

2nd ANNUAL ICIC CONFERENCE ON INTERCULTURAL RHETORIC AND WRITTEN DISCOURSE ANALYSIS

DO THEY NEED TO WRITE AFTER ALL? A STUDY OF WRITING IN THE WORKPLACE

Panagiota (Jo) Angouri

The growth of a migrant workforce and the increase in collaboration between businesses across borders in the New Europe, are producing a new type of multilingual environment which affects every social/human activity.

Since 1991, studies produced under the auspices of the European Commission have underlined the need for the training and development of a workforce with the ability to use new technologies and acquire foreign languages. As a consequence language training in the workplace is often a prerequisite for the companies to remain competitive in an ever changing market.

Against this backdrop, much of the current research links contemporary workplace needs with writing skills. Thus, there is the widespread belief that good writing skills are of crucial importance for effective inter/intra organizational communication. Accordingly, writing is seen as the cornerstone of nearly any language training program.

The present paper is rather different. We report on an ongoing study of plurilingual international companies in four European countries which seeks to compare and contrast the linguistic skills that are used by employees for intra-organizational communication and those used for inter-organizational communication, focusing on identifying and measuring those skills that the personnel of plurilingual international companies value the most. Our study reveals that even though the majority of employees are obliged to produce written documents on a daily basis, they rate writing as the least important of the four macro skills.

The paper closes by arguing that the new types of organisational settings are reshaping everyday practice in the plurilingual workplace environment and creating new realities and different written language needs.

SPOKEN ACADEMIC DISCOURSE: THE EFFECTS OF STUDENTS' PARTICIPATION IN NORTH-AMERICAN AND BRITISH LECTURES. A COMPARATIVE STUDY

Begoña Bellés-Fortuño

Teachers involved in the field of academic study have a great range of instructional material available namely, speech events such as seminars and tutorials among others. Above all, the lecture “remains the central instructional activity” (Flowerdew, 1994). Waggoner (1984) characterises lectures as having “paradigmatic stature” and other authors such as Benson (1994) define lecture as “the central ritual of the culture of learning”. However, lectures are not homogeneous. The lecture class is changing (Waggoner, 1984), so that traditional methods of learning coexist with newer interactive methods; both lecturers and students feel the influence of a greater egalitarianism than in former times.

For the purpose of the present study we will analyse twenty spoken lecture transcripts. Ten of these lectures constitute what has been named CA or North –American corpus taken from MICASE (Michigan Corpus of Academic Spoken English) (R.C. Simpson, S.L. Briggs, J. Ovens, and J.M. Swales, 2002). The other ten lectures constitute the CB or British Corpus, consisting of ten lectures recorded at several British Universities and transcribed for the purpose of a doctoral thesis at the Universitat de València (Spain). The aim is to analyse the degree of students’ participation in both corpora and how the use of DMs may be affected and/or linked to North-American and British lecturing styles.

CYBERCHASE: THE SEARCH FOR INTERCULTURAL RHETORIC ON THE INTERNET

Joel Bloch

Research has shown that changing the sites where intercultural rhetoric is studied can dramatically affect what we discover about the way the rhetorics of different cultures interact. Bloch and Chi (1995), for example, found that by examining L1 academic writing, one could identify different aspects of rhetoric than usually found in classroom-based research. What happens when research looks at other forms of literacy, such as on the Internet? Bloch (2004) found that Chinese-speakers writing in English on the Internet also used a much wider repertoire of rhetorical strategies than found in the classroom and also could appropriate the Internet for using English in their own way and for their own purposes. This type of research raises two important questions for future study in intercultural rhetoric. The first question is whether there is something

intrinsic or deterministic in the nature of Internet discourse that can affect the relationship between the rhetorics of different cultures. The second question examines how thinking about these kinds of multiple literacies affects our research in intercultural rhetoric. The paper first argues that there are factors in how language is produced on line that allow for the creation of alternate forms of rhetoric that can be either unique to the culture or reflect different aspects of the rhetorical tradition. The paper then argues that the existence of multiple literacies make it difficult, if not impossible, to generalize about the nature of intercultural rhetoric and, at the same time, this research in intercultural rhetoric can better help us understand the natures of these multiple literacies, specifically, what is the nature of on line discourse.

SULH AND EPIDEICTIC: THE CATALYST FOR DELIBERATION AND PEACE MAKING

Rasha Diab

In this presentation, I show how both the rhetorical practices of epideictic and *sulh* can be used as analytical tools to enrich a reading of Sadat's Knesset speech (1977), i.e. four years after the 1973 war, though they are two descriptive categories from two distinct rhetorical traditions. The Aristotelian epideictic (ceremonial discourse) is a western descriptive category whereas *sulh* (reconciliation rhetoric) is an Arabic rhetorical practice that resolves conflict. In Sadat's speech, the epideictic constitutes not the self but its relation with the other; *sulh* is reversed and used atypically at a macro-social domain thus reinforcing the change in power dynamics achieved by the military. Together, they reassert Sadat's strength, despite the alternative readings of the power dynamics of the *sulh* reversal that lead to hostility between Arab countries, and foreground the preferred course of action – peace-making – as a mutual goal.

This reading has implications for rhetorical analysis since it highlights an overlooked type of the constitutive function of the epideictic and cross-cultural analysis of discourse by pointing to how *sulh* as a distinct rhetorical practice was reversed and used to assert power and initiate peace-making negotiations. Moreover, it helps challenge assumptions about Arabic political discourse in general and the Arab-Israeli conflict in particular.

EXPLORING GROUP AND INDIVIDUAL DIFFERENCES IN SPANISH AND ENGLISH EDITORIAL WRITERS

Doug Flahive

Fabiola Ehlers-Zavala

Critical reviews of selected components of applied linguistics research reveal what we term a “creative tension” between researchers and potential consumers of this research. The source of this tension is between the relatively small amounts of variance which these studies have accounted for and the extremely large amounts of unaccounted for variance. In countless studies, beginning with the morpheme research of the 70s continuing to contemporary corpus analysis research, researchers hastily offer pedagogical recommendations while the data upon which these recommendations are based fail to warrant them.

In its early days, research in the field of Contrastive Rhetoric was motivated largely by pedagogical concerns. Researchers frequently contrasted select samples of NNS writing with NS norms. However, now that “Intercultural Rhetoric” has moved in “new directions,” namely where research emphases are focused on culturally embedded professional texts, it is important to examine individual relative to group differences, since it is through an exploration of these individual differences that makes it possible to illustrate the diversity and richness and potential cultural tendencies reflected in these texts.

This study analyzes newspaper editorials written in both Spanish and English. Three hundred editorials drawn from the following sources make up our corpus: 10 texts from 10 writers whose writings appear in widely circulated Central and South American newspapers (100 texts); a similar sample from U.S. based editorial writers whose writings appear in widely circulated Spanish language newspapers in the U.S. (100 texts); and finally a comparative sample of 10 widely syndicated editorial writers who write for English-language newspapers in the US(100 texts).

A CORPUS STUDY OF PHILANTHROPIC DIRECT MAIL

Sabrina Fusari

The discourse of philanthropic fundraising is a good example of a type of discourse that persuades, involves and informs readers at the same time: however, different cultures have different fundraising styles and traditions, which are reflected in language. In this paper, I illustrate how lexical features reveal intercultural differences in the discourse of philanthropic direct mail in Italy and the US. Based on the analysis of two corpora, the ICIC Fundraising Corpus, a large corpus of American philanthropic texts, and its Italian counterpart, the SITLeC Fundraising Corpus, I focus on a series of keywords in the discourse of direct mail: these keywords are either included among the most frequent words (e.g. bambino/child;

aiuto/ help; sostegno/ support) or seem to reflect a different vision of fundraising in the two cultures (e.g. euro/ dollar; investimento/ investment), regardless of their relative frequency. Starting from the wordlist of the SITLeC Fundraising Corpus, I compare the selected keywords with their translation “equivalents” in English, by looking them up in the ICIC Fundraising Corpus and verifying their use, context, collocation, frequency and quantitative distribution across the rhetorical moves identified by Upton (2002) and Fusari (forthcoming). Finally, I show that the notion of “equivalence” is, at best, quite problematic, and I try to offer some explanations as to how this quantitative data reflect a different approach to fundraising in the two cultures and/ or extralinguistic differences in the sector in Italy and the US.

CONSTRUCTIONS OF ‘GOOD WRITING’ FROM AN INTERCULTURAL RHETORICAL PERSPECTIVE

Alan Hirvela
Megumi Abe

As Ilona Leki (1995) has noted in her essay, “Good Writing: I Know it When I See it,” finding a concrete, meaningful construct of what constitutes “good writing” with respect to academic English is a challenging task for all who seek it. Leki’s essay notes, in particular, how the L2 writers in her study struggled with the notion of “good writing” in the target language, and how their views often differed with those of faculty. On the surface level, these differences dealt with the rhetorical, lexical, and syntactic expectations that generally accompany discussions of how to write for academic purposes. On a deeper level, though, such differences could be said to touch upon complex notions of culture and identity – notions of great interest to contrastive rhetoricians, as reflected in Li Xiao-ming’s book, “*Good Writing*” in *Cross-Cultural Context*. The purpose of this presentation is to explore the cultural domain of academic writing through a discussion of case studies of several Japanese students attending an American research university. The writing of these students, together with their notions of what represents “good writing” in English and in Japanese, was explored to determine how the students negotiated the academy’s expectations for good writing in English as well as their own beliefs about how academic writing should be enacted. The students’ writing experiences and ideas about those experiences were examined during their first academic year at the institution they attended. In addition to sharing results from this longitudinal study, the presentation will explore implications arising from these results from an intercultural rhetorical perspective so as to contribute to contrastive rhetoricians’ discussions of the cultural realm of L2 academic writing.

AN ANALYSIS OF PROPOSALS FOR CONFERENCE PRESENTATIONS: FROM THE PERSPECTIVE OF INTERCULTURAL RHETORIC

Harumi Kimura

Proposals for conference presentations (PCPs) should be precise, concise and to the point. They have some genre specific features but they differ across disciplines and cultures. Two approaches have been taken in analyzing PCPs, a contrastive approach (Mauranen, 1993), and a socio-cultural approach (Raisanen, 1999). In this presentation, those two approaches are integrated into an intercultural study of PCPs. I compare the PCPs that I myself, a Japanese L2 writer of English, wrote for two presentations on cooperative learning and the ones edited by L1 writers. I start with identifying some salient properties and rhetorically important aspects of PCPs in the original unedited ones, and then investigate the types of changes L1 editors made to the original. This leads to two important questions: Do PCPs constitute a distinct genre? And are there any intercultural differences between the drafts and the edited versions? This presentation tries to show that PCPs are more similar to grant proposals than to abstracts of academic papers in that it *promotive*, and that there are some organizational and linguistic contrasts between the drafts and the edited products. Those findings will give Japanese L2 writers of English some practical and useful guidelines for writing successful PCPs, and also tips for L1 editors assisting their L2 colleagues.

PRINCIPLES OF CHINESE RHETORIC: IMPLICATIONS FOR THE TEACHING OF ACADEMIC WRITING TO CHINESE STUDENTS

Andy Kirkpatrick

Many scholars have argued that the transfer of Chinese writing styles and discourse norms influence their writing and they way they arrange argument in English. In this paper I shall describe a selection of Chinese text styles and discourse norms, providing examples from historical and contemporary contexts. In particular, advice from Chen Kui’s, *The Rules of Writing*, will be presented. *The Rules of Writing*, published in 1170, is commonly considered to be China’s first systematic account of rhetoric. Here I will focus on three topics discussed by Chen Kui that will be of particular relevance to teachers of academic writing. The first concerns his advice on the sequence of argument when writing discursive texts. The second concerns his advice on the methods and uses of citation and the third on the importance of using ‘contemporary’ language.

The transfer (or not) of these rhetorical styles into the English of Chinese speakers will then be considered. In conclusion, I shall discuss the implications of these Chinese rhetorical styles for the teaching of English, in particular academic writing,

to Chinese students. It will be argued, in the light of the above discussion, that writing styles are a product of the age in which they develop, and that these styles change significantly over time, no matter in which culture they may be set.

WRITING FROM SOURCES: CASE STUDIES OF FIVE TAIWANESE POSTGRADUATE BUSINESS STUDENTS' LITERATURE REVIEW WRITING

Hui-Ling Lang

Writing a dissertation at Master's level is regarded by most students as a difficult task. Within the dissertation, literature review writing is particularly challenging, in that writers need to read a great deal of material and write from these source texts appropriately, following the required linguistic and academic conventions. L2 student writers encounter more problems in this aspect because they also need to overcome the unfamiliarity with these conventions and the language barrier. Using an appropriate reporting verb (RV) is one of the ways to demonstrate the writer's position and understanding from the sources and choosing inappropriate RVs seems to occur more frequently in the English writing of L2 writers. An appropriate starting point for investigating students' problems is the analysis of students' text, while, surprisingly, a review of the existing literature reveals that studies have been largely focused on research articles as a text type and the focus has also been on the IMRD sections that Swales proposed (1990) while the section, the literature review, has been neglected. This paper describes and analyses the progress of how the five Taiwanese postgraduate Business students wrote the literature reviews. Data was collected from background interviews, observation field notes, text analyses of literature reviews and post-writing interviews. Findings reveal the problems they encountered whilst interweaving materials into their written texts and also their different use of RVs. This qualitative approach provides insights to complement text-based studies and conclusions are drawn about the support students need in this area.

DISCOURSE-BASED INTERVIEW METHODOLOGY FOR INVESTIGATING INTERPERSONAL METADISOURSE PRODUCTION IN THE WRITING OF U.S. AND KOREAN GRADUATE STUDENT WRITERS

Hyun-Woo Lim

Donald L. Rubin

Cultural differences have been postulated in the degree and manner in which writers accommodate to their audiences. One prominent textual feature presumed to reflect writers' adaptation to audience is metadiscourse. Interpersonal metadiscourse markers are believed to help writers maintain interactive and interpersonal relations with their audiences. By utilizing a discourse-based interview method, this study investigated how graduate students explain their reasons for using interpersonal metadiscourse in their academic papers. Particular attention was directed at discerning rationales related to audience awareness. Using a sample of four U.S. and four South Korean students writing in English, we first analyzed five categories of interpersonal metadiscourse items—self mentions, hedges, boosters, attitude markers, and relational markers—appearing in two academic papers written by each participant. Next, the top three most frequently occurring metadiscourse items were identified and highlighted per category within each participant's paper. Each participant was interviewed regarding his/her reasons for using those highlighted metadiscourse items. The study results suggested both U.S. and Korean students' deployment of interpersonal metadiscourse was motivated by a lively consideration of audience. The results also suggested that the two nationality groups exhibited more similarities than differences in their rationales for using metadiscourse markers. Nonetheless, there were noteworthy instances suggesting that the Korean students' use of metadiscourse markers was influenced by their linguistic/cultural barriers. For example, one Korean student's use of a modal verb, *could*, reflected the influence of her native language.

CONTEXT OF WRITING AND WRITER'S GENDER: THE CASE OF ADVANCED ENGLISH LEARNERS

Fu-An Lin

While there has been much research, inspired by Robin Lakoff's *Language and Women's Place* in 1975, on gender and communication, little attention has been given to English language learners. Although student populations in English-speaking higher education institutions have become increasingly diverse, how nonnative speaking students present themselves through writing has almost remained unexplored. This study has explored the aspect of gender in writers' self-representations and has been guided by the issue of advanced English learners' conveyance of gender through their writing in English.

Five advanced English learners were asked to each provide writing samples for three text types—emails to a friend, introductions for an academic paper, and inquiries about job openings. Readers were then asked to guess the writers' genders for the 15 samples, evaluate appropriateness and writing quality, and then group samples according to what they perceived as written by the same writer. Triangulation of data was made possible through the readers' explanations for

their impressions, the sample grouping activity, and explorations of the writers' backgrounds in learning to write in English. Consistent patterns of discrepancies between the readers' impressionistic perceptions and the writers' actual genders emerged in the findings. Text types, or contexts of writing, appeared to be the most explanatory factor. Criteria and accuracies in readers' gender placement, connections between gender perception and writing quality evaluation, and the role of text types will be discussed. The presentation will conclude with pedagogical and pragmatic implications and a discussion of written discourse socialization of foreign language learners.

GIMME MY PROPS: A DISCOURSE ANALYSIS OF AFRICAN MALE AND FEMALE SPEECH PATTERNS

Angela Logan

This paper analyzed the discourse between African American men and women panelists to better understand the patterns of speech these groups use when interacting in a professional setting. Tannen (1995) and Cameron (1996) have investigated the speech patterns among Caucasian men and women, but there has been less research conducted differentiating these same patterns between genders among people of color. It seemed appropriate to investigate whether there was an appreciable difference in the discourse of African American men and women leaders. The goals of this research were to determine if there is a difference between how African American men and women communicate in a professional setting. It looked at interactions within these groups and across gender lines to determine if men communicate differently than women, as well as if women communicate differently with men and with women. The method by which this research was conducted was to watch *State of the Black Union 2005*, a panel discussion organized by The Smiley Group and broadcast on C-SPAN. The afternoon session of State of the Black Union 2005 was entitled "Defining the African American Agenda," and was designed to "establish a new direction for the black community to effect social and political change." The research found that certain characteristics of African American Women's Language were exhibited by the panel participants; namely deference, performance, as well as, a combination of assertiveness and warmth. This research paves the way for further investigation into linguistic differences between African American and Caucasian women.

FROM RHETORICAL STRUCTURE TO METADISOURSE: A CONTRASTIVE EXPLORATION OF RA ABSTRACTS

Rosa Lorés Sanz

Research article (RA) abstracts are important instruments to control and manage scientific information. As regards their formal features, they display a conventionalised structure based on moves. The purpose of this paper is to investigate the metadiscourse devices which sustain such rhetorical structure(s). To carry out this task, a total of 100 research article (RA) abstracts written in English and Spanish have been selected. It is a comparable corpus which consists of 50 abstracts taken from five leading international journals in the field of linguistics, whose language of publication is English, and 50 others from five Spanish journals, also in the field of linguistics.

As regards metadiscourse, generally defined as the linguistic material used to organize discourse and to express interpersonal values, several taxonomies have been proposed (see Vande Koppe 1985, Crismore *et al.* 1993, Hyland, 1999, 2000, 2004, and Dafouz 2003, among others), all of them including textual (or interactive) and interpersonal (or interactional) features. One of such features is frame markers or sequencers, interactive or textual elements used by the writer to clearly identify discourse acts, sequencers or text stages. However, the data found in the present study suggest that writers make use not only of such features to mark rhetorical structures, as other functional categories, including interactional (interpersonal) resources, are found to contribute to the identification of moves. Furthermore, and as regards the contrastive perspective adopted here, differences are also observed with respect to the distribution and frequency of use of such features in the two subcorpora.

INVITING LANGUAGE DIVERSITY IN THE COMPOSITION CLASSROOM, IN THE WRITING PROGRAM, AND ACROSS CAMPUS

Kim Brian Lovejoy

Steve Fox

Katherine Wills

This panel session addresses the CCCC and NCTE policy on language diversity in the classroom by offering three perspectives on institutional change in respect to language diversity at one urban commuter campus. The panel begins by examining a writing classroom that invites linguistic diversity in students' writing, then shifts to a large-scale writing program that follows a path toward curricular and pedagogical changes for multi-section composition courses to meet the needs of linguistically diverse students, and ends with campus-wide diversity planning and the place of linguistic diversity in such planning. The focus of the panel moves from classroom practices to large-scale writing program planning to

campus-wide initiatives and the concomitant issues, questions, and possibilities that arise as we strive for access and success for all students. Each fifteen-minute presentation will end with recommendations for discussion and feedback.

THE CONSTRUCTION OF AUTHORIAL IDENTITY IN RAS: AN INTERCULTURAL ANALYSIS OF SELF MENTIONS

M^a Pilar Mur Dueñas

Although RAs (Research Articles) have been frequently characterised by impersonal language, which entails the use of nominalizations and passive sentences, self-mentions (i.e. explicit references to the RA author(s) (Hyland 2001, 2002, 2004a, 2004b)) are found to intermingle with those impersonal constructions. Through these self-references, scholars intrude into the discourse, presenting themselves as authorial selves and outlining their specific, novel contribution to the discipline. This paper investigates the frequency of use and distribution of self-mentions – realized by exclusive *we* items, first person pronouns and adjectives and self-citations – in a comparable corpus of Business Management RAs written by American and Spanish scholars in their native language. Firstly, American scholars were found to make a greater use of self-mentions, especially in certain moves, than Spanish scholars. It might be the case that the lower level of competition to publish an article for a national readership does not so clearly call for an authoritative voice which underlines the originality of the authors' research. Second, significant differences in the distribution of exclusive *we* items were also found. It will be argued that the use made of self-mentions in RAs is not only conditioned by the discipline to which the authors belong but also by the specific cultural context in which RAs are produced and distributed. Further implications can be derived with regard to the rhetorical differences found, as they should be taken into account by Spanish Business Management scholars when drafting their RAs in English for an international readership.

REFORMULATING IN ENGLISH AND IN SPANISH: DIFFERENT WAYS OF EXPLAINING THE MESSAGE IN RESEARCH ARTICLES

Silvia Murillo Ornat

The aim of this paper is to analyze and compare the pragmatic roles and linguistic traces (reformulation discourse markers, metalinguistic expressions, etc.) of reformulation in academic discourse in English and in Spanish, taking as a corpus a set of research articles (RAs) on linguistics (40,000 words in each language, approximately). Thus, both reformulations with and without discourse markers are considered and the discourse roles of reformulation are explored, to see the similarities and differences in the articles written in the two languages with regard to these functions.

The typology of discourse roles or processes applied in the paper includes the following categories (Murillo, 1999): identification, specification, orientation, explanation, exemplification, introduction of restrictions, summary, correction, definition, denomination, conclusion and consequence. This typology is an attempt to integrate the main typologies available in the literature (Quirk et al. 1973, 1985, Charolles and Coltier, 1986; Murat and Cartier-Bresson, 1987; Flottum, 1994).

The results of the analysis contribute to Cuenca's hypothesis (2003) that there is a different rhetorical style in English and Spanish formal writing, which is reflected in the frequency of reformulation markers; furthermore, the occurrence of reformulations without discourse markers and the differences of discourse role frequencies in both languages are also assessed regarding that hypothesis.

VOICING CULTURAL AND LITERACY CONNECTIONS: USING CROSS-DISCIPLINARY QUALITATIVE METHODOLOGIES TO ENHANCE THE STUDENT WRITING EXPERIENCE

Maria Rankin-Brown

Jennifer McBride

Carrie Fitzpatrick

The presenters will discuss how three qualitative research methodologies can help students in the writing class examine and reflect on ways literacy is enacted and understood across disciplines, in their lives, communities, and across cultures.

Narrative research involves the examination, analysis, and sharing of information in story form. It is a universally understood format, and it gives the reader a context for understanding. The familiar format of narrative ensures learners will grasp and remember the information conveyed. Narrative research involves interviews, observations, and historical and life history research and their below-mentioned components.

Life history methodology provides the opportunity to connect the lives and experiences of people to larger communities and the world by having students write life history narratives. Research skills emphasized in this methodology are in-depth interviewing, finding connections in people's lives and cultures, and narrative writing.

Historical research connects with literacy research by considering how a person's life, whether a professor or a mechanic—or an event, whether a graduation address or a spelling award, affects individuals, communities, and cultures. Historical methods involve examining how conditions and people evolve over time. Research skills include ethnographic interviews, artifact analysis, visual representation, and document preservation.

New strategies and genres for writing can be introduced and explored by including research methodologies in classes. Qualitative methodologies can enhance composition classrooms and improve reading, writing, and comprehension by crossing disciplines and tapping into cultural and intercultural awareness, as well as multiple literacies: digital, cultural, informational, physical, and visual.

LITERACY CASE STUDY AND INTERCULTURAL RHETORIC AS AN ALTERNATIVE METHOD TO ASSESS ELEMENTARY SCHOOL SECOND LANGUAGE LEARNERS

Maggie Robillard
Alicia Añino

Required standardized tests in Indiana elementary schools have been problematic for evaluation, grade and program placement, and confidence of English Language Learners (ELLs). Additionally, schools risk not making Adequate Yearly Progress (AYP) when ELLs fail these standardized tests. AYP affects school funding due to the *No Child Left Behind Act* (NCLB) mandated by President Bush in 2002.

ELLs make significant progress that standardized tests cannot capture. Case studies can capture the progress that students have made over an extended amount of time and in a particular area of study. The literacy case study highlighted in this presentation was conducted on one third grade ESL student and her writing over the period of two weeks. Her written texts and the context of her writing were observed and then analyzed in order to show that, although she consistently does not meet academic standards set by school townships for each grade level, she is growing and achieving extraordinarily well.

This paper discusses why and how elementary school ELLs need alternative methods of assessment (vs. standardized tests), describes the steps in conducting a case study and analyzing the results, shows how intercultural rhetoric can help us understand the impact of L1 and L2 influences on students' work, and reflects on what case studies mean for teachers and policy makers for instruction and assessment.

PERSONAL COMMUNICATION IN ANNUAL REPORTS OF U.K. AND SPANISH COMPANIES: THE READER-WRITER RELATIONSHIP THROUGHOUT THE CHAIRMAN'S STATEMENT

Miguel Ruiz-Garrido
Inmaculada Fortanet Gómez
Juan Carlos Palmer Silveira

Teaching English for specific purposes often entails the difficulty of finding real and interesting materials to use in the classroom. The Annual Report combines several characteristics that make it a suitable genre for this aim: it is relevant in a variety of disciplines (accountancy, law, business organisation, human resources,...), it is easily available, and it has heterogeneous contents. Among the several sections of the Annual Report, the Chairman's Statement, a personal communication signed by the Chairman of the company which is often placed at the beginning of the Report, plays an important role as the first contact between the writer and the reader. Several studies have been carried out regarding Annual Reports (Myers 1996,1999; Thomas 1997), and even Chairman's Statements (Skulstad 1996, 2005). However, to our knowledge the relationship between reader and writer has not been dealt with in this specific part of the Annual Report.

The aim of the paper we present hereby is to analyse the devices used by the writer in order to establish that first relationship with the reader. With this objective, a corpus of 30 Chairman's Statements (25 from British and 5 from Spanish companies Annual Reports) was compiled and analysed. Our hypothesis was that personal pronouns are the most important device to present the Report to the reader. Additionally, we tried to find out if companies based in other countries, such as Spain, follow the same principles in this section of the annual report. Finally, some pedagogical implications are drawn from the results.

STEREOTYPING US, STEREOTYPING THE U.S.: WHAT DO TURKISH NARRATIVES HAVE TO TELL US ABOUT CULTURAL STEREOTYPING?

Harun Serpil

This study analyzes data from 135 essays posted at www.mezunusa.com by 116 people between February 7, 2000 and August 19, 2004. www.mezunusa.com is the biggest Turkish-American web portal, aiming to address the specific concerns and interests of the Turks in the US. 37 of the writers are females, 53 are males, and the gender of the remaining 18 is unclear. Members' duration of the US stay at the time of the posting varies between 3 days to 20 years, but the average is about 2 years. The analyses reveal positive, negative and neutral stereotyping patterns about the host culture (the US), and mostly negative ones about the Turks living in the US. The type of negative stereotyping found in the narratives about the US culture conflicts with the relevant acculturation literature.

The study also considers the pragmatical objectives (e.g. exemplifying, advising, cautioning, informing, reminiscing...) behind posting such essays on this website, discussing the types of (imagined) reader reactions sought for by these Turkish writers.

THE RHETORIC OF BILINGUAL HISPANIC UNIVERSITY STUDENTS: AN ANALYSIS OF THE ARGUMENTATIVE-PERSUASIVE WRITTEN DISCOURSE

María Spicer-Escalante

Learning to write in the 21st century is a difficult activity and an ongoing process that entails several activities while putting ideas together on paper. However, this activity is even more difficult when children learn to write in a language which is different from the one spoken at home. This is the situation faced by many bilingual speakers in the United States in general, and by Spanish heritage Speakers (SHS) in particular. These children learn both Spanish and English at home and in their community through contact with their peers and adults. However, very few of them ever received formal education in reading and writing. As a consequence, their writing capacity in Spanish has been repeatedly identified as one of the weakest areas of their Spanish language ability. The present study examines the rhetorical patterns that Spanish Heritage Speakers incorporate in their Spanish and English writing discourse according to two models of analysis: *The Toulmin Analysis of Informal Reasoning* and *The Persuasive Appeals Analysis*. The Spanish texts of SHS were compared to the Spanish writing of both Spanish Second Language Learners (SSLL) who are Native English Speakers, and Native Spanish Speakers from Mexico (SNS). The English texts were compared only to the English production of SSLL. The final corpus analyzed was a total of 216 pages. The results of this study show that there are many relevant differences in the way in which the three groups of writers incorporate the different rhetorical variables when composing in either Spanish or English.

IMPROVING IMG PERFORMANCE OF CASE PRESENTATIONS

Sara Tipton

Physicians use the established genre of case presentation as a format for teaching medical trainees and discussing patient care issues. It is a critical genre of performance for medical residents to master as successful medical professionals. Although it may vary by medical specialty, the format of the case presentation is characterized by specific rhetorical moves, grammar, vocabulary and discourse strategies performed often via the Socratic method (Lingard et al 2002). Anecdotally, international medical graduates (IMGs) report that presenting cases is among the most difficult of communication tasks they face due to their lack of familiarity with the format, problems with grammar and vocabulary, and the inability to organize, summarize or articulate their case findings into the prescribed, interactive format. As a result, many report experiencing performance anxiety, which may inhibit their success as medical residents. This paper first describes the genre of the case presentation (Smith 1996, 2002). It then explains an individualized program whose goal is to teach IMGs to approach the case presentation with the confidence and deliberate manner of speaking required for professional discourse. Specifically, the course content includes language use appropriate to case presentations, such as summarizing and communicating clear grammar, vocabulary and pronunciation; features of effective performance, such as nonverbal communication, anxiety reduction and the use of notes; and opportunities for videotaped practice and feedback.

TURKISH AND ENGLISH NATIVE SPEAKERS REACTING TO A TURKISH TEXT

Hacer Hande Uysal

Contrastive Rhetoric has recently recognized that the cross-cultural differences in rhetorical schemata affect not only how written texts are formed, but also how readers react to texts that are written by non-native speakers (Matsuda, 1997). A few studies approached the cross-cultural differences in writing from the readers' perspective and found differences either in

the way texts are received by native versus non-native readers (Hinds, 1983; Li, 1996) or the amount of information recalled in the long run (Eggington, 1987).

The present study aims to explore whether there are any differences between Turkish and American readers' reactions to a Turkish text in order to understand whether cultural factors cause any difficulties in communication and the nature of such possible problems. Eight subjects (four Turkish, four American) participate in the study by reading a Turkish editorial column that is selected as a result of an analysis of twenty-two editorials on topics familiar to both groups. While reading, subjects mark the places they find *difficult, different or effective* in terms of word choice or sentence structures, content and meaning, and discourse level features. Then, a stimulated recall interview is conducted with the subjects to discover the specific reasons beyond these markings. The findings suggest that American subjects have significantly more points to mark with regard to difficulties and differences than Turkish subjects do; and cultural differences become an issue more at the word-sentence or content-meaning level related to cultural appropriateness, taboos, and the pragmatics of discourse rather than at the discourse-level related to organizational features.

HOW TO DO THINGS WITH METAPHORS: PERSUASION IN TOURISM DISCOURSE

Beatriz Verdasco Vidal

Numerous researchers (Lakoff & Johnson 1980; Kövecses 2000) have shown the pervasiveness of metaphor in language and thought. Metaphors can be used persuasively – for example, in advertising – by mapping a source domain that associates positive or negative meanings and creates certain feelings about a target domain (Forceville 1996). Critical Discourse Analysis (Fairclough 1995) examines the rhetoric and ideology of persuasive, regulatory, institutional, media and popular influential texts from an integrationalist perspective that considers language as a multi-dimensional social practise.

Selling a travel destination means selling an intangible promise. Tourism authorities and stakeholders attempt to trigger emotional associations in potential tourists, and one of the most effective ways to do this is through the use of conceptual metaphors. This paper uses the tools of conceptual metaphor theory and critical discourse analysis to examine persuasive strategies in the discourse of tourism promotion. Using a corpus of promotional materials edited by different Spanish Tourism Organizations, this paper analyzes the verbal and pictorial elements of these texts to reveal the underlying conceptual metaphors that so powerfully appeal to the potential tourist. The study concludes that the strategic use of these conceptual metaphors in tourism discourse helps create the attractive images of tourist destinations that lure these mobile consumers.

A TAXONOMY OF WRITTEN ELECTRONIC DISCOURSE: THE ROLE OF DISCOURSE PARTICLES

Lawrence Williams

This presentation seeks to provide a taxonomy of written/typed electronic discourse as a first step toward establishing blogs, chat, hypertext, newsgroups, and e-mail as part of a new type or category of discourse. During the past decade, researchers have defined electronic discourse primarily in terms of oral and written discourse. As each new format or instantiation of electronic discourse appears, it becomes more useful and important to define and describe exactly what electronic discourse is, as well as what it is not.

David Crystal (2001) offered the first comprehensive taxonomy of computer-based or electronic discourse in *Language and the Internet*. He did not, however, define or explain the full range and depth of chat discourse. In addition, he was not able to include blogs in his taxonomy since they had not yet been developed. This presentation will, thus, provide a much more complete taxonomy of electronic discourse before touching on issues related specifically to the discourse of chat.

During the second part of this presentation, moderated and non-moderated chat will be defined, compared, and explained. Examples from English and French corpora will be used to demonstrate (with primary focus on the presence or absence of discourse particles) how moderated chat discourse demonstrates characteristics typical of what has been called the 'written code' of language and how non-moderated chat discourse seems to be more closely associated with the so-called 'spoken code' of language, even though both types of electronic discourse are expressed through a graphic/written medium.

A CROSS-LINGUISTIC COMPARISON OF SOUND METAPHORS IN CHINESE AND ENGLISH LITERARY WORKS – THE REFLECTION OF SOCIAL COGNITION AND CULTURAL THINKING

Chih-yi Wu

In virtue of the abstract nature of sound, the depiction of it demands a great deal of imagination to concretize the auditory perception. Metaphorical expressions are frequently used as the embodiment of sound since they function essentially to

relate the abstract to the concrete. Conventionally, sound is represented through the metaphor of scaling (Walker, 1987): big/small for volume; high/low for pitch, and long/short for duration. Yet in literary works, the portraits of sound must demonstrate greater complexity. Little attention, has been devoted to look into sound metaphors in literature.

In this study three major questions are investigated: (a) how is sound diversely presented through metaphors in both languages and how the similarities/differences observed relate to the respective national features? (b) What particular social cognition do these sound metaphors reveal and how do they reflect different cultural thinking? (c) Is there any proper cognitive theory that can serve to explicate the conceptualization and process of these cultural-specific metaphors?

The result shows that sounds are overwhelmingly coded through metaphorical expressions of personal emotion, while Chinese does not. This in a way indicates how English highlights and how Chinese hides the individualism as their national features. Also, in the metaphorical choices of source domains, English and Chinese respectively display preferences for certain “symbols”, which reveals different cultural values. Finally, we suggest that although the two-domain mapping routes of conceptual metaphors are universal, they may fail to explain how such cultural-specific cases are processed.

STUDENT PERCEPTIONS OF AN EFL UNDERGRADUATE RESEARCH WRITING PROJECT

Chun-Chun Yeh

Undergraduate research paper has long been a tradition in US freshman composition programs (Ford & Perry, 1982), although whether the research paper should or can be taught in the English department has been a hotly debated issue in the academia. In many of the English departments in Taiwan, students are also required to compose a research paper for their composition class. However, there has been little research conducted on the writing process and on the student perceptions of this specific genre in an EFL learning context. This qualitative study, involving one American instructor and seven Taiwanese college students majoring in English, traced a research writing project, carried out as part of the writing curriculum, from start to finish. Three semi-structured interviews were conducted with each of the students in the beginning, middle and end of the research project. The findings indicate that the students saw information arrangement and display as the main purpose of the research paper. For various reasons, the students perceived the research project as beneficial, although during the implementation of the project they had encountered difficulties such as time and resource constraints, problems with using sources in Chinese, difficulties with synthesizing information from multiple sources, among others.

PRACTICAL REPORT ON RAISING LOW LEVEL STUDENTS' WRITTEN ENGLISH OUTPUT BY TEACHING CONTRASTIVE RHETORIC IN EFL CALL CLASSES

Toshiko Yoshimura

One of the most challenging tasks for the NNS Japanese ESL teacher is the teaching of written English, especially to students with lower levels of motivation and English-language ability. One promising approach involves the use of CALL (Computer Aided Language Learning), in which students study language through the active use of computers. CALL has proven effective in enlivening the classroom atmosphere and stimulating the students' interest in the study material (Teeler, D., 2000, Warschauer, M., 2000, Kitao, K., 2003, Swets & Zeitlinger, 2002).

The present study investigated the effectiveness of contrastive rhetoric in the CALL classroom for teaching English writing. After textbook instruction, students searched the Web for texts of interest to them, about which they wrote essays with the aid of Internet dictionary sites. Illustrations from the Web could be used if relevant.

The students' writing output was examined at the beginning and the end of the academic year as a means of determining progress. Student feedback was also solicited with questionnaires on the final day of class.

The students indicated a dramatic rise in their motivation to learn English and they felt that both their reading and their writing skills had greatly improved. Particularly noteworthy was that they reported greater enjoyment in learning English more confident in writing it. Significant improvements were seen in the students' writing style. These results suggest that contrastive rhetoric can be effective in CALL classes for teaching written English and heightening the student's awareness of his or her individual writing style.

WHY DOES PLACE OF ORIGIN MATTER?: A HISTORICAL EXAMINATION OF RESUME WRITING IN CHINA DURING THE LAST THREE DECADES

Xiaoye You

Of several common genres in business writing, resume has received the least attention in intercultural writing research. During the last decade, there is only one published cross-cultural study of resume writing. Pibal (1998) compares the

importance of resume and cover letter criteria in the United States, Australia, Germany, Thailand, and Hong Kong. Thus, Connor's suggestion that "cross-cultural research of resume writing ... presents a wide-open field for cross-cultural researchers" remains valid (1996, p.145). This presentation explores resume writing among college students in China. Nowadays college graduates often need to prepare resumes in both Chinese and English when they are on the job market. With a sample size of twenty sets written in both Chinese and English, the presenter has identified some salient features in the resumes, marking significant departure from the standard norms in the United States as identified by both business communication textbook authors and human resources managers during the last decade (Culwell-Block & Sellers, 1994; Pibal, 1998). These features include a recently taken picture, information about place of origin, gender, and date of birth, a description of personal character, and indication of little sense of positions applied to. How did these features come to dominate Chinese students' resumes? The presenter will briefly examine some job-related documents produced in the 1970s and 1980s in the People's Republic. He will demonstrate that these salient features have their deep roots in the former socialist political system in which an individual's political affiliation and family background are carefully considered in job assignments.

TASK INTERPRETATION & ESL WRITERS' WRITING EXPERIENCE

Yufeng Zhang

A seemingly explicit and straightforward writing task could be interpreted in diverse and unexpected ways by different writers (Flower et al., 1990; Basham et al., 1993; Hamp-Lyons, 1997); thus, there often exists a mismatch between teachers' intentions and students' understandings of a writing task. This issue of *mismatch* is more salient for ESL (English as a second language) writers, who come from diverse cultural backgrounds and hold widely varied notions about academic writing. Since ESL writers have to write in a language which is not their native language and are often judged by readers who might not share their cultural backgrounds, value systems or criteria of "good writing," they tend to be disadvantaged in academic situations.

For ESL writers with similar levels of English proficiency, how would their previous writing experiences influence their task interpretations? How would they meet *basic*, but implicit, unstated requirements in English writing? How should writing teachers or assessors reward or penalize ESL writers in the case of varied interpretations? Reporting results from a case study on ESL writers' task interpretations, this presentation attempts to address the first two questions and provide suggestions for the third. Data were collected via a questionnaire, think-aloud protocols and interviews. The findings of the study suggest that ESL writers' literate history plays a significant role in their construction of a writing task. Therefore, writing teachers or assessors should be more aware of and more sensitive to ESL writers' diverse cultural and educational backgrounds and their varied assumptions about academic writing.