

Loheyde, Kristen and Kunz, Nancy

"Yes I think it's you": A discussion of intercultural communication. 47-66.

This paper examines a cross-cultural service encounter; specifically an office interaction between an American office worker and an international student at an intensive English program, (IEP) and demonstrates how differences in social and grammatical constructions led to miscommunication. In addition, data from a (IEP) student questionnaire on interaction styles, and data from interviews with some of the (IEP) students, exemplify the many issues of assumptions and expectations in all kinds of cross-cultural interactions and indicate that greater understanding of diverse interaction styles is necessary to avoid miscommunication.

Mackey, Allison

Targeting morpho-syntax in children's ESL: An empirical study of the use of interactive goal-based tasks. 67-90.

This study is an investigation of the efficiency of interactive tasks at eliciting targeted morpho-syntactic structures from child speakers of English as a Second Language (ESL). The objectives of the study were to examine whether task-based elicitation procedures were more efficient than interviews at eliciting specific targeted morpho-syntactic structures with children and to ascertain how far tasks designed to target specific morpho-syntactic structures achieved their aims. Results show that the tasks were more efficient than Informal Interviews at eliciting targeted morpho-syntactic structures with child speakers of ESL and that the tasks were successful in targeting the structures for which they were designed.

Menken, Kate

Ethnic pride and the classroom: An ethnographic study of classroom behavior-norms and themes. 91-106.

Observed behavior is now recognized as a manifestation of a deeper set of codes and rules, and the task of ethnography is seen as the discovery and explication of the rules for contextually appropriate behavior in a community or group; in other words, culture is what the individual needs to know to be a functional member of the community. (Saville-Troike 1989: 7).

Fall 94-10(2)

Olshtain, Elite

From interpersonal to classroom discourse: Developing research methods. 1-8.

This is the text of a talk presented at the 1994 Nessa Wolfson Memorial Colloquium at the University of Pennsylvania.

Inoue, Aiko and Kubota, Mitsuo

Error treatment in a Japanese language classroom. 9-20.

The process of learning a language is a long and arduous one. The spoken word is only a part of communication and socio-pragmatics is increasingly recognized as a key element in language learning. More and more Americans are becoming aware of the gap between grammatical proficiency and cultural fluency as they strive to do business in our global economy. This research project examines the educational practices employed to prepare business students at the University of Pennsylvania to operate effectively in the Japanese business world.

Szpara, Michelle Y.

Cross-cultural communication in the Writing Center and in the tutoring session: A process of sensitization. 21-30.

The percentage of students who speak and write English as a Second Language (ESL) is steadily increasing on all college campuses. Although only 8% of the student body at the Pennsylvania State University are ESL students, 15% of the Penn State Writing Center clientele are ESL students. In the past, the Penn State peer tutor training program has only marginally addressed cross-cultural communication and has offered only general strategies for tutoring limited English proficient students. This research project explores the institutional history of serving ESL students at Penn State Writing Center. The resulting materials include a unit for training new tutors and a series of staff development exercises for use with current tutors. In order to disseminate this information to a wider audience, a presentation of the research findings was given at the Ninth Annual National Conference on Peer Tutoring in Writing on October 23, 1992, at the Indiana University of Pennsylvania, and an essay has been prepared for publication on the advancements made in the Penn State Writing Center to better serve the ESL population.

Spring 95-11(1)

Pica, Teresa, Lincoln-Porter, Felicia, Paninos, Diane and Linnell, Julian
What can second language learners learn from each other? Only their researcher knows for sure. 1-36.

This study asked whether second language (L2) learners' interaction with other learners can address three of their theoretical needs for L2 learning in ways that interaction with native speakers (NSs) has been shown to do, i.e., the need for L2 input modified toward comprehensibility, for feedback focused on form, and for modification of output. To address this question, the interaction of five dyads of English L2 learners was compared with that of five dyads of learners and English NSs on two communication

tasks. Results of the comparison revealed similarities in the types of modified input and feedback the learners were offered from other learners and NSS in their respective dyads and both the type and amount of output modifications they produced. Differences were found in the amount of modified input the learners were provided, with less modified input from other learners than from NSs. The study thus indicated that interaction between L2 learners can address some of their input, feedback, and output needs, but that it does not provide as much modified input and feedback as interaction with NSs.

Carrier, Karen

Collaborative effort between nonnative English speakers: A difference in strategies. 37-49.

An increasing amount of attention is being focused on contrastive pragmatics, the comparison of linguistic materials of one group of speakers across various languages and cultures around the world. Knowledge of the pragmatic aspects of language is needed in areas such as language teaching and intercultural communication. The investigation presented here involves a replication of Clark & Wilkes-Gibbs' 1986 study of referring as a collaborative effort. In this case, however, two nonnative English speakers describe and match a set of 12 abstract figures. The results show that nonnative English speakers who do not share the same native language or the same system for making definite reference use different kinds of strategies to minimize their collaborative effort in conversation from those native English speakers use.

Gordon, Daryl

Shifting gender roles in the acculturation process. 50-68.

Within a growing literature which examines the effects of the acculturation process on families, researchers (Ochs 1993; Buijs 1991) have begun to investigate how social identities and gender roles shift through acculturation. This paper presents a discourse analysis of a series of conversations between the author and Pha, a Laotian woman who has lived in the US with her husband and children since 1986. The analysis focuses on the nature of women's agency in Lao and U.S. cultures, highlighting Pha's perception of her changing identities as wife and mother. Implications which ESL educators may draw from a more nuanced understanding of the acculturation process are discussed.

Longcope, Peter

The universality of face in Brown and Levinson's politeness theory: A Japanese perspective. 69-79.

In 1978, Brown and Levinson published their politeness theory, claiming it to be universal. Since that time, much research has been conducted

to determine the limitations of this theory. This paper examines research which has been done on politeness strategies in Japanese to see how relevant the theory is now.

Nabei, Toshiyo

Learning grammar in the United States: A case of Japanese students. 80-96.

This is a pilot study on Japanese students' perceptions of grammar instruction in the United States. While many Japanese students attend American intensive language classrooms which have adopted communicative language teaching, they have mostly been exposed to traditional grammar-translation instruction at home. There seems to be little research on these students' perceptual gaps in reference to classrooms with different methodologies. Through questionnaire surveys and observations, Japanese students in American classrooms revealed positive attitudes toward communicative language instruction.

Fall 95-11(2)

Cohen, Andrew D.

The role of language of thought in foreign language learning. 1-24.

Methods of foreign language teaching and learning are often predicated on the principle that learners need to think as much as possible in a language that they wish to learn. This paper first explores what it means to think in a target language. Next, those factors which determine both unplanned and planned use of more than one language for thinking are discussed, and empirical data from a mini-survey and from the author's own language learning and language using experiences are presented. Thirdly, the paper considers the role of target-language thinking in improving language ability, again drawing on empirical data from the survey and from the author's experiences. Finally, we will look at mental translation in the reading of intermediate college French, the language of thought in an elementary-school Spanish immersion program, and thought patterns in the production of speech acts by college EFL students. After reviewing the responses from the mini-survey of multilinguals, from the author's own experiences, and from additional empirical studies, the conclusion reached is that there are definite benefits from making an effort to think through the target language. It is suggested that further research may ultimately produce a set of guidelines for learners as to the advantages and disadvantages of thinking through the native language while performing target language tasks.

Chen, Howard

UG Accessibility in Second Language Acquisition: Re-examining the Binding Parameter. 25-38.

This paper re-examines the controversial issues of the binding parameter in second language acquisition. In light of the findings from other related disciplines, including linguistics and first language acquisition research, this paper argues that the earlier claimed evidence which suggested L2 learners were able to access UG (universal grammar) by re-setting their binding parameter can be explained as the result of transfer from learners' first languages. From the transfer perspective, some problems regarding long-distance anaphora in earlier studies can also be resolved more convincingly. It is argued that more attention should be given to L2 learners prior knowledge in investigating the effect of UG in second language acquisition.

Garcez, Pedro

Helping Philippe: Constructions of a Computer-Assisted Language Learning Environment. 39-66.

This article offers an interpretive microanalysis of university students' work sessions with Philippe, a multi-media instructional program for foreign language learning. The program's potential as a computer-assisted language learning (CALL) environment is discussed here. Students in 12 groups were observed and interviewed during various Philippe sessions. These sessions were video-recorded. Qualitative analysis reveals different levels of actualization of Philippe's potential as an effective CALL environment. Microethnographic evidence points to an interplay of motivational as well as local interactional factors shaping the students' overall stylistic approach to utilizing the program and the construction of distinct learning environments. Sessions by the two most extremely contrasting groups of students are described in further detail. A complex set of interconnected contextual factors is found to explain their diverse levels of activation of the program's potential as a learning environment.

Kim, Julie

"Could you calm down more?" Requests and Korean ESL Learners. 67-82.

This study examines the ways in which adult Korean ESL learners perform one speech act, the request, with particular attention to deviations caused by negative transfer. For this purpose, an oral discourse completion test including six request situations was given to three groups; one group of native American English request responses was used as baseline data while one group of Korean subjects served as nonnative English respondents and another group of Korean subjects served as native Korean respondents. In all three language groups, request realizations (directness levels and supportive moves) are significantly determined by the

sociopragmatic features of the situation context. However, nonnative speakers deviated from native English speaker norms in some situations due to the effect of the pragmatic rules of Korean.

Linnell, Julian

Can negotiation provide a context for learning syntax in a second language?
83-103.

Evidence from a growing number of studies has revealed that linguistic modification occurs during negotiation. No research has yet examined whether such modifications assist the learning of syntax in a second language (L2). The present study asks if negotiation can aid one process in the learning of L2 syntax known as syntacticization. The three research questions addressed were: (1) To what extent are linguistic modifications during negotiation evidence of syntacticization? (2) To what extent do different negotiation moves affect syntacticization? (3) To what extent does negotiation affect syntacticization over time? Evidence suggests that negotiation would integrate and intensify certain key processes in L2 learning and that these would have an impact on syntacticization over time. Experimental/control treatments were contained within ten sessions as 19 L2 learners participated in communication tasks with native speakers through a computerized writing conference. Results indicated that negotiation could stimulate syntacticization and sustain the process over time. However, comparisons with one control group showed that syntacticization was independent of the type of treatment given.

Spring 96-12(1)

Pica, Teresa

Second Language Learning Through Interaction: Multiple Perspectives. 1-22.

Since its inception, the field of second language acquisition (SLA) has been both theory-less and theory-laden. It has been theory-less in that, as most major textbooks remind us, there has yet to emerge a single, coherent theory that can describe, explain, and predict second language learning. Yet it is theory-laden in that there are at least forty claims, arguments, theories, and perspectives that attempt to describe and explain the learning process and predict its outcomes (see Larsen-Freeman and Long 1992: 227). It is within this context that an interactionist perspective on language learning has thrived. As a perspective on language learning, it holds none of the predictive weight of an individual theory. Instead, it lends its own weight to any number of theories.

Kubota, Mitsuo

Acquaintance or Fiancee: Pragmatic differences in Requests between Japanese and Americans. 23-38.

Many researchers have indicated difficulties in acquiring a speech community's rules for appropriate language use. Learners' use of strategies, such as transferring the rules in their native language and overgeneralizing the target language culture, often make acquiring rules problematic. This study provides empirical findings on how the speech style used in making requests differs among native-speakers of Japanese, American learners of Japanese and Americans speaking English. Based on the findings, the researcher examines the type of strategies American learners use when they speak Japanese and discusses how these strategies become problematic.

Varghese, Manka and Billmyer, Kristine

Investigating the Structure of Discourse Completion Tests. 39-58.

A significant and long-standing dilemma in sociolinguistic research concerns the methods used to collect the data, the validity of different types of data, and to quote Kasper and Dahl (1991) "... their adequacy to approximate authentic performance of linguistic action." (p. 215). As early as 1966 Labov detected variability among the same subjects depending solely on the instruments used by the researcher to collect data. More recently, Kasper and Dahl noted that in the study of pragmatics, "... we are dealing with a double layer of variability" (p. 215): the first layer being that of sociolinguistic variability and the second layer being that of variability induced by the different data instruments. Some researchers have claimed that the most authentic data in sociolinguistic research is spontaneous speech gathered by ethnographic observation (Manes & Wolfson 1981). However, difficulties in relying solely on this method are well-documented (Blum-Kulka, House & Kasper 1989), and have led to the wide use of an elicitation procedure called the Discourse Completion Test (DCT). This paper examines the internal structure of Discourse Completion Tests and, in particular, investigates the effect of systematic modification to the DCT situational prompt on subject response.

Nabei, Toshiyo

Dictogloss: Is it an Effective Language Learning Task?. 59-74.

SLA studies on interaction support the hypothesis that negotiation is a useful context for language learning. Based on the assumption that learners' awareness of language form facilitates their language learning, Kowal and Swain (1994) claimed that dictogloss was an effective language learning task since the task provides a context for negotiation. This paper examines learners' interaction in the interactional stage of dictogloss to see how it might facilitate L2 learning. The learners' interaction suggests that the four procedural states of the task are all important for language learning.

Gordon, Daryl

ESL and Parental Empowerment. 75-93.

The impact of acculturation on immigrant and refugee families and on children's education has concerned many researchers. Some (Weinstein-Shr 1994; Smith-Hefner 1990) have examined literacy and educational achievement within the framework of the family and its pattern of acculturation. This research, conducted in an ESL class of Southeast Asian refugee parents, builds on this work, providing a description of the changes in parents' relationship to their children throughout the process of acculturation, focusing on the strategies these parents use to guide and assist their children in school. Finally, this paper draws implications regarding how the ESL class functions to empower parents in their interactions with their children's schools.

FALL 96-12(2)

Serafín M. Coronel-Molina

Corpus Planning for the Southern Peruvian Quechua Language. 1-28.

This paper presents a case study of corpus planning in a multilingual country. It begins with a discussion of multilingualism in general, and then moves to the specific case of Southern Quechua in Peru. The paper treats such issues as the graphization, standardization, modernization, and renovation of Quechua, in the face of ever-increasing domination by the Spanish language. I present outlines of the efforts of the three major groups of linguists and other national and international scholars working on corpus planning in Peru, and the successes and pitfalls these various groups have encountered and/or created in their work. I conclude with an argument for greater collaboration between these groups, and a reiteration of the need to revalorize the Quechua language both within the Quechua population which speaks it, and within the dominant Spanish speaking

Mitchell A. Furumoto

Foreign language planning in U.S. higher education: The case of a graduate business program. 29-42.

This paper considers foreign language acquisition cultivation planning in U.S. higher education using the case of the Lauder Institute's Language and Cultural Perspectives Program, a graduate program in management and international studies. The Lauder case illustrates a successful program that is continually developing to meet the needs of its students. The case is placed in perspective within the field of language planning through discussion of its relation to relevant theories and frameworks. In addition, views toward languages and the role of Title VI funding are considered in the historical and current multilingual context of the US.

Craig Heim

Charting New Directions :of communication in a social service setting. 43-52.

The use of microethnography can provide valuable insights into the way communication activities are structured and the degree to which they are successful. As part of a research agenda microethnographic analysis allows for a close look at the relationship among linguistic, non-verbal, and proxemic cues exchanged by participants. This paper uses such an analysis in examining the interaction between a welfare caseworker and a client as they address the client's employment and educational options. Implications are discussed regarding the creation and maintenance of participants' social roles as exemplified by their communicational behavior.

Mitsuo Kubota

Appropriacy Planning: Speech Acts Studies and Planning Appropriate Models for ESL Learners. 53-69.

Since the emergence of the concept of communicative competence (Hymes 1972a; 1972b), the language teaching field has focused on teaching appropriate language use in addition to general linguistic elements. Speech act studies have contributed to providing appropriate models for second and foreign language learners. In this paper, the effort toward the creation and use of appropriate models for learners in relation to the theoretical framework of planning in the field of Teaching English to Speakers of Other Languages (TESOL) is examined. Based on the findings of the examination and recent criticisms of the attitudes towards teaching appropriateness, directions for future research on communicative competence are proposed.

Spring 97-13(1)

Pica, Teresa

Tradition and Transition in Second Language Teaching Methodology. 1-22.

The field of second language teaching is in transition. Neither traditional methods of classroom instruction, nor more recent, communicative approaches, when used alone, have been able to address the scope and level of English proficiency required for participation in today's global community. What appears to be needed is a principled integration of the two. This paper will attempt to provide such an integration by drawing on theoretical principles, research findings, and classroom concerns. It will illustrate how components of traditional methods, including grammar instruction, correction, dictation, dialogue, and native language usage, can hold continued significance for language learning, when integrated into communicative questioning strategies, participation patterns, and interactive

materials. Throughout the paper, these illustrations of integration will be contextualized, described, and supported through references to research.

Haimanti Banerjee

Cultural consciousness in a language class. 23-30.

This paper explores how a pedagogic approach can contribute to language acquisition by being more than a mere vehicle for transmitting relevant linguistic material. It describes the effective use of Suggestopedia in a language class where the distinctive features of this approach are used to promote linguistic and cultural awareness of the target culture. By highlighting the significance of Suggestopedia, which is not a very popular approach, the paper also attempts to show how the effectiveness of an approach in language pedagogy is related to the various variables that constitute the context of the language class. Suggestopedia succeeded in the observed class as it addressed the needs of the students besides reflecting the cultural nuances of the target culture through its various distinctive features. promote linguistic and cultural awareness of the target culture. By highlighting the significance of Suggestopedia, which is not a very popular approach, the paper also attempts to show how the effectiveness of an approach in language pedagogy is related to the various variables that constitute the context of the language class. Suggestopedia succeeded in the observed class as it addressed the needs of the students besides reflecting the cultural nuances of the target culture through its various distinctive features.

Serafin Coronel-Molina

Language Policy: Status Planning for the Quechua Language in Peru. 31-48.

Quechua is an indigenous language of Peru that is slowly dying out, as speakers of Quechua realize that the only way they can better their lives is to turn their backs on their mother tongue and learn to speak the Spanish of the dominant class. In this paper, I present a case study of the status of Quechua in Peruvian society. I discuss some of the specific social and political causes contributing to Quechua language loss, detail the current functional domains that Quechua serves, and suggest some possible measures that could be attempted to improve its status. I also explore the relationship of the functional domains to Peruvian language policies, both overt and covert, and conclude with some projections on the future of the Quechua language.

Yuko Nakajima

Politeness Strategies in the workplace: which experiences help Japanese businessmen acquire American English native-like strategies? 49-70.

Discourse completion tests (DCT) and questionnaire were answered by

22 male speakers of American English and Japanese in order to answer the questions of 1) which experiences help Japanese business people acquire target-like politeness strategies and 2) how Japanese business people perceive the relationship between degrees of indirectness and politeness in Japanese and in English. Although many research studies show the pragmatic differences between languages, this study shows that in business settings, interestingly, male speakers of American English and Japanese perceive politeness strategies in a similar way. Furthermore, the results show that if learners are exposed to specific experience, they have more chances to acquire target-like politeness expressions rather than transferring their native pragmatics.

Anne Pomerantz

Who is telling stories and whose stories are being told? 71-82.

This paper addresses some recent work on narrative analysis, particularly as it relates to the research process. How do researchers use narrative to position themselves with respect to the participants in a study? How do researchers use conversational stories to construct and negotiate meaning? What does the absence of certain stories reveal about the researchers' structures of expectation and the frames operating within the community under study? This preliminary look at the role of narrative in research illustrates the complex, self-reflective process of conducting cross-cultural studies and speaks to the challenges of intercultural communication.