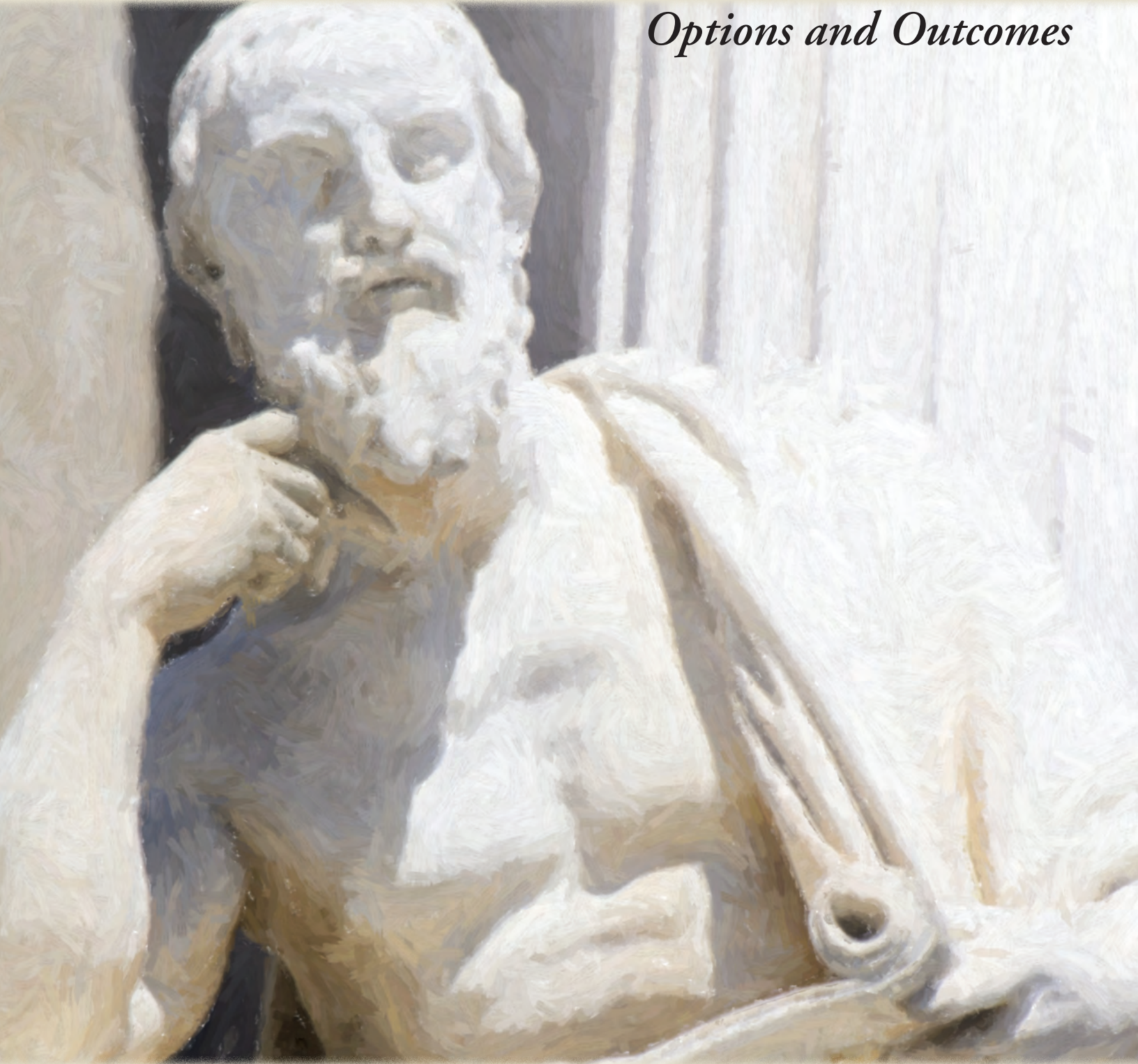


*June 11–13, 2009*

# **Fifth Conference on Intercultural Rhetoric and Discourse**

*Options and Outcomes*



English Language Institute, University of Michigan, Ann Arbor

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# SCHEDULE

## Thursday, June 11

Registration and all Thursday events will take place at the **University of Michigan English Language Institute**, 500 East Washington. (See map for details)

	Fries Room	Lum Room	ELI Lobby
12:00–5:00 p.m.			Registration
3:15–3:45 p.m.	<b>Ute Römer</b> <i>University of Michigan</i> What Do Linguists Want? How Corpus Analysis Can Provide Insights into the Value System of a Discourse Community	<b>Xiuhua Ke</b> <i>University of West Ontario</i> Self-Enhancement and Self-Effacement as Value-Laden Norms	
3:55–4:25 p.m.	<b>John Swales &amp; Moises Escudero</b> <i>University of Michigan</i> Matched Pairs of Spanish and English Research Article Abstracts: Do the Differences Lie in the Details?	<b>Naveed Ahmad</b> <i>Bahauddin Zakariya University, Pakistan</i> Description of Genre Structures of Legal Texts	
4:45–5:45 p.m.	<b>PLENARY</b> <b>Ulla Connor</b> <i>IUPUI</i> Intercultural Rhetoric: A Call for Interactive Accommodation		
6:00–7:00 p.m.		Reception sponsored by University of Michigan Press, with welcome remarks from <b>Dr. Steven Dworkin</b> , director of the ELI	

## Friday, June 12

All events on Friday will take place at the **University of Michigan Rackham Building**, 4th floor. (See map)

8:00–9:00 a.m. Registration and breakfast

	Assembly Hall	East Conference Room	West Conference Room
9:05–10:05 a.m.	<b>PLENARY</b> <b>Fethi Helal</b> <i>University of Jendouba</i> Genres, Styles and Discourse Communities in Global Communicative Competition: The Case of the Franco- American AIDS Controversy (1983–1987)		

Break

10:20–10:50 a.m.	<b>Elizabeth McNally</b> Cross-Cultural Communication in Kindergarten	<b>Judy Dyer</b> <b>Timothy Green</b> <b>Matthew Brook O'Donnell</b> <i>University of Michigan</i> A Corpus-Based Analysis of Hedging in Generation 1.5 and International Student Essays	<b>Wenhui Yang</b> <i>Guandong University, China</i> A Pragmatic Analysis of Facework and Politeness Strategies in Business Communication
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11:00–11:30 a.m.	<b>Dawn Little</b> <i>The Ohio State University</i> Examining the Bidirectional Nature of Intercultural Discourse in the Conversation Partner Experience	<b>Aliza Yahav</b> <i>The David Yellin College of Education,            Israel</i> Demystifying Academic Argument for EAP Students	<b>James Melton</b> <i>Central Michigan University</i> No Small Feat: The Use of Communication Competencies in a Local-Global Gymnastics Business
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11:40–12:10 p.m.	<b>Joseph E. Richardson</b> New Texts and Contexts: A Comparative Study of English- Language Web Pages of Universities in the United States and Hungary	<b>Jack Jinghui Liu</b> <i>California State University, Fullerton</i> Intercultural Rhetorical Pattern Differences in English Argumentative Writing	<b>Rachele De Felice</b> <i>Educational Testing Service</i> I'm Afraid that I Should Say I Can't: Negotiating Refusals in L2 Business English Emails
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12:15–1:30 p.m.	<b>Lunch at Rackham</b>		
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1:30–2:00 p.m.	<b>Matthew Brook O'Donnell</b> <i>University of Michigan</i> Reaching Out to (Small) Cultures, Linking to (Big) Discourse: Using the Web to Examine the Interaction Between Public Speech and Insider Group Discourse	<b>Peiling Zhao</b> <i>Millikin University</i> An Intersubjective Rhetoric of Empathy in Intercultural Written Communication	<b>Zak Lancaster</b> <i>University of Michigan</i> Critical Analysis and Evaluative Stance in Korean L2 and American L1 Argumentative Essays
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## Friday, June 12 (continued)

All events on Friday will take place at the **University of Michigan Rackham Building**, 4th floor. (See map)

	Assembly Hall	East Conference Room	West Conference Room
2:10–2:40 p.m.	<b>Xiaoye You</b> <i>Penn State University</i> Ethics in Move: Personal Narratives Online	<b>Alan Hirvela</b> <b>Sidury Christiansen</b> <b>Qian Du</b> <b>Ming Fang</b> <i>The Ohio State University</i> Intercultural Writers Teaching Intercultural Writers: Negotiating the Notion of “Good Writing”	<b>Jian Gao</b> <i>Southeast University, China</i> Chinese Writers’ RA Metadiscourse: Similarities and Differences with Native English Writers
Break			
2:55–3:25 p.m.	<b>Juhi Kim</b> <i>The Ohio State University</i> Sequential Analysis of Teaching Idiomatic Expressions in an ESL Classroom	<b>Dr. Linda Steinman</b> <i>York University, Canada</i> Socialization into Academic Discourse in a University EAP Class	<b>Akiko Okamura</b> <i>Takasaki City University of Economics, Japan</i> Interviews with British and Japanese Scientists about Their Use of Citation Forms in Scientific Research Articles
3:35–4:05 p.m.	<b>Kevin M. Johnston</b> <b>Nadine Le Gros</b> <i>University of West Ontario, Canada</i> The Rhetoric of Teaching: Aid or Impediment?	<b>Holger Limberg</b> <i>University of Oldenburg, Germany</i> Out-of-Class Communication at University: Student Counseling Across Cultures	<b>Steven Fraiberg</b> <i>University of Illinois</i> Code Meshing and Mashing: Examining Multilingual and Multimodal Composing Processes
4:15–4:45 p.m.	<b>Angela Y. Castro Garces</b> <i>University Autonoma de Occidente, Colombia</i> The Culture, the Context and the Content	<b>Liping Su</b> <i>The Ohio State University</i> Classroom Talk and NNES Doctoral Students’ Academic Discourse Socialization	<b>Shreelina Ghosh</b> <i>Michigan State University</i> Cultural Specificity of Intellectual Property Rights: Perspective of an International Student/Instructor
4:45 p.m.	<b>Conference Group Photo</b>		

## Saturday, June 13

All events on Saturday will take place at the **University of Michigan Rackham Building**, 4th floor. (See map)

8:00–9:10 a.m. Registration and breakfast

	Assembly Hall	East Conference Room	West Conference Room
8:45–10:00 a.m.	<b>PLENARY</b> <b>Priscilla Rogers</b> <i>University of Michigan</i> “How May I Help You?” Call Center Conversations As Lessons in Politeness for Global Business		

**Saturday, June 13** (continued)

All events on Saturday will take place at the **University of Michigan Rackham Building**, 4th floor. (See map)

	<b>Assembly Hall</b>	<b>East Conference Room</b>	<b>West Conference Room</b>
10:15–10:45 a.m.	<p><b>Kirk St. Amant</b> <i>East Carolina University</i> Internationalizing Online Education: A Rhetorical Approach</p>	<p><b>Laura Aull</b> <i>University of Michigan</i> “Progressive” vs. “Traditional” Rhetoric in Humanities Textbooks</p>	
10:55–11:25 a.m.	<p><b>Yichun Liu</b> <i>Taiwan National Cheng Chi University</i> Computer Mediated Miscommunication: Influences of Virtual Context and Power on Email Discourse</p>	<p><b>Catriona Fraser</b> <i>University of Melbourne</i> Rapport-Building in Intercultural Interactions</p>	
11:35–12:05 p.m.	<p><b>Yunyan Zhang</b> <b>Ming Fang</b> <i>The Ohio State University</i> Chinese ESL Students’ Emailing Experience with their Advisors: Culture, Language, and Power</p>	<p><b>Jan Minagawa</b> <i>Temple University, Japan</i> Stance Constructions and Intercultural Rhetoric in EFL and L1 English University Student Writing</p>	
12:05–1:30 p.m.	<b>Lunch at Rackham</b>		
1:30–2:00 p.m.	<p><b>Yujeong Choi</b> <i>The University of Texas, Arlington</i> <b>Kyoungrok Ko</b> <i>The Ohio State University</i> Expression of Modality in Newspaper Editorials: A Cross-Linguistic Study of Editorialists’ Modal Choices</p>	<p><b>Carla Vergaro</b> <i>University of Perugia, Italy</i> Shades of Impersonality, Shades of Identity: Evidence from the Academic Writing of Italian Students of English</p>	
2:10–2:40 p.m.	<p><b>Ahmed Fakhri</b> <i>West Virginia University</i> The Rhetoric of Fatwas: A Gricean Perspective</p>	<p><b>Qian Du</b> <b>M. Sidury Christiansen</b> <i>The Ohio State University</i> Co-Constructing an “Interculture”: Discourse Practices of Chinese Students and their Chinese Instructor in ESL-Writing Tutorials</p>	
2:50–3:20 p.m.	<p><b>Hyechong Park</b> <i>The Ohio State University</i> Negotiating the Asserted and Assigned Identities of Being an International Student in the U.S.: Identity is a Central Link in Learning Academic Literacies</p>	<p><b>Scott Chien-Hsiung Chiu</b> <i>Michigan State University</i> Writing Consulting Sessions with ESL Writers: Two Cultures Meet and Clash</p>	
3:30–4:00 p.m.	<b>Wrap-Up</b>		

# PLENARY ABSTRACTS

Thursday, June 11  
English Language Institute  
Fries Room  
4:45–5:45 p.m.

## **Intercultural Rhetoric: A Call for Interactive Accommodation**

**Ulla Connor** *Indiana University – Purdue University Indianapolis*

In this presentation I will describe the strengths of “intercultural rhetoric,” a theoretical approach that includes cross-cultural studies and also the interactive situations in which writers with a variety of linguistic and cultural/social backgrounds negotiate L2 writing. This approach, which suggests that no rhetorical tradition is static, but in fact is dynamic, helps to explain the accommodation and negotiation needed of readers, writers, and speakers in successful intercultural communication. In the context of writing research across languages and cultures, I will outline the impact of intercultural rhetoric on research design.

Friday, June 12  
Rackham  
Assembly Hall  
9:05–10:05 a.m.

## **Genres, Styles and Discourse Communities in Global Communicative Competition: The Case of the Franco-American AIDS Controversy (1983–1987)**

**Fethi Helal** *University of Jendouba*

Scientific controversies involving international scientists/academics sharing different linguistic and cultural backgrounds may offer discourse analysts potentially important research sites for the exploration of cultural patterns in text, intellectual traditions and academic identities. In the case of the controversy between French and American scientists over the discovery of the AIDS virus (1983–1987), this paper purports to account for the seemingly poor French rhetorical performance during the debate and the allegedly powerful American one. The results indicate that while the Americans proceeded with a deductive and bold pattern of rhetorical presentation, the French opted for an inductive and more nuanced rhetoric which prioritized the communication of scientific content at the expense of the writers’ attitude and personal perspective. The observed variations can be accounted for in terms of the socio-historical, material, political conditions, as well as the shifting and strategic aspects of genre construction in global communicative interaction.

Saturday, June 13  
Rackham  
Assembly Hall  
8:45–10:00 a.m.

## **“How May I Help You?” Call Center Conversations As Lessons in Politeness for Global Business**

**Priscilla S. Rogers** *University of Michigan*

Analyses of 957 conversations between customers and agents in an after-market call center in Singapore challenge traditional ideas about the nature and potential of politeness for global business. Call center conversations often involve private matters of some personal consequence, yet they are between strangers who may be worlds apart culturally while there is the ever-present reality that someone is listening in (“this call may be recorded for later review”) and that agents are paid to be polite. However, the sense of urgency stemming from a caller’s need for resolution and an agent’s goal of efficiency enables a kind of relational and authentic politeness that is not specified in the literature.

# SPEAKER ABSTRACTS

In alphabetical order according to first presenter

Thursday, June 11  
English Language Institute  
Lum Room  
3:55–4:25 p.m.

## **Description of Genre Structures of Legal Texts**

**Naveed Ahmad** *Bahauddin Zakariya University, Pakistan*

This paper describes the genre structures of two legal texts in the light of social ideologies that functionally motivate the producers of the texts to write them as they are written. Text 1 is a judgment of the famous case Jennifer Gratz and Patrick Hamacher v. Lee Bolinger et al., produced by Chief Justice Rehnquist of the U.S. Supreme Court. Text 2 is a newspaper version of the same judgment published in the *Washington Post*.

Saturday, June 13  
Rackham  
East Conference Room  
10:15–10:45 a.m.

## **“Progressive” vs. “Traditional” Rhetoric in Humanities Textbooks**

**Laura L. Aull** *University of Michigan*

This paper examines textbook genres to highlight the struggle between traditional and innovative orientations within a discipline. Using text-internal and external corpus analysis, the speaker compares the discursive patterns of two American literature anthologies, one “traditional” and one “progressive,” in order to underscore textbooks as a rich site for comparative genre and disciplinary analysis.

Friday, June 12  
Rackham  
Assembly Hall  
4:15–4:45 p.m.

## **The Culture, the Context and the Content**

**Angela Y. Castro Garces** *University Autonoma de Occidente, Colombia*

This paper presents an analysis of interactions of female Colombians in different settings. The data illustrate how the speakers change according to the role they play and to the addressee. It also shows how the culture and the context affect the content of the interaction and why some misunderstandings occur.

Saturday, June 13  
Rackham  
East Conference Room  
2:50–3:20 p.m.

## **Writing Consulting Sessions with ESL Writers: Two Cultures Meet and Clash**

**Scott Chien-Hsiung Chiu** *Michigan State University*

Writing consulting sessions with ESL writers constitute a unique context where issues of intercultural communication and conflicts are made visible. This study investigates the contextual factors of writing consulting, and examines ESL writers’ and consultants’ perceptions of the consulting processes as well as the writing products.

Saturday, June 13  
Rackham  
Assembly Hall  
1:30–2:00 p.m.

### **Expression of Modality in Newspaper Editorials: A Cross-Linguistic Study of Editorialists' Modal Choices**

**Yujeong Choi** *The University of Texas, Arlington*  
**Kyungrok Ko** *The Ohio State University*

This corpus study explores modality and linguistic choices in English newspaper editorials written in two different contexts: English as a native language (ENL) and English as a foreign language (EFL). The presentation discusses how certain modal choices contribute to the editorial writers' construction of interpersonal meaning to persuade readers.

Friday, June 12  
Rackham  
West Conference Room  
11:40–12:10 p.m.

### **I'm Afraid that I Should Say I Can't: Negotiating Refusals in L2 Business English Emails**

**Rachele De Felice** *Educational Testing Service*

I examine the rhetorical strategies of nonnative English speakers in emails containing a face-threatening act: refusing a senior colleague's request. Over 1000 L2 English emails are analysed to determine how refusals are formulated. A comparison to L1 emails can establish the extent to which the learners' language approximates nativelike models.

Saturday, June 13  
Rackham  
East Conference Room  
2:10–2:40 p.m.

### **Co-Constructing an "Interculture": Discourse Practices of Chinese Students and their Chinese Instructor in ESL-Writing Tutorials**

**Qian Du & M. Sidury Christiansen** *The Ohio State University*

This presentation examines the discourse practices of Chinese students and their Chinese instructor in the context of college-level ESL writing tutorials at an American university, focusing on how the use of L1 facilitates students' draft revisions and how the negotiation of cultural identities leads to the co-construction of an "interculture."

Friday, June 12  
Rackham  
East Conference Room  
10:20–10:50 a.m.

### **A Corpus-Based Analysis of Hedging in Generation 1.5 and International Student Essays**

**Judy Dyer, Timothy Green, & Matthew Brook O'Donnell** *University of Michigan*

This paper reports on hedging in a corpus of academic essays of two groups of ESL student writers: international and Generation 1.5. Results of an analysis using a concordancing program suggest that demographic information is crucial in understanding the textual features and the pedagogical needs of Generation 1.5 writers.

Saturday, June 13  
Rackham  
Assembly Hall  
2:10–2:40 p.m.

### **The Rhetoric of Fatwas: A Gricean Perspective**

**Ahmed Fakhri** *West Virginia University*

The study examines digressions in Fatwas, Islamic edicts, in terms of Grice's maxim of relation. It is argued that such digressions do not constitute violations of the maxim; they are culturally appropriate suspensions of the maxim facilitated by contextual factors that characterize the issuing of fatwas as a communicative event.

Friday, June 12  
Rackham  
West Conference Room  
3:35–4:05 p.m.

### **Code Meshing and Mashing: Examining Multilingual and Multimodal Composing Processes**

**Steven Fraiberg** *University of Illinois*

Drawing on ethnographic data from Israel, this paper examines multimodal and multilingual composing processes in workplace and classroom settings, and situates this activity within wider social, cultural, and global contexts.

Saturday, June 13  
Rackham  
East Conference Room  
10:55–11:25 a.m.

### **Rapport-Building in Intercultural Interactions**

**Catriona Fraser** *University of Melbourne*

This paper explores the rapport management strategies of Victorian police officers (VPOs) through recorded interactions between VPOs and nonnative speakers of English (NNESs), and also interviews with VPOs and NNESs. The analysis reveals the conversation style of VPOs tends to be unnatural and often threatens rather than builds rapport.

Friday, June 12  
Rackham  
West Conference Room  
2:10–2:40 p.m.

### **Chinese Writers' RA Metadiscourse: Similarities and Differences with Native English Writers**

**Jian Gao** *Southeast University, China*

This presentation reports on Chinese L1 and English L1 writers' comparative use of metadiscourse in a small corpus of English-language research articles. Findings include differences and similarities in use of evidentials, hedges, boosters, attitude markers, engagement markers, and self-mentions. Implications of the findings will be discussed.

Friday, June 12  
Rackham  
West Conference Room  
4:15–4:45 p.m.

**Cultural Specificity of Intellectual Property Rights:  
Perspective of an International Student/Instructor**

**Shreelina Ghosh** *Michigan State University*

My presentation addresses how conventions of fair use can be made more comprehensive to both teachers of international students and international students in U.S. academia. I will do this by locating the divergences and convergences of these conventions across cultures from the perspective of both an international student and instructor.

Friday, June 12  
Rackham  
East Conference Room  
2:10–2:40 p.m.

**Intercultural Writers Teaching Intercultural Writers:  
Negotiating the Notion of “Good Writing”**

**Alan Hirvela, M. Sidury Christiansen, Qian Du, & Ming Fang** *The Ohio State University*

In this presentation we discuss a study looking at how three international doctoral students negotiate notions of “good writing” during their own writing as doctoral students and while teaching an undergraduate ESL writing course. We examine various intercultural rhetoric issues arising from the study.

Friday, June 12  
Rackham  
Assembly Hall  
3:35–4:05 p.m.

**The Rhetoric of Teaching: Aid or Impediment?**

**Kevin M. Johnston & Nadine Le Gros** *University of West Ontario, Canada*

This talk addresses how campuses can enhance understanding and learning by examining conceptualizations of teacher/student relationships, understanding the roles various types of socialization play in professional development and student learning, and considering how the rhetoric of teaching illuminates what constitutes effective teaching communication.

Thursday, June 11  
English Language Institute  
Lum Room  
3:15–4:45 p.m.

**Self-Enhancement and Self-Effacement as Value-Laden Norms**

**Xiuhua Ke** *University of West Ontario*

Self-enhancement and self-effacement, as a dichotomy of communication styles, may be related to individuals’ beliefs and values. This study explores how and to what extent self-enhancement and self-effacement impact interlocutors’ interaction in different contexts, purporting to further understanding of student peers and faculty communication, and raise questions for more research.

Friday, June 12  
Rackham  
Assembly Hall  
2:55–3:25 p.m.

### **Sequential Analysis of Teaching Idiomatic Expressions in an ESL Classroom**

**Juhi Kim** *The Ohio State University*

Idiomatic expressions are not only knowledge of a language but are also knowledge of a culture. Teaching idiomatic expressions is teaching a culture by showing the meaning of the expressions in context with the etymological origin of the language. This study examines how teachers show the sense of figurative idiomatic expressions in developing sequences of classroom talk-in-interaction.

Friday, June 12  
Rackham  
West Conference Room  
1:30–2:00 p.m.

### **Critical Analysis and Evaluative Stance in Korean L2 and American L1 Argumentative Essays**

**Zak Lancaster** *University of Michigan*

This paper combines SFL appraisal theory with genre-structure analysis in order to unpack the ambiguous notion of “critical analysis” as understood by ten writers of argumentative essays: five L2 writers at a Korean university and five L1 writers in the English Department Writing Program at the University of Michigan.

Friday, June 12  
Rackham  
East Conference Room  
3:35–4:05 p.m.

### **Out-of-Class Communication at University: Student Counseling Across Cultures**

**Holger Limberg** *University of Oldenburg, Germany*

This study conducts a contrastive analysis of office-hour communication between faculty and students in two academic cultures: U.S. and Germany. Based on questionnaire data and authentic recordings, features of this academic practice are analyzed that are common as well as distinct in both cultures.

Friday, June 12  
Rackham  
Assembly Hall  
11:00–11:30 a.m.

### **Examining the Bidirectional Nature of Intercultural Discourse in the Conversation Partner Experience**

**Dawn Little** *The Ohio State University*

“Cross-cultural discourse in social interactions is of primary importance in that social encounters set the stage for perceptions (and misperceptions) of peoples from societies whose norms of speaking differ from one’s own” (Boxer, 2002, p. 154). This presentation discusses features of intercultural discourse within a conversation partner experience that illustrate bidirectional movement towards cross-cultural understanding between the language learner and conversation partner. The case study demonstrates that this “third space” facilitates a sustained, positive intercultural relationship.

Friday, June 12  
Rackham  
East Conference Room  
11:40–12:10 p.m.

### **Intercultural Rhetorical Pattern Differences in English Argumentative Writing**

**Jack Jinghui Liu** *California State University, Fullerton*

This paper examines the rhetorical pattern differences in the English argumentative essays written by high school juniors in China and the United States from the perspective of contrastive rhetoric. The findings indicate that English writing instruction and textbooks were the most significant factor of influencing rhetorical patterns in Chinese EFL writing.

Saturday, June 13  
Rackham  
Assembly Hall  
10:55–11:25 a.m.

### **Computer Mediated Miscommunication: Influences of Virtual Context and Power on Email Discourse**

**Yichun Liu** *Taiwan National Cheng Chi University*

This study aims to discuss how intercultural discourse of email is shaped by factors of asynchronous text-based virtual context and unequal power resulted from asymmetrical cultural status between EFL and NES student correspondents.

Saturday, June 13  
Rackham  
East Conference Room  
11:35–12:05 p.m.

### **Stance Constructions and Intercultural Rhetoric in EFL and L1 English University Student Writing**

**Jan Minagawa** *Temple University, Japan*

Proto-academic/disciplinary genres help EFL university students develop stance devices for academic registers and intercultural rhetoric. Comparison of use/non-use of stance constructions in EFL, L1 university academic writing (university corpus) and disciplinary writing (BNC) will be examined to develop stance device use in EFL university student writing.

Friday, June 12  
Rackham  
Assembly Hall  
10:20–10:50 a.m.

### **Cross-Cultural Communication in Kindergarten: The Social Importance of Participation in Intertextual Phrases**

**Elizabeth McNally**

This presentation analyzes intercultural classroom communication. Conclusions can be drawn regarding the actual language of learning and implications that language has on both academic and social identity formation. This research contributes to the fields of second language acquisition and early childhood education through an examination of discourse in the classroom.

Saturday, June 13  
Rackham  
West Conference Room  
11:00–11:30 a.m.

### **No Small Feat: The Use of Communication Competencies in a Local-Global Gymnastics Business**

**James Melton** *Central Michigan University*

Given the ongoing globalization of markets, a strong understanding of the communication competencies used in small businesses is needed. This paper describes the foundations of a case study that will investigate communication competencies used by the owner of a small business that operates in local and global markets.

Friday, June 12  
Rackham  
Assembly Hall  
1:30–2:00 p.m.

### **Reaching Out to (Small) Cultures, Linking to (Big) Discourse: Using the Web to Examine the Interaction between Public Speech and Insider Group Discourse**

**Matthew Brook O'Donnell** *University of Michigan*

Using the Obama inaugural speech as a starting point, this paper demonstrates how an analysis of the cultures and communities linking to parts of the speech supports the idea that concepts in network theory (e.g., six-degrees of separation and small-world theory) can contribute to analysis of intercultural rhetoric.

Friday, June 12  
Rackham  
East Conference Room  
2:55–3:25 p.m.

### **Interviews with British and Japanese Scientists about Their Use of Citation Forms in Scientific Research Articles**

**Akiko Okamura** *Takasaki City University of Economics, Japan*

This study analyzes the use of citation forms in scientific research articles through interviewing thirteen British and thirteen Japanese scientists about their published texts. They shared use of integral citation as acknowledgement of previous studies but Japanese were less aware of the use to construct a persuasive text.

Saturday, June 13  
Rackham  
Assembly Hall  
2:50–3:20 p.m.

### **Negotiating the Asserted and Assigned Identities of Being an International Student in the U.S: Identity is a Central Link in Learning Academic Literacies**

**Hyechong Park** *The Ohio State University*

Drawing upon the academic literacies model, this study examines how a first-year international undergraduate negotiates his asserted identity as cosmopolitan and his assigned identity as “other” in the U.S. The situated identification process shifted his reading and writing from a comprehensive, to a critical, and toward a creative perspective.

Friday, June 12  
Rackham  
Assembly Hall  
11:40–12:10 p.m.

### **New Texts and Contexts: A Comparative Study of English-Language Web Pages of Universities in the United States and Hungary**

**Joseph E. Richardson**

This paper reports on a study of Hungarian university web sites, examining the contexts and purposes of English-language web pages to illuminate the processes that lead to their creation. The Web pages are compared with similar ones from universities in the U.S., and recommendations are made for improving both products and processes.

Thursday, June 11  
English Language Institute  
Fries Room  
3:15–3:45 p.m.

### **What Do Linguists Want?: How Corpus Analysis Can Provide Insights into the Value System of a Discourse Community**

**Ute Römer** *University of Michigan*

The paper examines what aspects about a book linguists actually praise or criticize. It takes a phraseological approach to identifying items of evaluative meaning in a corpus of linguistic book reviews and demonstrates how corpus analysis can help to throw light on the value system of a discourse community.

Saturday, June 13  
Rackham  
Assembly Hall  
10:15–10:45 a.m.

### **Internationalizing Online Education: A Rhetorical Approach**

**Kirk St. Amant** *East Carolina University*

The presentation examines those intercultural rhetorical factors that can affect educational practices in online classes comprised of globally dispersed students. The presentation also examines strategies for creating an effective online educational context in which individuals from other cultures can learn and exchange ideas.

Friday, June 12  
Rackham  
East Conference Room  
2:55–3:25 p.m.

### **Socialization into Academic Discourse in a University EAP Class**

**Dr. Linda Steinman** *York University, Canada*

Two studies addressing the socialization of nonnative speakers into English academic discourse that were published in applied linguistics journals were included in the course kit of an advanced university ESL course. Why did the instructor choose the articles and how did the students navigate the meaning and form? Did they develop academic literacy skills in the process?

Friday, June 12  
Rackham  
East Conference Room  
4:15–4:45 p.m.

### **Classroom Talk and NNES Doctoral Students' Academic Discourse Socialization**

**Liping Su** *The Ohio State University*

The purpose of the study is to explore the role of orality in NNES' academic literacy development. Under the theoretical framework of L2 socialization theory (Duff, 2003), the research is to explore how NNES doctoral students socialize themselves into academic discourse through classroom talk in the forms of participation in discussions and presentations.

Thursday, June 11  
English Language Institute  
Fries Room  
3:55–4:25 p.m.

### **Matched Pairs of Spanish and English Research Article Abstracts: Do the Differences Lie in the Details?**

**John M. Swales & Moises Escudero** *University of Michigan*

This study analyzes pairs of article abstracts in Spanish and English from the multilingual journal *Iberica*. Observed differences in features such as information structuring and thematic prominence seem to extend beyond the predictions of strictly morphosyntactic comparative analysis. Implications for analysis in intercultural rhetoric are discussed.

Saturday, June 13  
Rackham  
East Conference Room  
1:30–2:00 p.m.

### **Shades of Impersonality, Shades of Identity: Evidence from the Academic Writing of Italian Students of English**

**Carla Vergaro** *University of Perugia, Italy*

In this paper I explore the expression of identity in the academic writing of Italian students of English by focusing on the referential, impersonal and vague use of first person pronouns and their respective determiners. The shades of impersonality/identity emerging from the texts are explained by recurring to the notion of intercultural rhetoric.

Friday, June 12  
Rackham  
East Conference Hall  
11:00–11:30 a.m.

### **Demystifying Academic Argument for EAP Students**

**Aliza Yahav** *The David Yellin College of Education, Israel*

The study explores whether activating student awareness of the argument function in a user-friendly genre—the fable—can help demystify the academic argument text for EAP students from non-Western cultures. Student rewriting of fables as academic arguments was used to reveal structure and style of texts in “academese.”

Friday, June 12  
Rackham  
West Conference Room  
10:20–10:50 a.m.

### **A Pragmatic Analysis of Facework and Politeness Strategies in Business Communication**

**Wenhui Yang** *Guandong University, China*

Different cultures bring different understandings and applications of facework and politeness strategies in business communication. From the perspective of cross-cultural pragmatics, this paper aims at studying the facework and linguistic politeness in Chinese and English business cultures, under the analyses of the facework and politeness manifested in speech acts, such as business requests.

Friday, June 12  
Rackham  
Assembly Hall  
2:10–2:40 p.m.

### **Ethics in Move: Personal Narratives Online**

**Xiaoye You** *Penn State University*

I study ethos-building practices on two English-learning bulletin boards based in China and Japan. After identifying personal narratives as the primary ethos-building strategy across the two boards, I compare and contrast how Chinese and Japanese narrators interact with respondents to reaffirm and to reformulate values personal to them.

Saturday, June 13  
Rackham  
Assembly Hall  
11:35–12:05 p.m.

### **Chinese ESL Students' Emailing Experience with their Advisors: Culture, Language, and Power**

**Yunyan Zhang & Ming Fang** *The Ohio State University*

Email plays a crucial role in cross-linguistic and cross-cultural communication. This presentation examines the structural and functional use of emails in Chinese ESL students' communication with their advisors and the impact of email communication on advisor-advisee relationship. Data is collected through a survey and follow-up ethnographic interviews.

Friday, June 12  
Rackham  
East Conference Room  
1:30–2:00 p.m.

### **An Intersubjective Rhetoric of Empathy in Intercultural Written Communication**

**Peiling Zhao** *Millikin University*

Positing emotion as social, cultural, and linguistic constructs and as personal, physical embodiment, this article challenges oversimplified notions of empathy, uses emotions of both writers and readers as index to cultural and rhetorical differences, and proposes an intersubjective rhetoric of emotion that allows a more productive understanding of intercultural rhetorical borderlands.

# MAP OF CENTRAL CAMPUS

