Marta Antón, Indiana University-Purdue University Indianapolis

**Reflections on Learning L2 Spanish: Agency and Self-Regulation Markers in Students’ Essays**

Reflection is a meaning-making process that helps us move from one experience to another with a deeper understanding of connections between experiences and ideas. The process of reflection involves description and analysis of experiences leading to intelligent action and experimentation in a cyclical process of action and reflection (Rodger 2003). Reflective essays written by language learners provide a window into agency and self-regulation in the process of learning a second language. From a sociocultural perspective, agency is not viewed as a property of an individual, but rather as action within a social context (Van Lier 2008). It is useful to identify contexts that move learners to act independently in favor of their own learning so that we may foster those types of learning situations. A qualitative analysis of reflective essays written by Spanish language majors will reveal linguistic markers of agency and self-regulation in relation to three learning contexts: classroom instruction, study abroad and service learning.

Diane Belcher, Georgia State University

**What We Need and Don’t Need Intercultural Rhetoric for: A Retrospective and Prospective Look at an Evolving Research Area**

This presentation will survey the evolution of what is now known as intercultural rhetoric (IR) and consider how developments in IR research may be seen as both productive and problematic in varying ways for goals that may not always happily co-exist, namely, theory construction (or deconstruction) and language/literacy classroom practice. The affordances, challenges, and possible constraints of continuing to empirically and conceptually develop an area labeled “intercultural rhetoric” in view of recent research on, for instance, English as a lingua franca and plurilingualism, will also be discussed.

André Buchenot, Indiana University Purdue University Indianapolis

**Health Literacy and the “Digital Visual”**

Patient information websites have become significant medium for promoting health literacy. Despite the distinctively visual characteristics of these websites, analyses of patient information websites tend to be concerned with the role of the “textual” and undervalue the role of the “visual.” In this presentation, I review contemporary analyses of health literacy websites, drawing attention to the limited focus on readability and usability. I argue that, in addition to diminishing the importance of the visual, such a focus contributes to a troubling monocultural articulation of health information.

In response, I offer my concept of the “digital visual,” an understanding that visual elements of online texts are shaped by discourse and medium. The digital visual draws on theories of multimodality (Kress 2010, Van Leeuwen 2011) to emphasize the cultural situation of communicative modes and on theories of technology (Arola 2010, Manovich 2001) to emphasize the programable nature of online communicative modes. This approach asks researchers to consider how seemingly innocuous features such as layout make meaning through the intersection cultural situation and digital materiality. To illustrate the digital visual, I will...
examine several patient information websites focusing on: 1) how design elements make meaning across cultures and 2) how computer programming shape and reshape these meanings. My purpose is to suggest how websites might be analyzed (and revised) to attend to the relationships between multiple modes.

**Viviana Cortes**, Georgia State University

*Exploring Corpus-Based Text Analysis Methodologies for Intercultural Communication Studies*

This workshop will focus on the potential of corpus-based analysis of texts for the study of intercultural communication phenomena. The workshop will have two well-defined sections. In the first section, we will start by reviewing basic concepts of corpora collection that need to be taken into consideration for any type of corpus-based research. We will later identify areas of research that are suitable for this type of research approach to cultural issues and discuss possible research questions that are suitable to be answered with this type of methods.

In the second part of the workshop, we will conduct hands-on analyses of corpora. Workshop attendees will work with a concordancer and corpora to identify different lexical, grammatical, and lexico-grammatical features that can help in the analysis of tendencies in particular registers. Applications to these corpus-based tools to other types of discourse analysis will also be discussed as well as suggestions for further analyses and for the use of corpus-based tools in the language learning classroom.

**William G. Eggington**, Brigham Young University

*Intercultural Rhetoric in the Age of Proximity*

At times we revel, and at times we struggle with the consequences of living in two ages: the much discussed “information age” as well as the less discussed, but equally obvious and challenging “age of proximity.” Both these ages have arisen out of recent advances in transportation and communication technologies which have enabled almost all of humanity to live in physical or virtual proximity to each other within globalized social, economic and information-sharing networks. What are the communicative consequences of this age of proximity? Historically, it appears that, when required, human beings have an innate ability to figure out how to communicate across languages and across cultures often drifting toward the creation of unique inter-languages and inter-cultures – natural processes that sometimes give birth to new languages, new cultures, new rhetorics and new discourse patterns. Are these processes occurring now? This presentation claims that we are beginning to see inklings of new intercultural rhetorical strategies in proximal contexts in some languages which suggest that natural intercultural discourse evolutionary processes are at work.

**Estela Ene and Thomas Upton**, Indiana University - Purdue University Indianapolis

*Looking at Feedback Uptake through an Intercultural Rhetoric Lens*

Research finds that ESL student compositions improve between drafts, in grammatical accuracy and discourse organization, as a result of teacher feedback. However, the research on how students from different cultural backgrounds react to teacher feedback on compositions is not extensive. The current research uses an Intercultural Rhetoric lens to test the hypothesis that ESL students’ cultural background may influence their approach to feedback uptake. The questions guiding this research are: what kind of written feedback do ESL learners from two different linguistic and cultural backgrounds – Arabic and Chinese, respectively – receive on their writing? Which types of feedback do they ignore, and which result in uptake and substantial revisions? Essay drafts of two major assignments with teacher feedback were collected from 6 Arabic and 6 Chinese participants enrolled in two semesters of freshman composition in an EAP program at a Midwestern U.S. university. Teacher feedback types were extracted and classified, and student revisions were analyzed using corpus linguistic tools. Implications for the teaching of EAP writing will be discussed.
Signaling nouns, such as idea, assumption, case, result, and belief, are the abstract nouns whose specific references or meanings can only be identified in context (Flowerdew, 2010, 2006, 2003). They function as discourse signals and therefore they are important as a device in achieving coherence of text. Flowerdew (2010) compares the use of signaling nouns in a learner corpus of argumentative essays written by Cantonese-speaking learners of English at a Hong Kong university with that of a L1 English sub-corpus LOCNESS. Based on Flowerdew’s findings, it is hypothesized that L1 writers and Chinese L2 writers may have differences and L2 writers may have inadequacies in the use of signaling nouns in English research articles. The paper makes a comparative study on the use of signaling nouns in English research articles in applied linguistics by L1 writers and Chinese L2 writers in terms of frequency, patterns and functions. 23 articles (103,035 words) from English Language Teaching by English L1 writers and 14 articles (106,824 words) from Teaching English in China---CELEA Journal by Chinese L2 writers are selected to form two corpora. The findings show that L1 writers use more signaling nouns than Chinese L2 writers in terms of frequency and they also use more diversified types of signaling nouns. As for the patterns of signaling nouns, all of the eight patterns have been found in each corpus, but they differ in frequency of occurrences in patterns. As to the functions of signaling nouns, L1 writers use significantly more across-clause function than Chinese L2 writers, and with regard to in-clause function, L1 writers use it slightly more often than their counterpart. The findings present a clear picture of the use of signaling nouns by the two groups, which indicates where nonnative Chinese L2 writers are inadequate and need improvement so that they can use signaling nouns in a more frequent, appropriate and diversified way.

Dwight Atkinson and Paul Kei Matsuda will discuss major themes and issues highlighted at the conference, and introduce topics that were not highlighted but could profitably receive attention from intercultural rhetoric and discourse scholars.

The paper will discuss the concept of BELF (English as a Lingua Franca in business contexts) and present a few studies that approach the phenomenon from various perspectives.

The concept was developed in a research project conducted at the Aalto University School of Economics (until 2010 Helsinki School of Economics) in Finland in 2000-2002. Our team investigated Finnish-Swedish communication in two large corporations that merged between the two countries. The findings indicated that when Finnish and Swedish business professionals used English in their interaction, both parties brought their own discourse conventions to the conversations. The business professionals were using English as a Lingua Franca (nobody's own native language) but, to some extent, their mother-tongue discursive practices and culture-specific conventions were identifiable. However, their communication was largely 'successful', basing on the communicators’ knowledge and experience of the particular (business) discourse community.

In recent years the concept BELF has been applied in several studies. The present paper will discuss some of these and will conclude by summarizing what we now know of BELF discourse and what possible future avenues there still are to be explored.
**Thomas Orr**, International Consultant


This presentation will detail the methods and results of a rhetorical study of homepage marketing techniques used by banks around the world that target English-speaking audiences. The information will be of interest to language and banking experts alike for the cross-cultural perspective that it provides.

**Anita Pandey**, Morgan State University

*The Fourth Circle of English?: Essential Linguistics for Reading & Writing “through Post or by E-mail”*

The widespread use of translinguistic discourse, even in predominantly monolingual societies (Canagarajah, forthcoming; 2007; Horner et al, 2011; Connor & Moreno, 2005) points at the emergence of a fourth circle of English, *hybrid English* (evidencing cultural and linguistic meshing) and *conglomerate identities*. Knowledge of linguistics is essential to success in interpreting and teaching writing in this age of global exchange, as this session illustrates. Sociolinguistic hybridity in professional exchanges involving multilinguals is examined. Research gaps in the field are identified, and directions for research leading to a more comprehensive understanding of multilingual writing outlined. As demonstrated, multilingual writing is vast and complex, and best decoded using a linguistic framework—one that analyzes language from the ground up, starting with phonology (a focus on language-specific sounds), through morphology, syntax, discourse analysis and pragmatics (i.e., norms of politeness and appropriate language use). The STEPS framework (Pandey, 2010, 2009), which stands for *Structure, Theme(s), Etiquette, Purpose*, and *Style*, is revisited, and its applicability to multilingual writing illustrated. Greater (e) writing fluidity is advocated, as is a working knowledge of linguistics. The session ends by calling for empirical research on *translingual writing acts* in unimodal and multimodal contexts, and more representative (e) writing corpora.

**William Rozycki**, University of Aizu, Japan

*How NNSEs are Changing the English of Engineering*

A study of a corpus of Best Paper award-winning engineering research (14 papers) published in leading journals of the IEEE (Institute of Electrical and Electronic Engineers) indicates that the English used in these journals presents distinctly non-standard grammatical usage. The usage shows *written* production patterns that can be equated with *spoken* production patterns of NNSE (non-native speakers of English)-to-NNSE communication as identified by previous research on oral production by NNSEs. These published articles are in the most prestigious venue that an engineering professional can attain, and therefore are models for the discourse of the field. The non-canonical grammar is varied, but most occurrences can be assigned to pattern-types, such as the pattern of dropping of article or the pattern of discord of subject and verb in number marking. These grammatical patterns in the texts suggest that English, as a tool in use for international communication in the field of engineering, is being simplified to meet the needs of NNSEs. This phenomenon correlates to the current absolute predominance of NNSEs in engineering research worldwide. The findings have implications for the teaching of research writing to NNSE students in academia and industry, as well as for reviewers, editors, and other gatekeepers of journal publication in the field of engineering.
Miguel Ruiz-Garrido, Universitat Jaume I, Spain

Intercultural Corporate Discourse in Annual Reports

Annual Reports (ARs) have been widely studied from different academic and scientific angles and they have been proved to be relevant in a variety of disciplines (accountancy, law, business organisation, human resources, ...). Similarly, ARs have also aroused interest from an intercultural perspective, comparing the document or certain parts of it between languages and cultures. As a teacher of English for Specific Purposes (ESP), my main concern is to know the discourse features of Annual Reports from an intercultural perspective and be able to apply that knowledge to their teaching as well as the teaching of writing in business–related contexts. Apart from the disciplinary interest ARs spark, they also show other features which make them suitable for their teaching and research purposes: their easy availability and their heterogeneous contents.

Bearing all this in mind, my purpose is to offer an overview of the research carried out about ARs applied to ESP, paying special attention to the findings from an intercultural perspective. Special attention will be paid to differences between English and Spanish originally written Annual Reports. Pedagogical suggestions for the teaching of writing for business purposes in second / foreign language contexts will be offered and shared.

Sauli Takala, Finland

International Assessment of Language Competence: (How) Can it be Done?

Educators and policymakers have always been interested in comparing their own systems and results with how others are doing. Informal, mainly qualitative and usually ethnographic comparisons have been complemented by international organizations and association which have developed approaches and tools for a more formal international description and comparison. The IEA (International Association for the Assessment of Educational Achievement) was the first to enter the field in the mid-1960s and OECD (Organisation for Economic Cooperation and Development) about twenty years later. OECD’s PISA-assessments have created a lot of interest and debate among educators, policymakers, parents and researchers. The presentation will present mainly an overview of the work done by these two organizations in the area of language education and discuss methods used, problems encountered and solutions developed. Some personal observations will also be presented as the author was the international coordinator of the IEA Study of Writing in the 1980s.

Xiaojun Zhang, Beihang University, PR China

Corporate Social Responsibility Reports: A Case Study of BP and CNPC

Corporate social responsibility (CSR) reports, also known as non-financial reports, function as an effective means of communication between an enterprise and the outside world and play a significant role in projecting the social image of an enterprise as a responsible citizen. In the past few years, an increasingly number of Chinese companies has started to publish their social responsibility reports and as of 31 June 2011, 531 listed Chinese companies had published their 2010 CSR reports (Securities Times, 2 August 2011). CSR reports are an independent genre as it has its own unique generic structure, content criteria (ISO: G3) and rating standards (China Academy of Social Sciences). However, as CSR reports are relatively new for Chinese companies, the published Chinese reports have been criticized for being too short, lack of substantial content and insufficient transparency of information disclosure (Pang, 2010).

We have identified the generic structures in our previous research over 30 CSR reports each from multinational companies and Chinese companies. The current study will present a case study of the CSR reports by British Petroleum (BP) and China National Petroleum Corporation (CNPC). A content analysis will be conducted to identify the key words in the two reports and a discourse analysis will be followed.
BP and CNPC were faced with a similar context as the former had an oil leakage accident in the Gulf of Mexico in 2010 while CNPC, the Chinese oil giant, caused severe pollution in Dalian Gulf, Bohai Sea due to an offshore oil tube explosion in the same year. However, the analysis reveals that the companies adopt quite different and even opposite strategies in the writing of their CSR reports, which may be shaped by the different social, economic and cultural contexts.

The research findings are expected to help better understand the gap between Chinese and multinational companies in compiling CSR reports and promoting the concept of responsible corporate citizen.