’ home languaculture than a single recall would produce.

Rebecca Hawk, Framingham State University

*ESL as Executive Education: Providing Linguistic and Intercultural Competence Education for Foreign Born Professionals in the U.S.*

There are 25 million foreign born members of the U.S. labor force. (2012 U.S. Census) This comprises 16% of the overall workforce and represents half of the workforce growth of 21 million between 1996 and 2011. (2012 Bureau of labor statistics) As public policy, higher education, and corporations have sought to provide the U.S. foreign born workforce with educational opportunities, much of the focus has justifiably been on equipping the undereducated members with training in basic linguistic and remedial skills. This approach has overlooked the need, created by the rising number of foreign born professionals that contribute to the U.S. economy and corporate and social communities, to provide linguistic and paralinguistic instruction that could remediate less than desirable workplace challenges that may be attributed to intercultural communication incompetencies.

This paper recognizes that there are nearly the same number of foreign born and native born professionals with bachelor degrees or higher (27% and 28%, respectively) in the U.S. workforce (U.S. Census, 2009 Community Survey), and describes the development and implementation in the form of a case study of a two-year university program to provide linguistic and paralinguistic instruction in the format of executive education for foreign-born professionals.

Ying-hsueh Hu, Tamkang University

*Teaching Intercultural Competence Through Writing: Exploring Metaphor and Metonymy in Chinese Characters*

Works on concept transformation of naming lexical items establish that the lexicalization process of a given language should be considered the "tantamount to category formation at the level of a whole culture." (Györi, 1998:99) In other words, the formation of cultural category inevitably involves linguistic coding, as there is no other way for conceptual category to spread in a culture and for it to become explicitly part of cognitive structures of the individual members of that culture. In this light, a closer look at the 214 radicals that structure over thousands of Chinese characters frequently used today reveals a rich conceptual system of categorization, grouping experiences of various interactions with the natural, social and cultural worlds ancient Chinese lived in. This conceptual system, as Lakoff (1987) and Johnson (1987) argue, converges on the cognitive mechanisms of prototype, image schema, metaphor and metonymy, which in turn helped create more words through these radicals as the lexical items in the language continued to grow. Such insight forms the basis of a Chinese e-learning course, exploring its pedagogical validity. The course consists of 15 units introducing 15 basic radicals denoting three groups of concept encoded in Chinese vocabulary and idioms: Body parts, nature phenomena and plants. Its design is to raise the awareness of Chinese social/cultural values for beginners learning Chinese as a Foreign Language so as to promote their learning outcome and motivation. A
questionnaire was distributed to 29 subjects after over 9 weeks’ training. The findings are highly encouraging with the pedagogical implications being further explored for future course design.

Briana Janssen Sánchez, University of Iowa

Expectations of Culture Learning Through Video-Based Tandem Exchanges

Differing expectations on cross-cultural communication can lead to diverse intercultural experiences and interactions. This presentation is based on the results of a survey (drawn from a larger study) that explored students’ expectations of interaction and culture learning in their participation in bilingual video-based tandem exchanges. Before participating in a semester-long tandem exchange, 30 college students (15 Spanish language learners from the U.S. and 15 English language learners from Mexico) responded to a survey about their expectations of learning in the upcoming tandem exchanges, the benefits and drawbacks of cross-cultural communication, their understanding of culture, and their experience with the tandem learning context and with technology.

The results of the survey show that students use the terms language and culture in widely different ways to explain both benefits and drawbacks of intercultural communication, to evaluate their own intercultural communication skills, and to describe expected learning outcomes of participation in the project. Responses show that participants think learning about culture is a benefit to intercultural communication but navigating cultural differences may also be a drawback. Students provide a definition of culture and explain the differences between their culture and the target culture and responses indicate that they expect to learn more about both language and culture in their tandem exchanges. Open mindedness, patience, and basic knowledge of language are mentioned as key skills needed to develop an intercultural relationship.

Hyun Jung Joo, The Ohio State University

How English as a Second Language Teacher and English Language Learners Shape Instructional Conversations on Argumentative Writing in High School English Language Arts Classroom

School-based genres of writing both influence and are influenced by interaction in the classroom (Nystrand & Graff, 2001; Zamel & Spack, 1998). Such a situated, context-sensitive perspective on writing holds particular promise for understanding the experiences of L2 writers and ESL writing teachers. This study draws upon classroom observations, video and audio recordings of instructional conversations, teacher and student interviews and writing sample data from the U.S. high school ESL classroom. The goal was to analyze the ways in which how the ESL teacher and her multilingual students participate in instructional conversations to shape the notion of the argumentative writing. While much is known about how researchers and theorists conceptualize argumentative writing and other genres of school-based writing, students’ and teachers’ implicit or explicit understanding of such writing is not well understood, especially in the context of L2 writing instruction.

Using micro-ethnographic discourse analysis approach, conversational and instructional strategies are manifested in instructional conversations. On the one hand, the teacher uses collaborative talks, self-disclosure to reflect mental state and personal appreciation, and imperatives for positioning desirable linguistic behaviors, while students participate by: 1)
collaborating through coherence and turn taking; 2) anticipating with spontaneity; 3) subverting with unpredictability. On the other hand, the teacher shapes the discussion toward a curricular goal, engaging in direct instruction, modeling, and using questions to help students to expand, elaborate, and restate.

Tae Kunisawa, The University of New Mexico

Thinking-for-Speaking and the Bilingual Mind: Face-to-Face Dialogue to Talk About Vertical Space

Re-conceptualizing vertical space from first language (L1) to English as a Foreign Language (EFL) is a demanding task for Japanese high school students. English speakers use two categorizations of vertical space based on contact and noncontact. Conversely, Japanese speakers employ single spatial categorization that does not discriminate between the spatial relationships, though they perceptually differentiate the relationships. This study argues that iconic-co-speech-gesture-imitation (ICSGI) accelerates restructuring the conceptualization from that of L1 to EFL at a high school level and that teaching the terms of the spatial verticality in English with the ICSGI and auditory training triggers EFL learners’ unification of thinking and speech. Iconic gesture is a sign that has meaning in it. Meaning generates "a universal significance to the concept of structure" (see Vygotsky 1997b, p, 84). Developmental processes of participants’ speech production and grammar knowledge have been analyzed based on data collected at an EFL high school class in Japan. Pre-, post, and delayed post-tests were administrated to analyze the developmental processes. The results of the data analysis suggest that ICSGI and auditory training have more of an effect on the reconceptualization of vertical spatial coordination system than just ICSGI or just auditory training only, when learning EFL. The results also suggest that the auditory training facilitates the development of knowledge of grammar better than the ICSGI. Thus, ICSGI with auditory training has more of an effect on the reconceptualization of spatial verticality from that of L1 to EFL. Consequently, EFL learners at high school level in Japan improve their speech.

Mina Oghanian, University of Toledo

Learning Metaphorical Expressions by Multilinguals: The Case of Body-Part Metaphors in English, German, and Persian

Although the idea of teaching metaphorical expressions in L1 or L2 is not new (see Block, 1992; Cameron & Low, 1999; Lacorte & Zapata, 2007), the question of the role of L3 in this regard makes this study different. It made an attempt to determine how metaphorical competence in body-part expressions in L1 relates to L3. First, 60 Iranian Persian-speaker students, who were majoring in the third and last years of English Translation and German Translation at the University of Isfahan, were classified into two groups of 30 intermediate and upper-intermediate multilinguals and 30 bilinguals through the administration of a short Oxford Placement Test (OPT) and a German placement test (Einstufungstest). They were of roughly the same age range (18-22), including both sexes, predominantly female. Next, they took part in a study of a five-month period in which they were taught about body-part metaphorical expressions in context in English and German, using Danesi’s (2003) bimodality theory. Finally, to check the effectiveness of the method and the impact of each language in this process, the reaction times of the participants were measured. Based on the results of the correlations and paired and
independent sample $t$ tests, it was revealed that the prior processing of L1 lexical items can decrease the reaction time for the metaphorical processing in L3 and L2-L3 metaphorical link. That is, there is no relationship between metaphorical competence in body-part expressions in L1 and L3.

**Mark Picus**, UT MD Anderson Cancer Center

*Teaching English to the Highly Educated: Global System vs. Local Practice*

In *Language as a Local Practice*, Pennycook (2007) asks "what controls, determines or produces our language acts?" Biomedical researchers around the world would say that the requirements of their field necessitate their use of a highly structured form of English because English is the international language of science. They are unlikely to question the need for a global language for their field, as does Montgomery (2013). In more personal situations in their professional lives, biomedical researchers commonly use English as a *lingua franca* (Jenkins, 2007), even when talking with someone who shares their native language. But when these researchers come to study or work in an English speaking country, they desire to speak the language like a native when conversing with native speakers, and global English becomes a local, and very different, activity. This presentation discusses how a language development and support program for biomedical personnel, at a large research and health care institution in a highly diverse American city, was designed and implemented by taking into consideration these three competing foci: English as the international language of science, as a *lingua franca* for communication among diverse populations, and as a local practice and language of daily discourse. I will show, through specific classroom practices and activities, how these views of language can be taken into consideration when designing a targeted ESP curriculum for a specific group of science professionals.

**Elena Rippel**, IUPUI

*Festive Expressions of Ethnicity and Cultural Exchange Among Indianapolis German-Americans 1900-1910*

Festivals reflect the cultural expressions and intents of their organizers, both today and in the past. They also continue to serve as spaces for cultural exchange. Using cultural analysis as a method of historical research reveals how members of ethnic organizations conceived of and presented their ethnic identities to diverse audiences. In a case study, I examine two national celebrations planned by Indianapolis German-American organizations in the early-twentieth century. During these two festivals, one a gymnastic festival, the other a singing festival, organizers expressed a variety of identities based on their intended audience. As important national festivals, these events went beyond the German-American community to involve the broader public. German planners drew on their networks across the city to make the festivals successful. They also aimed to use the festivals as a point of cultural exchange, exposing Anglo-Americans to German ideas about physical and artistic culture, and hoping to gain recognition for their accomplishments. The socio-political context informs this study; in a time of assimilation and prohibition German-Americans felt a greater need to boost their own culture. Yet such threats remained minor in the minds of the organizers. The early-twentieth century was also a vibrant time in the Indianapolis German-American community, and its members expressed optimism and a sense of pride tending towards chauvinism about their conceived ethnic
identities. These ideas found expression through the parades, speeches, concerts, performances, and decorations of their festivals.

Marda Rose, IUPUI

"I Feel Like You Should be the Burger King": Contextualizing Proposal Sequences in a Second Language

Previous studies on the development of speech acts within dialogic interaction have shown how the greater discursive context affects speech act production (e.g., Achiba, 2003; Bardovi-Harlig & Hartford, 1993; Félix-Brasdefer, 2004). Variation has been observed by analyzing the context in which the speech act occurs (e.g., Bardovi-Harlig & Hartford, 1993), the placement of the head-act within the speech act sequence (e.g., Barron, 2003), and the addressee (e.g., Achiba, 2003). The current study contributes to previous findings by investigating the effect of the discursive context on the production of second language (L2) proposals - a speech act that has received little attention in the literature. Following Weigand’s dialogic speech act theory, it aims to determine the extent to which L2 learners of Spanish and native speakers of English and Spanish vary their production of proposals according to the dialogic context in which they occur. A total of 69 participants produced the proposal sequences analyzed in the current study: 46 learners of Spanish enrolled at five levels of instruction in a seven-week Spanish immersion program, 12 native Spanish speaking instructors, and 11 native English speaking undergraduate students. Participants worked in peer groups of two or three as they planned three different role-plays. A total of 1809 proposals were produced in approximately four hours of planning talk. Results indicate that native Spanish speakers do not vary their production of proposals, preferring direct head-act strategies in all conversational contexts. Native English speakers, in contrast, produce more indirect head-act strategies and modification in contexts where their proposals are more likely to be assessed negatively by the interlocutor, namely the initiative, collaborative, and alternative contexts. Learners enrolled at intermediate levels of instruction exhibit these same tendencies, suggesting that instruction should focus on how to produce L2 proposals in a variety of conversational contexts.

Nicola Schmerbeck, Ball State University

Using Online Portfolios for Teaching Intercultural Competence Based on a Multiliteracy Approach

Over the past decades, language skills taught in the foreign language classroom have been challenged by the rise of new communication technologies and social media. Skills traditionally associated with communicative competence no longer sufficiently address learners’ needs in our globalized world. In order to successfully communicate in different social and cultural contexts, learners need intercultural competence and multiliteracy skills in addition to traditional communication skills (New London Group, 1996; Kern, 2000; Schultz, 2007). Previous research addressed the implementation of a multiliteracy approach in the foreign language classroom with special emphasis on language learners’ comprehension of multimodal compositions (Allen, Dupuy & Paesani, 2013). However, research often neglected the benefits of the multiliteracy approach for helping learners develop intercultural competence. The goal of this presentation is to demonstrate how intermediate learners of German can develop intercultural competence by using online portfolios as tools for scaffolding and formative
assessment based on the multiliteracy approach. To this end, this presentation discusses specific learning objectives and presents sample portfolio projects focusing on intercultural competence. By following a circular, process-oriented approach to designing portfolio projects, learners will not only include multiple drafts of each of their projects, but also reflect on their work through peer and instructor feedback as well as their own self-evaluations. Backed up by an overview of research in the field of multiliteracies, this presentation investigates practical classroom implications for teaching and assessing intercultural competence based on this rising approach to foreign language learning.

Jeremy D. Slagoski, University of Iowa
*The Adjustment Process of Sojourning English Language Teachers*

This multiple case study was designed to explore the adjustment and cultural learning of sojourning English language teachers (ELTs) in Japan and South Korea. Qualitative research methods were used to design the study and to collect the data. Using grounded theory based on Holliday’s Host Culture Complex model (1994) and the U-curve hypothesis and its variants (Lygaard, 1955; Ting-Toomey, 1999), shared patterns in the adjustment process emerged from the participants’ blogs and interviews. The patterns provide evidence supporting cultural learning through relationships with various people in different parts of the host culture complex. The strongest pattern revealed that the relationship between sojourning ELTs and their co-teachers was one of the more beneficial relationships for the sojourners’ cultural learning. However, these relationships were only found in government-sponsored English language programs, such as the JET Program in Japan and EPIK in South Korea. Another strong pattern revealed that the participants’ relationships with their significant others marked a shift in their adjustment patterns in one or more parts of the host culture complex. Two patterns emerged within the early transition period in the U-curve hypothesis and its variants. The first showed that participants reported coping with the stress in this transition period by socializing more than in periods before and after. The second showed that the participants reported focusing more on adjusting to the national culture than the host institution and classroom cultures. Additionally, this study demonstrates the use of social media for research and professional development in English language education.

Sadatoshi Tomizawa, Ball State University
*Factors Hindering Smooth Communication Between American and Japanese Business People*

Currently more than 200 Japanese companies are operating in Indiana, hiring more than 45,000 Hoosiers. The main means of communication between the Japanese management and the American employees is English. Despite a high level of English in reading, writing, and even listening skills of the Japanese, it is not uncommon for their oral communication with their American counterparts to often break down, resulting in miscommunication, frustration, and even anger with each other. In order to understand a clearer picture of this problem and to determine factors behind it, research was conducted using an ethnographic interview technique with two Japanese companies in Indiana. The interviews were conducted with both Japanese and American management level employees in the companies. The findings include the following generalizations: (a) The major cause for oral communication difficulty between the Japanese and American workers is their insufficient knowledge of what is called "intercultural
communication,"; (b) They are not aware of this cause at all.; and (c) Some of the factors hindering their smooth communication, can be classified under the following two communication modes: High context communication vs. low context communication and directness vs. indirectness. It was also found that the conceptual differences in the interpersonal communication and the hierarchy in the working place are also the cause of the communication problems. This presentation is going to share these findings and have a short discussion with the audience.

Kerong Wu, The Confucius Institute of IUPUI

*The Importance of Awareness of Implicit Target Culture for Second Language Learners*

Foreign language itself cannot pose a big problem, but culture may. Culture involves multiple core layers, including explicit and implicit ones. Artifacts and products, for instance, calligraphy, folk opera, and embroidery are explicit, and basic assumptions about the appropriate words or actions in particular situations are implicit. The knowledge of explicit target culture is easy to acquire, while the implicit target culture is hard to understand. In learning Chinese for instance; the difficulty for American students may be caused by various factors. First, the implicit culture is dynamic, as it is changing with the time. The younger generation may not know or accept some of the moral values observed by the older generation. Second, although some of the moral values are well commended in the society of the target culture, it is not observed by certain groups of people even if they are in the same generation. Third, some of the handling proceedings well accepted in the target culture is a recent societal phenomenon. Fourth, published research in this area is hard to find. This paper will show and discuss how harmony may be impaired due to ignorance of implicit culture using examples from the presenter’s experience. The revealing of the implicit culture will help students of a different culture to learn how to perceive the target culture in a new perspective and make them more comfortable when they are in a foreign culture environment.

Cong (Annie) Zhang, Purdue University

*"We Don’t Do That in Chinese": Textual Borrowing in Different Cultures*

The dramatic increase in the number of Chinese students on U.S. campuses makes addressing cross-cultural issues extremely important (Song-Turner, 2008) because the students bring with them unique cultural background and learning style. One of the tough cross-cultural issues is textual borrowing in academic writing-some scholars believe that Asian students are more likely to plagiarize than native students due to their habit of memorizing texts (Bamford & Sergiou, 2005; Deckert, 1993). Therefore, it is meaningful and worthy exploring if the students from different cultures have different perceptions of, attitudes toward, and practices in borrowing others’ words or ideas. To achieve this goal, this study traced back to the development of plagiarism in West and China, explored the Chinese traditional culture and learning style, and conducted an empirical study to investigate the perceptions of and attitudes toward plagiarism of Chinese ESL students and American students by collecting questionnaire and interview data among 27 Chinese students and 17 American students. It was found that Chinese students exhibited less knowledge of plagiarism than American students due to a lack of previous instruction; Chinese students showed different perceptions on some cases of plagiarism such as using memorized words without citing, which may have been caused by the emphasis on
Ruilan Zhao, Ohio State University

*Chinese Students Learning to Write Synthesis in English: An Intercultural Rhetoric Perspective*

In academic context, source-based writing is viewed as a fundamental component of academic composing. One important source-based writing task is synthesis which involves hybrid acts of academic literacy (Spivey, 1990), including rhetorical reading, proper use of sources, and intertextuality practices (Hirvela, 2004; Shaw & Pecorari, 2013). Synthesis writing remains a difficult task for many university students, particularly for international students. More interestingly, synthesis often represents a new academic genre to many international students from China due to the lack of equivalent concept of synthesis in Chinese cultural and rhetorical traditions. Thus, learning to write synthesis in English posts a significant intercultural challenge to the Chinese - the fast-growing international student population in American institutions.

The study explores how a group of 15 Chinese students compose synthesis papers in a university English for Academic Purposes (EAP) course. It adopts a qualitative multi-case study approach (Leki, 2007). Data collections include semi-structured interviews, textual analysis of students’ synthesis papers, stimulated recall protocols on their papers, classroom observation field notes, and audio recording of student-teacher tutorials. The current study focuses on text analyses of students’ synthesis papers and stimulated recall protocols. Building upon the ideas of moves that matter in academic writing (Graff, Birkenstein & Durst, 2009), we propose an analytical tool termed *rhetorical moves* for intercultural rhetoric research. While learning to compose the new genre of English synthesis, Chinese students implicitly transfer rhetorical knowledge from their first language to their synthesis writing as a type of adaptive transfer (DePalma & Ringer, 2011). Our analyses suggest that making the rhetorical moves of English synthesis visible to second language writers help them appropriate these moves in their own writing. However, it is equally important to accommodate second language writer’s intercultural knowledge as it provides valuable assets to foster adaptive transfer.