ICLASP14

HONOLULU

Conference Program
19-22 June 2014
Ala Moana Hotel
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Thursday, June 19

15:00 – 17:00: IALSP Executive Meeting  
*Gardenia – Ala Moana Hotel*

**15:30 - 18:30 – Registration**  
*Second Floor, Ala Moana Hotel*

17:00 – 18:30 – ICLASP14 Opening Reception  
*Hibiscus Ballroom – Ala Moana Hotel*  
Please join us for a reception to welcome the participants of ICLASP14 to Honolulu. Drinks and *pupu* (appetizers) will be provided.

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Friday, June 20

7:30 - 12:00 – Registration  
*Second Floor, Ala Moana Hotel*

8:00 – 8:45 – Continental Breakfast  
*Hibiscus Ballroom – Ala Moana Hotel*

**8:45 – 9:00 – Welcome**  
*Hibiscus Ballroom – Ala Moana Hotel*  
Welcome from University of Hawai‘i Chancellor Tom Apple

9:00 – 10:00 – Keynote: Dr. Min-Sun Kim  
“Robots as Interaction Partners: The Envisioned Futures of Communication in Human-Robot Interaction”  
*Hibiscus Ballroom – Ala Moana Hotel*

**10:15-11:45 – Paper Session #1**

1. Advances in Deception Theory  
   *Pakalana – Ala Moana Hotel*
2. Language Acquisition and Development I  
   *Anthurium – Ala Moana Hotel*
3. Language in Medical Contexts  
   *Plumeria – Ala Moana Hotel*
4. Dynamics of Multicultural and Global Diversity: Lessons from Indonesia  
   *Carnation – Ala Moana Hotel*

**11:45 – 13:00 – Lunch – IALSP Business Meeting**  
*Hibiscus Ballroom – Ala Moana Hotel*  
Buffet lunch (included with registration). IALSP Business Meeting, including the Presidential Address, presentation of IALSP awards, and information about ICLASP15 in Bangkok, Thailand.

**13:45 - 15:15 -- Paper Session #2**

1. Processes Underlying Language Attitudes and Intergroup Dynamics  
   *Pakalana – Ala Moana Hotel*
2. Diverse Approaches to Gender and Language  
   *Anthurium – Ala Moana Hotel*
3. Cultural, Affective, and Individual Influences on Language Learning  
   *Plumeria – Ala Moana Hotel*
4. Word Sound and Form  
   *Carnation – Ala Moana Hotel*
15:30 – 17:00 -- Paper Session #3
1. Message Processing  
   Pakalana – Ala Moana Hotel
2. Methodological Advances in LASP  
   Anthurium – Ala Moana Hotel
3. Language, Identity, and Ethnicity I  
   Plumeria – Ala Moana Hotel
4. The Internationalizing University: An Intercultural Endeavor?  
   Carnation – Ala Moana Hotel

17:00 – 19:30 – Pau Hana
Magic Island, Ala Moana Beach Park
“Pau hana” is a phrase in Hawaiian that loosely refers to when you have completed with your work. Often, at the end of the work week, people in Hawai‘i enjoy pau hana time by informally socializing, relaxing, and enjoying each other’s company before they head out to dinner. This event will take place at the beach park across the boulevard from the hotel. Come out and enjoy drinks (non-alcoholic, due to City and County of Honolulu park rules) and pupu (appetizers) and watch the sunset over the ocean in the company of old and new friends. Partners, family, and friends are welcome and encouraged to attend. Separate tickets required; please purchase by June 10th via the IALSP website. For more information, see p. 44.

Saturday, June 21

8:00 – 9:00 – Student Member Breakfast – Presentation of Tamar Murachver Best Student Paper Award  
Ilima – Ala Moana Hotel

8:00 – 9:00 – Continental Breakfast  
Hibiscus Ballroom – Ala Moana Hotel

9:00 – 10:00 – Keynote: Dr. Dan Landis  
“The role of neuroscience in intercultural relations: Is there one?”  
Hibiscus Ballroom – Ala Moana Hotel

10:15-11:45 – Paper Session #4
1. Language, Identity, and Ethnicity II  
   Pakalana – Ala Moana Hotel
2. Communication and Interpersonal Processes  
   Anthurium – Ala Moana Hotel
3. Languages and Change: Psychological Explorations (AASP)  
   Plumeria – Ala Moana Hotel
4. Language in Leadership and the Workplace  
   Carnation – Ala Moana Hotel

11:45 – 13:15 – Lunch – IALSP Awards Plenary Session  
Hibiscus Ballroom – Ala Moana Hotel
Buffet lunch (included with registration). 2012 James J. Bradac Early Career Prize Winner Dr. David Hewett will present: “From colonoscopy to communication: a gastroenterologist’s journey into social science”.
13:30 - 15:00 - Paper Session #5
1. Intergroup Dynamics and Language  
   Pakalana – Ala Moana Hotel
2. Exploring Diverse and Complex Health Communication Issues: Towards Effective Communication  
   Anthurium – Ala Moana Hotel
3. Language Attitudes and Language Learning  
   Plumeria – Ala Moana Hotel
4. Positive Psychology: Theory, Research and Practice in Language and Social Psychology  
   Carnation – Ala Moana Hotel

15:30 – 17:00 – Scholars to Scholars
Ilima – Ala Moana Hotel
Talk to scholars from Australia, Canada, Estonia, Hong Kong, Indonesia, Japan, Saudi Arabia, Singapore, South Africa, the Netherlands, Thailand, and the USA. The Scholars to Scholars event is a unique networking opportunity for emerging scholars to interact, one-on-one, with established scholars in the fields of communication, linguistics, and psychology. The senior scholars in attendance will chat about their research and programs at their universities. Students from the University of Hawaiʻi at Mānoa, both senior undergraduates and graduate students, along with all student attendees of ICLASP14, are invited to participate in this free event. Light refreshments will be available. [Sponsored by the Department of Communicology and the Student Activity and Program Fee Board at the University of Hawaiʻi at Mānoa]. For more information, see p. 45.

Sunday, June 22

8:00 – 9:00 – Continental Breakfast
Hibiscus Ballroom – Ala Moana Hotel

9:00 – 10:00 – Gudykunst Memorial Lecture: Dr. Hans Ladegaard
“Coping with Trauma in Domestic Helper Narratives: Cognitive and Emotional Perspectives”  
Hibiscus Ballroom – Ala Moana Hotel

10:15 - 11:45 – Paper Session #6
1. Learning Language and Culture  
   Pakalana – Ala Moana Hotel
2. Word-Level Effects  
   Anthurium – Ala Moana Hotel
3. Accommodation, Perspective-Taking, and Theory of Mind  
   Plumeria – Ala Moana Hotel
4. Deception, Evasion and Credibility  
   Carnation – Ala Moana Hotel

12:00 – 13:30 -- Paper Session #7
1. From Stance-Taking to Experiments: Language Use and the Awareness of Attitudes  
   Pakalana – Ala Moana Hotel
2. Language Acquisition and Development II  
   Anthurium – Ala Moana Hotel
3. Acculturation and Cultural Contact  
   Plumeria – Ala Moana Hotel
4. New Technology and Language  
   Carnation – Ala Moana Hotel
Papers and Authors by Session

**Paper Session #1: Friday, June 20, 10:15-11:45**

1. Advances in Deception Theory
   - Steven A. McCornack. *Information Manipulation Theory 2: A Propositional Theory of Deceptive Discourse Production*
   - Timothy R. Levine. *Truth-default Theory (TDT): A Theory of Human Deception and Deception Detection*
   - John O Greene. *Some Truths about Deception*

2. Language Acquisition and Development I
   - Aljawharh Alsukah. *Play and Language Development in Saudi Children*
   - Akemi Matsuya. *The Acquisition of Rhetorical Questions in Pragmatic Development*
   - Samuel Cheung Shing Leung and Yuen Fan Wong. *Making requests in child Cantonese*

3. Language in Medical Contexts
   - Jenny Setchell, Bernadette Watson, Liz Jones and Michael Gard. *Language used to discuss weight indicates weight stigma in physiotherapist’s discussion of patient case studies.*
   - Jen Lee Teh. *How do patients and doctors use depression explanatory models (EMs)? The role of EMs in communication effectiveness, self-stigma levels and treatment satisfaction*
   - Bernadette Watson and Elizabeth Manias. *The Role of Communication in Typologies of Clinical Handover*
   - Akiko Nojima. *Politeness Strategy in Non Face to Face Web Exchange Concerning Medical Issues: Local Practices and National Recommendations Part Two*

4. Dynamics of Multicultural and Global Diversity: Lessons from Indonesia
   - Hana Panggabean. *Who are the global Indonesians?*
   - Yanki Hartijasti. *The importance of global leadership competencies in resolving major challenges: Comparative study between Indonesian, Asian and European managers.*
   - Danny Yatim. *Change in language styles among global Indonesians.*

**Paper Session #2: Friday, June 20, 13:45-15:15**

1. Processes Underlying Language Attitudes and Intergroup Dynamics
   - Marko Dragojevic and Howard Giles. *Processing Fluency, Generalized Negative Affect, and Language Attitudes: Evidence For an Alternative Explanatory Mechanism*
   - Sinthujaa Sampasivam, Katherine A. Collins, Catherine Bielajew and Richard Clément. *Intergroup Threats and Retaliation: A Social Neuroscience Perspective*
   - Christian Burgers and Camiel Beukeboom. *How Sports Fans Forge Intergroup Polarization Through Language: The Case of Verbal Irony*

2. Diverse Approaches to Gender and Language
   - Muna Balfaqee. *Discourse Markers between Gender and Power*
   - Benjamin Walters and Stefano Occhipinti. *More than words: How men communicate homosocial intimacy*
   - John Stolte. *Gender as Reputational Stereotype: Moral Evaluation and the Use of Positive Emotion-Words*
   - Feiqiong Tang. *Women’s Script in Chinese Lesbian Context*

3. Cultural, Affective, and Individual Influences on Language Learning
   - Fakieh Alrabai. *The Role of Affective Variables in Achievement of English as a Foreign Language*
   - Juliet Thondhlana. *A study of foreign language listening anxiety, listening strategy use and academic listening performance*
   - Adrienne Lynett. *“No valía nada”: Worth, empowerment and personhood in adult literacy narratives*
   - Angélique Bouchés-Rémond-Rémont. *Parents’ (social) representations of the teaching of foreign languages in France*
   - Alexandra Rosiers, June Eyckmans and Hildegard Vermeiren. *Persistent clichés put to the test: the individual differences of translators and interpreters*

4. Word Sound and Form
   - Saeed Alsurf. *The phonetics of the qur’anic pharyngealised sounds: An acoustic study.*
   - James Grama. *The phonetic manifestation of creepy voice across gender and prosodic context*
   - Andrew Wong. *The Influence of Orthographic Variation on Brand Perception*
   - Ellen Osterhaus. *“Sounds Feminine” vs. Feminine Sounds: Perceived Iconicity in Gendered Product Names*
Paper Session #3: Friday, June 20, 15:30-17:00

1. Message Processing
   Mark Hamilton and Ashley Baker. Social and Psychological Antecedents to the Activation of Message Schema: Veridical and Inverted Processing of Language Intensity Markers
   Aili Peyton and R. Kelly Aune. The impact of ordered and disordered environments on message processing.
   Daniel Ho, Kelly Aune and Mark Warner. Primed for Speed and Positivity
   Mark Hamilton. Intense language as a trigger of charisma cascades: An iterative meta-causal analysis

2. Methodological Advances in LASP
   M. Joelle Kirtley. Building on a Methodology: Making the Matched-Guise Technique More Powerful
   Tyler Schnoebelen and Katie Drager. The Perception of Social Types: Using LDA to analyze open-response answers
   Wen-Chi Huang and Wen-Ta Tseng. The Investigation of self-identity among English as a Foreign Language Learners: A CFA Approach

3. Language, Identity, and Ethnicity I
   Martin Ehala and Anastassia Zabrodskaja. Post-Soviet linguistic, ethnic, national identities and language debates
   Elirea Bornman. Language choices and identity in higher education: The case of Afrikaans-speaking students of the University of South Africa
   Melody Ross. Portuguese Word Choice in Tetun Dili, a creole language of East Timor

4. The Internationalizing University: An Intercultural Endeavor?
   Catherine F. Brooks and Margaret J. Pitts. Group affiliation/identity work online: Voices from a Hawaiian, Korean-American, and a British student in an internationally-connected classroom.
   Alexander Gilmore. “The culture’s really different here”: Facilitating successful intercultural encounters at the University of Tokyo.
   Gyungsook Jane Lee and Gyuseog Q. Han. Foreign Academics Facing Cultural Barriers in Korean Universities.
   Tony Young, Alina Schartner and Scott Windeatt. Retrospective accounts of the ‘international student experience’.

Paper Session #4: Saturday, June 21, 10:15-11:45

1. Language, Identity, and Ethnicity II
   Young Yun Kim. The identity factor in interethnic conflict and cooperation: An interdisciplinary overview
   Martin Ehala. What is essentialist and what is not in ethnicity?
   Anastassia Zabrodskaja. Russian language practices and ideologies in the Baltic countries
   Syreeta Lyons-Burns. Talkin’ ’Bout Mammies and Jezebels: A Discourse Analysis of The Help and Bringing Down the House

2. Communication and Interpersonal Processes
   Kayyisa Bermudas. Self-Partner Appearance Dissimilarity and Communication
   Keri Bennett and Caroline Kennedy. Love Styles and Disengagement Strategies in Romantic Relationships
   Mikaela Marlow. “So, you’re saying my speech is bad?” Speech criticism, communication responses, and face-work during critical exchanges

3. Languages and Change: Psychological Explorations (AASP)
   Bongyong Choi and Gyuseog Han. A positive psychology of morality based on the analysis of Korean vernaculars.
   Romeo C. Lopez, Melissa R. Garabiles, Mira Alexis P. Ofreneo. Remaking Masculinity in the Context of HIV: A Discourse Analysis Among Filipino Seafarers Living with HIV.
   James Jian-Min Sun, Ping Hu, and Sik Hung Ng. Impact of English on Education Reform and Development in China: With Special Reference to the Internationalization of Universities.
   Scott Reid, Charlotte Rushforth, Bernard Comrie, Jinguang Zhang, and Grace Anderson. What explains Variation in Language Complexity?: A Comparison of Three Hypotheses

4. Language in Leadership and the Workplace
   Steve Moody and Hye Eun Lee. What to say, or how to say it? Message type and the emergence of leadership
   Iryna Morozova and Olena Pozharytska. A communicative leader and his follower: A social and psychological interplay.
Paper Session #5: Saturday, June 21, 13:30-3:00

1. Intergroup Dynamics and Language
   - Katie Gao. Ethnolinguistic Identity Theory and Language Shift in Micha: An Endangered Tibeto-Burman Language of Yunnan, China
   - Katherine Collins and Richard Clément. The consequences of exposure to biased language on belief formation and member-to-group generalization.
   - Mikaela Marlow. "Speak English or Die": Anti-immigrant public discourse surrounding the Coca-Cola "It's Beautiful" advertisement during the 2014 Super Bowl

2. Exploring Diverse and Complex Health Communication Issues: Towards Effective Communication
   - Janice Krieger. Problematizing Patient Autonomy in Cancer Treatment Decision-Making: The Role of Family Members as Sources of Decisional Support
   - Cindy Gallois, Lindy Wilmott, Ben White, Sarah Winch, Malcolm Parker, and Nicholas Graves. Futile Treatment in Hospital at the End of Life: Perspectives of Hospital Doctors.

3. Language Attitudes and Language Learning
   - Anna V. Sokolova G. Interculturality in Mexican universities from the indigenous-language learning perspective
   - Nathalie Freynet and Richard Clément. Confidence as predictors of attitudes towards first and second languages in Catalonia
   - Rachelle Lee. Implicit Associations with the Welsh language in two educational contexts

4. Positive Psychology: Theory, Research and Practice in Language and Social Psychology
   - Peter MacIntyre and Sarah Mercer. An introduction to positive psychology and its role in second language learning.
   - Kathryn E. Chaffee and Kimberly A. Noels. Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation.
   - Tim Murphey. Students’ well-becoming singing and asking.
   - Tammy Gregersen. Case Studies of positive psychology interventions.
   - Rebecca L. Oxford. Social and Psychological Themes Reflected in First-Person Learner Histories of Bilingual Adults.

Paper Session #6: Sunday, June 22, 10:15-11:45

1. Learning Language and Culture
   - Samaneh Zandian. Intercultural education and language classrooms in Iran: focusing on young learners
   - Muntasir Hamad. Language Transfer from English into Arabic by Bilingual Students
   - Merzin Alshahrani and Kimberly Chan. Nonnative or Native: Do students in an upper-intermediate EAP course have a preference?
   - Okim Kang and Romy Ghanem. Nonnative Student Expectation and Linguistic Stereotyping of English Teachers in an ESL Context

2. Word-Level Effects
   - Marie Gustafsson Sendén, Torun Lindholm and Sverker Sikström. Personal pronouns in evaluative semantic contexts.
   - Wojciech Kulesza, Dariusz Dolinski and Avia Huisman. The Echo Effect: The Power of Verbal Mimicry
   - Kenji Yokotani. Husband’s Impolite Forms of Address for His Wife Predict Intimate Partner Violence against Her.
3. Accommodation, Perspective-Taking, and Theory of Mind
   Mark Seilhamer, Francesco Cavallaro and Felicia Chee. Overaccommodation in a Singapore Eldercare Facility
   Jessica Gasior. The role of perspective-taking in evaluations of nonaccommodation: Testing a preliminary model
   Adrienne Lynett. "You know that you don't behave well": A conversation analysis approach to theory of mind in schizophrenia patients

4. Deception, Evasion and Credibility
   Timothy Levine and Hee Sun Park. Question Effects in Deception Detection Accuracy: A Korean Replication
   Abdulrahman Alfahad. Answers and Evasions in Arabic interviews
   Timothy Levine. Searching for Leaky Liars
   Cathy Yu, Paola Castillo and Izumi Hiramatsu. Effects of accent and gender on credibility judgments

Paper Session #7: Sunday, June 22, 12:00-13:30

1. From Stance-Taking to Experiments: Language Use and the Awareness of Attitudes
   Christina Higgins. Language attitudes as stance-taking: An interview-based study of intergenerational language use in Hawai‘i.
   Lauren J. Aguilar, Geraldine Downey, Robert Krauss, Jennifer Pardo, Sean P. Lane & Niall Bolger. A Dyadic Perspective on Speech Accommodation and Social Connection.
   Tore Kristiansen, Marie Maegaard & Nicolai Pharao. Conscious and subconscious attitudes in dialect leveling in Danish.

2. Language Acquisition and Development II
   Ewa Czaplewska. The recognition of non-verbal messages expressing emotion by children with SLI aged 4 – 8
   Yuh-Fang Chang. The effects of social status on apology production across age groups
   Saeid Atoofi. Language socialization into knowledge: a discourse analytical study of children TV shows
   Jimmy Bordarie and Sandrine Gaymard. Influence of normative models on social representations

3. Acculturation and Cultural Contact
   Makiko Imamura and Yan Bing Zhang. Contact Quality, Cultural Identification, and Conflict Management Styles: Examining the Mediator Effect of American Host Nationals’ Communication Anxiety with Their Most Recent Chinese Contact
   Gerald Stell. Ethnic integration and language variation in interactional settings: Searching for new indicators of acculturation
   Kimberly Noels, Rui Zhang, Kathryn Chaffee, Jianhui Song, Mantou Lou and Sabine Ricioppo. A Situated Perspective on Language and Identity Acculturation in Chinese Immigrants to Canada

4. New Technology and Language
   Catherine Brooks. 'Text-based talk' as a hybrid communication genre: An investigation into online linguistic practices among students in college classrooms
   Leigh Clark, Khaled Bachour, Svenja Adolphs and Tom Rodden. Being digital in a human world: exploring the use of vague language in human-agent interaction
   Emiko Taniguchi and Hye-Eun Lee. Sex Talk Posts Online: Cultural Difference in Behavioral Intention and Perceived Appropriateness
Abstracts

Keynotes

Friday June 20, 9:00 – 10:00 – Dr. Min-Sun Kim
“Robots as Interaction Partners: The Envisioned Futures of Communication in Human-Robot Interaction”
Hibiscus Ballroom – Ala Moana Hotel

As robots get more competent at a wider variety of tasks, our interaction with them will deepen. Robot enthusiasts envision robots becoming a “race unto themselves,” cohabiting the Earth with humankind. We may be witnessing the birth of a new kind of living species on Earth. Profound questions arise surrounding one of the major areas of research in the contemporary world—that concerning artificial intelligence. The fascination and anxiety that androids impose upon us hinges on how we come to conceive of the “Other.” Applying the notion of the “Other” from multicultural research, I will explore how the “Other” has been used to illustrate values and theories about robots, as a mirror for the self. I will focus on the social, cultural, and religious implications of humans’ attitudes toward relationships between humans and robots. Six major views on humanoid robots are proposed: (1) robots as the “Frightening Other,” (2) robots as the “Subhuman Other,” (3) robots as the “Human Substitute,” (4) robots as the “Sentient Other,” (5) robots as the “Divine Other,” and (6) robots as the “Co-evolutionary Path to Immortality.” Semi-intelligent artificial entities are increasingly playing the role not of communications medium but of information source or receiver. That is, AI is beginning to be understood as an “Other” — another kind of communicative “Other.” Interaction partners in communication research have been almost exclusively human. Communication studies must reorient the theoretical framework to accommodate the increasingly common occurrence of human to robot interaction.

Saturday June 21, 9:00 – 10:00 – Dr. Dan Landis
“The role of neuroscience in intercultural relations: Is there one?”
Hibiscus Ballroom – Ala Moana Hotel

This talk will focus on the emerging field of intercultural relations neuroscience. That is, what happens neurologically as people transition, either voluntarily or involuntarily from a culture of birth to one of settlement. Evidence from chapters in the forthcoming edited book by Warnick and Landis will be summarized and directions for future research outlined.

Sunday June 22, 9:00 – 10:00 – Gudykunst Memorial Lecture – Dr. Hans Ladegaard
“Coping with Trauma in Domestic Helper Narratives: Cognitive and Emotional Perspectives”
Hibiscus Ballroom – Ala Moana Hotel

Trauma has been defined as an event that goes beyond ordinary modes of experience. It represents a break not just with a particular form of representation but with the possibility of representation at all. It is an experience that goes beyond words: ‘a rupture not just with the way the world is depicted but a rupture within one’s existence’ (Brockmeier, 2008, p. 29). From a large corpus of almost 300 foreign domestic helper narratives recorded at a Hong Kong church shelter, this paper focuses on trauma narratives in which groups of women share their past experiences while working for abusive employers. The tellability of these narratives is compromised by the unacceptability of the events (Shuman, 2005). They are stories of unspeakable suffering and humiliation, and the paper attempts to outline the narrative structures that are characteristic of trauma storytelling: broken narratives with voids in the narrative flow. It also analyzes the emotional component of trauma narratives focusing, in particular, on crying, which is seen as an authentication of feeling and meaning. Finally, the paper considers how the women attempt to make sense of their traumatic experiences, and how peer support becomes essential in the narrators’ attempt to re-write their life stories from victimhood to survival and beyond (cf. Duvall & Béres, 2007).
James J. Bradac Early Career Prize Lecture

Saturday June 21, 12:00-1:00 – Dr. David Hewett
“From colonoscopy to communication: a gastroenterologist’s journey into social science”

Hibiscus Ballroom – Ala Moana Hotel

My research examines communication between hospital doctors and its influence on the quality of patient care. I am a gastroenterologist, and my interest in this area arose from my clinical experiences caring for patients in collaboration with doctors from other specialties. I observed (and participated in) episodes of conflict with doctors from other specialty units. I knew of occasions where this conflict may have interfered with the provision and quality of patient care. I will describe my research journey in intergroup communication between hospital doctors. My work shows that specialty identity and intergroup conflict are invoked over ambiguous and contested responsibilities for patient care. Patient care becomes a commodity over which identities are negotiated and conflict enacted. Findings implicate the structural organization of patient care in the genesis of an intergroup climate, and indicate a central influence of identity on communication between doctors and intergroup conflict on patient care.
1. Advances in Deception Theory
   Symposium submitted and organized by Timothy R. Levine, Korea University

This symposium is in conjunction with a special issue of *Journal of Language and Social Psychology* to be published in Summer 2014. The symposium and special issue introduce two new theories of deception: Truth-Default Theory (TDT) and Information Manipulation Theory 2 (IMT2). Both new theories will be presented by their lead authors. Greene will comment on message production theory. After brief initial presentations, a round table discussion will follow.

Steven A. McCornack. *Information Manipulation Theory 2: A Propositional Theory of Deceptive Discourse Production*

Information Manipulation Theory 2 (IMT2) is a propositional theory of deceptive discourse production that conceptually frames deception as involving the covert manipulation of information along multiple dimensions, and as a contextual problem-solving activity driven by the desire for quick, efficient, and viable communicative solutions. IMT2 is rooted in linguistics, cognitive neuroscience, speech production, and artificial intelligence. Synthesizing these literatures, IMT2 posits a central premise with regard to deceptive discourse production, and eleven empirically-testable (that is, falsifiable) propositions deriving from this premise. These propositions are grouped into three propositional sets: intentional states, cognitive load, and information manipulation. The intentional states (IS) propositions pertain to the nature and temporal placement of deceptive volition, in relation to speech production. The cognitive load (CL) propositions clarify the interrelationship between load, discourse, and context. The information manipulation (IM) propositions identify the specific conditions under which various forms of information manipulation will (and will not) occur.

Timothy R. Levine. *Truth-default Theory (TDT): A Theory of Human Deception and Deception Detection*

Truth Default Theory (TDT) is a new theory of deception and deception detection. An initial sketch of, and brief introduction to, TDT is offered. The theory seeks to provide an elegant explanation of previous findings as well as point to new directions for future research. Unlike previous theories of deception detection, TDT emphasizes contextualized communication content in deception detection over nonverbal behaviors associated with emotions, arousal, strategic self-presentation, or cognitive effort. The central premises of TDT are that people tend to believe others and that this “truth-default” is adaptive. Key definitions are provided. TDT modules and propositions are briefly explicated. Finally, research consistent with TDT is summarized.

John O. Greene. *Some Truths about Deception*

Information Manipulation Theory 2 (IMT2) is an example of the broad class of cognitive functionalist theories of message production. That is, IMT2 seeks to explicate message production (and in particular, deceptive message production) by recourse to the functional (rather than material) architecture of the system(s) that give rise to such messages. IMT2 is a welcome addition to theorizing in this area, and certainly merits careful consideration and discussion. IMT2’s underlying architecture (particularly with respect to functionalist concerns of parsimony/elegance) is examined. Formalisms that may not be sufficiently explicated, and aspects of deceptive-message production not explicitly addressed in the current version of IMT2. IMT2 and second generation Action Assembly Theory (AAT2) are contrasted.

2. Language Acquisition and Development I


Language is an integral part of the person culture and a crucial pillar of the human intellect. It plays an enormous role in communication where individuals can frame thoughts, analyze situations, and solve problems. As a consequence, that allows them to convey their past and predict their future. In general, our mind includes the language center which is the organizer of the linguistic activities; it controls the comprehension, linguistic cognition and speech production. Everyone has grown with a certain language that conceder as first language. In particular, the exposure to this language is from the birth to the onset of puberty. Nevertheless, what happened when a person try to acquire second language is slightly confusing, some achieve it proficiency and some does not. Therefore, the development of language formatted by habits, when a person starts learning second language the habits of first language might interfere with the new habits that needed for the second language.
Furthermore, studies have been conducted for this situation under the term of 'Critical Period Hypothesis'. Several research studies have investigated the critical period whether it is play a role in the acquisition of second language or not. However, more research studies are needed to analyse according to the capability of the mind to the children and adults, and the environment where they are exposed to the language.

The purpose of this project is to give an overview of the critical period in acquiring second language, besides focusing on the reaction of the mind while processing it. Moreover, a brief discussion on the critical period hypothesis will be presented first. The mind will be examined by a comparing the characteristics of the mind for the adults and children. Finally, the arguments against the critical period hypothesis will be submitted.


Playing is a fun activity for children through which they acquire motor skills, cognitive, social, moral, and a way for them to express their feelings and emotions. When children play, they discover many facts and concepts relate to their daily lives. Many theories confirm the important of play for the various development aspect of children. Vygotsky conducted one of the first research in play in 1933, he looked at play as the most influential aspect in language learning.

According to Cook (2000), language learning is composed of two opposite spectrums: patterned sound at one end and pragmatic contextualized meaning at the other.

Many studies showed that physical play diminished in the lives of children replaced by electronic games, which had a bad effect on language development and other developmental aspects. Herein lies the problem, in the recent years, Saudis children in preschool and elementary school are replacing the play which required movement with electronic games.

The objective of the study is to identify language development in relation to the quality of children's play in early childhood and late childhood age for male and female.

The study used a random sample of children from preschool (early childhood 3-6 years) 86 male and 66 female, and a sample of elementary school children (late childhood 8-11 years) 78 male and 63 female.

We interviewed children individually and asked them about varies type of play they perform, and we applied language development measure. The study results showed that elementary school children 61.5% of male play electronic games (play station) however, 26% prefer physical play.

As for pre-school children 19.7% of male prefer playing electronic games versus 9.3% prefer physical play. However, dramatic play has recorded the lowest percentage in both ages, where the rate was at pre-school children 3.4% while 0% at elementary school children. 30.2% female in the pre-school prefer dramatic play and 3% prefer electronic games. The competitive play in female elementary school was 28.5%, while the dramatic play was also 28%. However, the electronic games reached lowest percentage 3.1%.

In conclusion, the result showed that language development level in female in both ages was better than male in both ages.

Akemi Matsuya. *The Acquisition of Rhetorical Questions in Pragmatic Development*

This paper attempts to prove that pragmatic factors influence the acquisition of rhetorical questions (RQs), through analyzing the interaction between Japanese young children and their parents/someone around them. It has been claimed that RQs are different from ordinary questions (OQs): RQs have been treated as negative statements (Sadock 1971, 1974; Han 2002 among others), questions with no answer (Ladusaw 1979 among others), and information seeking questions (Van Rooy 2003). Unlike previous studies of formal linguistics, Caponigro and Sprouse (2007) point out that RQs and OQs are similar in syntax and semantics but different in pragmatics. Using Common Ground (CG) (Stalnaker 1978), Speaker’s Beliefs (SB), and Addressee’s Beliefs (AB), Caponigro and Sprouse (2007) propose that a question Q is an RQ if the answer is part of the Speaker’s and Addressee’s Common Ground (CGS-A) as a set of propositions, which represent what the Speaker and the Addressee take to be mutually believed/assumed, while a question Q is OQ if the answer is not among the SB but among the AB.

(1) a. SB = {p: p is a belief of the Speaker}
b. AB = {p: p is a belief of the Addressee}
c. CGS-A = {p: p is mutually believed by the Speaker and the Addressee}

If Caponigro and Sprouse’s (2007) remarks above are right, the acquisition of ROs will be delayed until children understand CGS-A in their pragmatic development. Analyzing the data of young children, e.g. the CHILDES database, I will show that pragmatic development facilitates grammatical development.

Samuel Cheung, Shing Leung and Yuen Fan Wong. *Making requests in child Cantonese*

Use of language appropriately is one of the major functions in communication. It takes time for children to develop this critical ability. Recent research on the pragmatic and discourse abilities of children in different languages and ethnic groups has grown rapidly. A number of studies (Berman & Slobin, 1994; Ninio & Snow, 1996; Blum-Kulka & Snow, 2002) provide important information on narrative and pragmatic development in children. However, research on the
pragmatic development of Cantonese-speaking children is scarce. Request is one of the most commonly found conversational acts in children’s daily life and it forms an important domain in children’s communicative competence. In making a request, the child needs to know the grammatical form and its function, and uses it in the appropriate context. In this study, we reported an investigation of the use of request strategies by young children in Hong Kong. A total of 40 (age 3, and 5) pre-school Cantonese-speaking children (20 per group, half boys and half girls) were recruited from local kindergartens. All children selected were normally developing and were born in Hong Kong with parents speaking Cantonese at home. Following the suggestion of using puppets in role-play (Andersen 2000, Ervin-Tripp 2000), we asked the children to help the puppet to make requests to other puppets in different scenarios with contextual variation in (i) age of addressee, (ii) social status of the addressee, and (iii) setting. Adopting the coding and analysis by Blum-Kulka and her associates in the Cross Cultural Speech Act Realization Project (CCSARP), our study showed that these factors have different effects on the use of strategies by children. Major findings of the study showed that (a) there is a development trend in the use of request strategies in Head Act or preschool children; younger children used more direct than indirect strategies; (b) Girls produced requests with more external modifications of the Head Act than boys. In our presentation, we will discuss our findings in relation to previous work on the request development in the literature.

3. Language in Medical Contexts

Jenny Setchell, Bernadette Watson, Liz Jones and Michael Gard. Language used to discuss weight indicates weight stigma in physiotherapist’s discussion of patient case studies.

Question: Weight stigma has been demonstrated amongst a variety of health professionals and has been seen to affect patient treatment. Do physiotherapists also exhibit weight stigma in responses to typical case studies? Design: Cross-sectional survey with partial blinding of participants. Participants responded to versions of three case studies with manipulations for patients in different body size as indicated by BMI categories. Quantitative responses compared clinical treatment parameters for patients of different BMI (such as length of treatment time and amount of time treating ‘hands on’). Qualitative responses were investigated using theoretical thematic analysis to determine if there was weight stigma evident in the language that participants used to speak about overweight patients. Participants: Australian physiotherapists (n=265) recruited via industry networks. Results: There was minimal indication from the quantitative responses to the case studies that patients who are overweight will receive different treatment from physiotherapists in clinical parameters such as length of treatment time (p=0.73) or amount of hands on treatment (p=0.88). However, there were indications of implicit weight stigma in the way participants discussed weight in free text responses about patient management. Conclusion: Physiotherapists demonstrate weight stigma. This finding is likely to affect the way they communicate with patients about their weight, which may negatively impact their patients. This study indicates that weight stigma may be particularly evident in the language used by physiotherapists (and perhaps other health professionals) to discuss weight. Further study is warranted to examine how this plays out in conversations with patients in a clinical setting.

Jen Lee Teh. How do patients and doctors use depression explanatory models (EMs)? The role of EMs in communication effectiveness, self-stigma levels and treatment satisfaction

Depression is one of today’s most debated and prevalent health issues worldwide. In addition it has demonstrated links to suicide, and is often complex to treat. This paper overviews my current and proposed longitudinal research which involves patients who have been to a GP for depressive symptoms within the past 3 months and follows them through 6 months of treatment. This paper discusses the discourse of depression conceptualisations, generally termed explanatory models (EMs), which affect how patients understand their condition and journey towards recovery. It examines the concordance of EMs as well as the role of effective communication between patients and their GPs. The paper overviews three studies on EM alignment in depressed individuals and their GPs as predictors of improved communication effectiveness, lower levels of patient self-stigma, and greater treatment satisfaction. My first study invokes communication accommodation theory (CAT) to investigate whether patient-doctor EM concordance improves communication effectiveness and treatment outcomes. The second study examines patient self-stigma levels (patients feeling weak or ashamed about having depression) and patient-doctor EM alignment. Research is needed in this area because the biomedical EM for depression has often been promoted because it supposedly reduces stigma. However, a biomedical EM for depression also increases the use of psychiatric labels and pharmaceutical products, which could further stigmatise and disempower patients. My third study takes a patient-centred approach by measuring treatment success according to what patients desire.

Bernadette Watson and Elizabeth Manias. The Role of Communication in Typologies of Clinical Handover

Clinical handover is a major contributing factor in adverse events occurring in hospitals and in the community. Adverse events are particularly problematic at the time of transitions of care, when patients move from one environment to another, when care is transferred between health professionals and health care teams, and during times of rapid change in
patients’ condition. Clinical handover is essentially a very complex communication process; however, typologies can be used to help health professionals to focus on the particular essential elements required for the conduct of effective and efficient handovers. The aim of this paper is to examine the typologies developed from data generated from various hospital contexts situated in three states and one territory in Australia, and to determine where modifications should be made to the current Australian National Safety and Quality Health Service Standards, (NSQHSS) Standard 6 (2012) handover solutions matrix. The paper critically examines how clinical handover is currently conducted and identifies communication gaps in practice.

Akiko Nojima. Politeness Strategy in Non Face to Face Web Exchange Concerning Medical Issues: Local Practices and National Recommendations Part Two

This is a conduct two-year follow-up study based on the study of “Politeness strategy in non face to face web exchange concerning medical issues (part one)”. It recognizes 1995 Annual Report on Health and Welfare in Japan, which shows that healthcare is publicly acknowledged as “service”. According to the report, about 60 percent of Japanese described that “health as service” and the service itself has been expanding quickly as not only medical services but also government services.

In view of standing this healthcare services, the Ministry of Health, Labour and Welfare has compiled in the 2001 guidelines for politeness expressions, recommending the use of “sama” for patients. “Sama” is a polite form of the word “san” in Japanese. When people call someone’s name, add “san” or “sama” after the name. “Sama” really helps people communicates smoothly? Most people prefer “san” to “sama” over the years in hospital documentation. In this study, focusing two words “sama” and “san” as shown on the website and in the public relations paper and analyzing what these two words effect people in both medical services and government services.

Interestingly, there is a difference between the 2001 guidelines for politeness expressions by the Ministry of Health, Labour and Welfare for patients and actual scenes, it shows similar findings to prior study. It reflects that despite using the politeness expression, it could work the other way around.

4. Dynamics of Multicultural and Global Diversity: Lessons from Indonesia
Symposium submitted and organized by Hana Panggabean, Atma Jaya Catholic University of Indonesia

How do Indonesian traditional values apply to intercultural interactions and work behavior in the global context? This is the central question addressed in this panel discussion. Underlying this question is the idea that culture is dynamic. Traditional values do shape personality and behavior, but it also allows for change, particularly in a diverse cultural setting. The panel focuses on the nature and dynamics of diversity in Indonesia and its role in Indonesian social behaviour and global communications style. Participants will share and discuss concepts and practices based on indigenous as well as cross-cultural studies of contemporary Indonesia. Challenges of diversity in various settings undoubtedly play a significant role in building identity and shaping behaviour of Indonesians. Multiculturality becomes one of the most important component of Indonesian identity, which also adds to its complexity. The contemporary Indonesia deals not only with the domestic diversity, but also with the international one. Indonesians who work in global workplaces need to become global citizens and develop adequate responses for global diversity. In this sense, the multiculturality plays role in developing intercultural competence of Indonesians, including their communication style.

Four presentations will explore and discuss ideas, insights, and observations regarding dynamics of diversity in the contemporary Indonesia.

Nani Nurachman-Sutoyo. Diversity in contemporary Indonesia: Indonesian identity in the making.

With more than 350 languages, 250 ethnic groups and six official religions, Indonesia is undoubtedly one of the most diverse societies in the world. The acculturative diversity of Indonesia has its benefits and pitfalls. Centuries of acculturation create natural contexts for cultural encounters and results in a society with strong diversity values (e.g. ease in ambiguity, social harmony, awareness of cultural differences) leading to distinctive readiness and skills in handling diversity. However, acculturative cultural engagements occur as an unconscious learning process, characterised by the lacking of reflective element and systematic steps essential for skills transformation purposes. To speak about Indonesian Identity, one cannot but acknowledge the difficulty and complex effort surrounding it. If so, then, what does becoming and being an Indonesian mean, let alone the culture? This multicultural and pluralistic aspects may help to describe the difficulty in forming an Indonesian identity.

Hana Panggabean. Who are the global Indonesians?

Although Indonesia has had decades of experience in international engagements in various fields, the importance of developing global work talents has just recently been acknowledged. Based on extensive work done in exploring the role of culture in Indonesian work behaviour and communications styles in both domestic and international teams, seven...
distinctive characteristics of Indonesians in global workplaces are proposed, namely: religiosity, kinship-like relations (kekeluargaan), multiculturalism, facilitating leadership (musyarawah untuk mufakat), assertive communications, generalist and technical excellence, and acceptance or resilience (nrimo). This study provides insight into the nature of each competence and their roles on international work group critical incidents in three countries: China, Singapore and Germany. The paper will furthermore discuss cultural roots of these competences, particularly on resilience.

Yanki Hartijasti. *The importance of global leadership competencies in resolving major challenges: Comparative study between Indonesian, Asian and European managers.*

When managers are faced with situations different from their normal experiences, how would this affect business? Critical incidents whilst engaging in international business interactions can be opportunities to acquire new problem-solving competencies. This study examines the level of global leadership competencies of managers during international assignments, involving 576 respondents from Asian (China, Indonesia, Japan, Korea, Taiwan) and European countries (France, Germany, Great Britain, Norway, Russia, Turkey). Compared to their counterparts, Indonesian managers did not perceive unfamiliarity with culture as a major challenge. Their cultural sensitivity and adaptability made them able to resolve critical incidents and face difficult situations (i.e. corporate restructuring and closing operations) with high degree of authenticity, respect for others, self motivation combined with communications competency.

Danny Yatim. *Change in language styles among global Indonesians.*

Among Asian official languages, Bahasa Indonesia has often been referred to as a “success story” as far as national language development is concerned. There are various sociopolitical factors involved in this matter. The language itself had never been considered static. In fact, after the adoption in 1928, the vocabulary has received further nourishment from various local and foreign languages, by the addition of borrowed and adopted words into modern Indonesian. As a global language, English has gradually influenced Bahasa Indonesia more than any other language. Not only have borrowed Dutch words been replaced by an English vocabulary, even sentence structures used by Indonesian middle-class and intellectuals tend to correspond with English language style. Does this also mean there is a change in thinking style? Surprisingly, in comparison to neighboring countries (i.e. Singapore, Malaysia, Philippines), English-language ability among average Indonesians is still considered low.

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**Paper Session #2: Friday, June 20, 13:45-15:15**

1. **Processes Underlying Language Attitudes and Intergroup Dynamics**

Marko Dragojevic and Howard Giles. *Processing Fluency, Generalized Negative Affect, and Language Attitudes: Evidence for an Alternative Explanatory Mechanism*

Language attitudes have been theorized to result from two sequential cognitive processes: categorization and stereotyping. This study investigated an additional explanatory mechanism – namely, processing fluency, or the ease with which stimuli are processed. We predicted that disruptions in listeners’ processing fluency, via the introduction of background noise on a recording, would elicit negative affect which, in turn, would negatively bias listeners’ language attitudes. Participants (N = 348) listened to a recording of a short story read either in Standard American English (SAE) or a Punjabi English (PE) accent. The recording was mixed with background white noise and presented to listeners at one of five signal-to-noise ratios (SNRs): quiet (i.e., no noise), +30dB, +20dB, +10dB, or 0dB. Lower SNRs correspond to more intense noise. Noise disrupted processing fluency: Listeners rated the speaker as less comprehensible and performed worse on a memory task in the 0dB and +10dB SNR conditions than at higher SNRs. Noise also influenced ratings of the PE guise: The PE guise aroused more negative affect and was downgraded on status and solidarity traits in the 0dB and +10dB SNR conditions, compared to higher SNRs. Mediation analyses showed that the effects of noise on status and solidarity attributions for the PE guise were partially mediated by negative affect. Noise had no effect on ratings of the SAE guise. These results cannot be explained by stereotyping and provide preliminary evidence for an additional explanatory mechanism for language attitudes – namely, the arousal of generalized negative affect through disruptions in processing fluency.

Sinthujaa Sampasivam, Katherine A. Collins, Catherine Bielajew and Richard Clément. *Intergroup Threats and Retaliation: A Social Neuroscience Perspective*

From a social identity perspective, people engage in outgroup discrimination because they are driven to positively differentiate themselves from other groups (Tajfel & Turner, 1979). Past research has linked identity threats to an
increased stress response and lower social self-esteem (Matheson & Cole, 2004). Further, individuals who are threatened engage in verbal retaliation presumably in an effort to bolster their self-esteem or re-establish a positive self-image (Maass, Ceccarelli, & Rudin, 1996). Verbal retaliation, then, may be associated with a corresponding decrease in stress. To this date, no study has verified the physiological impact of these mechanisms. In this study, 110 Canadians were, therefore, exposed to a text that described either discriminatory or favorable comments towards Canadians that were ostensibly expressed by Chinese participants. Half of the participants were given the opportunity to retaliate via a linguistic bias task, which was comprised of 16 behavioural descriptions that varied by valence, stereotype-consistency, and protagonist group membership. Salivary cortisol was used as a measure of stress and was collected at four time points throughout the experiment, including baseline, post-threat, and post-retaliation. As expected, threatening participants’ Canadian identity led to more stress as evidenced by an increase in cortisol concentrations. Interestingly, results also show that the opportunity to retaliate against the Chinese group increased the stress response, and this was especially true for participants whose identity had been threatened. These results tie together identity, language, and stress and are the first to demonstrate a link between stress and the opportunity to retaliate. As such, this study highlights the value of using biological markers within the language and intergroup context.


In interpersonal communication, stereotypes are predominantly transmitted through language. Linguistic bias theory presupposes that speakers systematically vary their language when communicating stereotype-consistent and stereotype-inconsistent information. We investigate whether these findings can be extended to verbal irony use. The Irony Bias posits that irony is more appropriate to communicate stereotype-inconsistent than stereotype-consistent information. Three experiments support this hypothesis by showing that irony is found more appropriate (Experiments 1-2) and used more often (Experiment 3) in stereotype-inconsistent than in stereotype-consistent situations. Furthermore, linguistic biases have important communicative consequences, because they implicitly serve to maintain stereotypic expectancies. Experiment 4 shows that irony shares this characteristic with other linguistic biases, in that irony – compared to literal language – leads to more external attribution. Taken together, these results indicate that stereotypic expectancies are subtly revealed and confirmed by verbal irony, and that verbal irony plays an important role in stereotype communication and maintenance.

2. Diverse Approaches to Gender and Language

Muna Balfaqeeh. Discourse Markers between Gender and Power

The participation of women in public talk has particularly changed in the Arabian Gulf within the last decade. We have witnessed continuous governmental and individual efforts to expand women’s participation in the public domain. Along with this change, we also witnessed a shift on the language used by women to more assertive and powerful language. In this paper, we will investigate the relationship between women’s language in the gulf and power indicated through their use of discourse markers. Despite the fact that most of the uses of discourse markers “semantically… seem not to affect the truth conditions of an utterance” (Murgelles-Coll, 2012, p24), they can be of a significant impact and an indicator of power negotiation in any communicative practice. The paper will analyzes the use of the discourse markers, especially those used for self-repair or mark hesitation using Intercultural socio-linguistics as the method of analysis. The analysis will be based on a number of social/ political talk shows broadcasted in both Al Arabiya and MBC networks. All programs will have a male presenter and politically or socially popular female figures in the Gulf area.

Benjamin Walters and Stefano Occhipinti. More than words: How men communicate homosocial intimacy.

A large body of research suggests men’s homosocial friendships are generally dissatisfying and lack intimacy. Researchers posit that men’s use of explicit emotional expression to achieve intimacy is deterred by masculine role norms, and instead, men employ less effective behaviour based strategies. However, the degree to which explicit emotional expression occurs in men’s friendships, and the comparative utility of behaviour based strategies in fostering and communicating subjective intimacy remains relatively unknown. We interviewed 13 men to explore the nature of their interactions with male friends (verbal and behavioural). The semi-structured interviews covered aspects of interactions that men value and derive intimacy from, and the degree to which men are satisfied with their homosocial friendships. Thematic analysis identified several prominent themes that suggested men may derive and communicate intimacy through implicit behavioural cues embedded in activity based interactions. Fewer themes emerged relating to men’s use of emotional discourse (explicit and indirect) in friendships. Themes relating to satisfaction suggested that men perceived their homosocial interactions (and the styles of communication utilised therein) as satisfying and associated with meaningful intimacy. Findings have implications for men’s communication of gender role discrepant concepts and emotion research.
Lines of research on value framing, moral-ideological narratives, language-enabled emotion processing, reputation stereotypes, gender ideology, and intuitive moral evaluation were synthesized. It was hypothesized that: in a socially situated moral quandary, gender rather than action-choice will determine intuitive moral evaluation measured as positive emotion-word use in open-ended written essays describing a vignette character. Gender (M vs. F) and action-choice (“communal” vs. “agentic”) of a vignette character were experimentally manipulated. Subjects wrote essays describing imagined facets of the character’s life. To capture a subject’s’ intuitive moral evaluation of the vignette character, the LIWC program was used to measure positive emotion-word use. Data supported the hypothesis. Results were interpreted in light of “social framing,” “dual-processing,” and “situated social cognition.”

Feiqiong Tang. Women’s Script in Chinese Lesbian Context

As the only gender-based language and writing system in the world, the Women’s Script, nvshu 女書, was a direct social, psychological and linguistic reaction to the mental and biological needs of certain pre-modern Chinese women. This argument was examined from a communicative, sociolinguistic and social psychological approach, featuring a Chinese lesbian context. The collected manuscripts in the Women's Script together with oral surveys and interviews from underground Chinese lesbian circles provided the firsthand material for statistical and qualitative analysis. The gender-exclusive usage and revision of the Women's Script in the contemporary Chinese lesbian communities demonstrate how the presence of male or even non-lesbian female influenced a particular human behavior involving language and communication. Psychologically, the way for a descendant or a disciple of a Women's Script inheritor to construct her goals and intentions of using the Script was different from that for a lesbian who has mental and social needs to use the mysterious Script. Based on the textual and empirical evidence, this article argues that the creation, transmission, and application of the Women's Script in both ancient and modern China were direct responses to the interaction of private female mental states and lesbian or bisexual communicative needs. The implications of this study – the first of its kind – are both methodologically practical and theoretically critical since it answered several questions that had never been convincingly answered – why the Women's Script was created and whether or not it will survive in the contemporary society.

3. Cultural, Affective, and Individual Influences on Language Learning

Fakieh Alrabai. The Role of Affective Variables in Achievement of English as a Foreign Language.

This study attempts to investigate how a variety of affective variables like learner motivation, self-confidence, attitudes, anxiety, and autonomy account for achievement in English as a foreign language. A total of 874 Saudi learners of English were recruited over one year assessing the affective factors associated with the foreign language learning and the relationship of these factors to their achievement in English. A 65-item self-report questionnaire was used to measure the different aspects of learners’ affective variables. Learners’ achievement was evaluated using their final grades in the course. Levels of affective variables as well as academic achievement were identified using descriptive statistics like mean and standard deviation. Multiple regression analyses were used to reveal the percentage that each of the affective variables accounts for in achievement of English language by the study subjects. The findings of the study revealed that Saudi learners are generally low-achievers of English. It has also been found that all the affective variables investigated in the current study significantly accounted for learners’ low achievement; with their low levels of language motivation and the negative attitudes towards learning the foreign language being the most predictors of this phenomenon.

Juliet Thondhlana. A study of foreign language listening anxiety, listening strategy use and academic listening performance.

Foreign language anxiety has been considered an important affective variable affecting the outcomes of second/foreign language (SL/FL) learning (Horwitz, Horwitz and Cope, 1986; Zhang, 2013). Numerous quantitative and qualitative studies have shown that FL anxiety exists in almost every aspect of SL/FL learning and that there is a consistently negative correlation between FL anxiety and SL/FL learning outcomes (Atasheneh & Izadi, 2012; Horwitz, 2001). Even so, the causal relationship between FL anxiety and FL performance remains unclear (Horwitz, 2001).

Of the four language skills, speaking (considered the most anxiety-provoking in SL/FL learning (Horwitz, 2001; Vogely, 1998), has received a lot of attention in the literature and less so listening, reading and writing. Listening has more recently started to draw the attention of researchers (Dornyei, 2005; Kimura, 2008) who have found that listeners do not have as much control as do speakers, writers, or readers. This paper explores the potential causal relationship between FL listening anxiety, listening strategy use, and English listening performance in an academic context. It discusses the strategies used by learners when listening to academic English and examines how students’ FL listening anxiety
correlates with their listening strategy use and listening performance.

Adrienne Lynett. "No valía nada": Worth, empowerment and personhood in adult literacy narratives.

Increasingly, cognitive skill development is being examined through a sociocultural lens, in an attempt to address the myriad contextual variables that play a role in learning. Literacy in particular is an ideal such skill to examine with an eye for the role of context. Literacy is a cognitive process, certainly, but it is also a social and cultural process — one that cannot be separated from an individual's community, life experiences, and social systems. To acquire literacy is to learn not only to decode a script and reproduce it, but also the cultural schemas and practices associated with it. This paper investigates the literacy acquisition process of a group of Spanish-speaking adult students in Southern California, with an eye for the sociocultural factors at play in this process. In particular, I investigate the ideologies that appear in a set of narratives told by these learners, complemented by an analysis of the popular discourse surrounding literacy as represented in the U.S. mass media. This analysis at the level of the student as well as that of the society reveals how learners' perceptions of their literacy status mirror prevailing notions about literacy. In other words, these students are being inculcated not only with the cognitive requirements for reading and writing, but also — perhaps more so — with the cultural and societal ideologies that surround literacy, adult education, the Spanish and English languages, and even the fundamental rights of the learner.

Angélique Bouchés-Rémond-Rémont. Parents' (social) representations of the teaching of foreign languages in France.

France is a country that is well-known for its "monolingual identity" (Hélot 2003, 255), which explains why it has always protected itself from foreign languages and from the English language in particular. Yet, more and more francophone parents decide to bring up their children with at least two languages: French and English. Through informal and semi-structured interviews as well as through focus groups, my study aims at understanding why and how eleven francophone families who live in France bring up their children with French and English. Through a detailed analysis of these parents' representations of the English language and of the traditional extensive (3-4 hours weekly) of foreign languages in France I would like to argue that their negative representations of the so-called extensive teaching of foreign languages in France implicitly account for their choice in favor of more than one language for their children.

The first part of the presentation will address the issue of the English language in the school system in France. The second will be based on extracts from our data of recorded interviews to show that parents have positive representations of English but negative representations of the teaching of foreign languages in France.

Alexandra Rosiers, June Eyckmans and Hildegard Vermeiren. Persistent clichés put to the test: the individual differences of translators and interpreters.

This contribution investigates a selection of Individual Difference variables (ID variables) in a population of advanced and accomplished foreign language users – translators and interpreters, and translator and interpreter trainees. Four ID variables – cognitive style, willingness to communicate, extraversion and ego permeability – have been carefully chosen from the domains of SLA studies and social psychology on the basis of their relevance for the interpreter and translator profession. Notwithstanding the cliché ridden perception of the personality profiles of translators and interpreters (translators being portrayed as introverted, self-doubting perfectionists and interpreters being portrayed as self-reliant articulate but superficial extraverts, Henderson 1980) research on ID variables has been very limited in the domain of translation studies. A pilot study has shown however that interpreting trainees do indeed exhibit a much higher level of linguistic self-confidence than translation trainees, who conversely experience much more language anxiety (Rosiers, Eyckmans and Bauwens 2011). This interdisciplinary study aims shed some more light on the persistent clichés surrounding both professions. More specifically, we want to answer the following overarching research questions: (1) how do different learners/learner populations differ with regard to the specified four IDs?, (2) do the learner populations differ from the professional populations with regard to the specified IDs? and (3) are the IDs stable traits across time, irrespective of the progress learners make in terms of foreign language proficiency? The research design and some preliminary results regarding the differences between both learner populations will be presented.

4. Word Sound and Form

Saeed Alsurf. The phonetics of the Qur’anic pharyngealised sounds: An acoustic study.

Many of the phonetic aspects of Qur’ān (the Holy book of Muslims) are yet to be investigated experimentally. This dissertation aims to investigate the acoustic and the articulatory parameters of the Qur’ānic pharyngealised consonant and vowel sounds. The articulatory units of the Qur’ānic pharyngealised syllable require grounded experimental investigation to accurately identify their nature.
This research provides a broad account of the aim of the study as well as of the Qur’ān as the source book. It also discusses the language and orality (primarily oral nature) of the Qur’ān. It also introduces Tajwīd as the representational and traditional phonetic system for the recitation of the Qur’ān. Tajwīd (which means improving the recitation of the Qur’ān) has not been adequately or completely presented in any Western language. There have been a number of experimental endeavours examining particular aspects of Tajwīd. This study fills a gap by examining the pharyngealised sounds of Tajwīd.

This research also discusses the phonetic contributions of classical Arab and Muslim investigators especially in the domains of Tajwīd and Qur’ānic sounds. It also outlines the important contributions of classical Arabic linguists such as Al-Khalil, Sibawayh, and Ibn Jimmi in the study of Arabic and Qur’ānic sounds. Both classical and contemporary contributions to Tajwīd are of special interest to the current research as they are the base of all subsequent research and experimental studies in the Qur’ānic sounds. This chapter also discusses the phonetic characteristics of the Arabic pharyngealised and uvularised sounds.

The aim of this research is to explore Qur’ānic pharyngealisation; known as Tafxīm, with a particular emphasis on the seven Qur’ānic pharyngealised consonant and vowel sounds, and discusses the most appropriate name for the Qur’ānic Tafxīm feature. The chapter focuses on the classification of the Qur’ānic pharyngealised sounds as well as their articulatory parameters and their degrees of pharyngealisation. The description of the Qur’ānic pharyngealised sounds is incomplete without a physiological account for each sound. This chapter discusses and describes the pharynx, the tongue, and the lips, as they are the most important articulators of the Qur’ānic pharyngealised sounds.

An acoustic analysis of the Qur’ānic pharyngealised sounds is undertaken in this research. In order to examine the phonetic parameters of these Qur’ānic sounds, three groups of male reciters were employed for the purpose of recitation. These three groups encompass all levels of Qur’ānic recitation in Islamic world today. Acoustic analysis of the sounds of the reciters in these groups showed clear acoustic differences between the pharyngealised sounds recited by each group, and by contrasting the acoustic results of the super-standard recitations with those of professional and non-professional reciters provided a characterisation of the acoustic properties of the super-standard recitation of the Qur’ānic pharyngealised sounds. Qur’ānic pharyngealised sounds are also compared with the Arabic pharyngealised sounds. The findings of this experiment are crucially important for those who want to perfect their recitation of the Qur’ānic pharyngealised sounds as well for those who want to assess, classify, or improve Qur’ānic recitation.

James Grama. *The phonetic manifestation of creaky voice across gender and prosodic context*

Work on creaky voice (i.e., vocal fry) has shown that creak manifests differently in females and males (Henton & Bladon 1988), and that prosodic prominence (i.e., whether an element is stressed in the speech stream) is associated with less spectral falloff (i.e., more modal voicing) (Campbell 1995). However, less work has used established phonetic measures of voice quality to investigate how creak is realized across social categories. One such established measure is spectral tilt, or the degree to which intensity decreases as frequency increases in the spectral envelope. Furthermore, little phonetic work on voice quality has investigated how creak varies with respect to both gender and prosodic prominence together. Using a measure of spectral tilt (H1-H2), this paper presents findings that creaky voice varies with respect to gender and prosodic prominence in the spontaneous speech of young Southern California English speakers. Females exhibit more negative spectral tilt values during creaky phonation than during modal phonation, whereas males exhibit no consistent differences in H1-H2 between the voice qualities. Furthermore, this negative spectral tilt only manifests in females during segments that are prosodically prominent, not in prosodic contexts where creak seems to be caused by a weakening of airflow over the vocal folds. Therefore, it seems that female speakers are reaching for separate (or separable) modal and creaky targets in production. This finding implies a more nuanced view of voice quality than that described in the literature, where gender and prominence together influence the phonetic manifestation of creak.

Andrew Wong. *The Influence of Orthographic Variation on Brand Perception*

<Starz>, <Netflix>, and <La-Z-Boy>. These are just a few household brand names that consist of unconventional spellings of English words. This study compares several strategies of unconventional spelling in terms of the effects and meanings that they produce for people of different backgrounds. It contributes to the “sociolinguistics of orthography” (Sebba 2007) and the “third wave” of research on sociolinguistic variation (Eckert 2012).

An online survey was used to collect data from 395 respondents on their perceptions of four spellings of poetic: <POETIC>, <POETICK>, <POETIK>, and <POETIQ>. Each respondent was presented with one of the spellings and instructed to imagine it in the name of a clothing brand that would be coming out soon. Respondents were then asked to rate the clothes offered by the brand on several dimensions and answer questions about the social attributes of the target consumers based on the name alone.

Results reveal that the standard/non-standard binary is not helpful for understanding the meanings of orthographic variation. Unconventional spellings do not all produce the same effects. In some respects, POETIQ is more similar to POETIC than to POETICK in terms of the meanings it conveys. This study also demonstrates the indeterminacy and uneven distribution of the social meanings of orthographic variation. The <c>~/<ck>~/<k>~/<q> alternation evokes a field of potential meanings. Depending on various factors (e.g., respondents’ favorability to unconventional spelling), any of
these meanings may be evoked in the situated use of the variable, and certain meanings may be activated for some people but not others

Ellen Osterhaus. “Sounds Feminine” vs. Feminine Sounds: Perceived Iconicity in Gendered Product Names

Phonetic symbolism manifests in various ways. Hinton, Nichols, and Ohala (1994) define “conventional” phonetic symbolism as “the analogical association of certain phonemes and clusters with certain meanings,” while the less arbitrary phenomenon of “synesthetic” symbolism is “the acoustic symbolization of non-acoustic phenomena.” Experimental marketing studies have consistently found that respondents associate articulatory contrasts with semantic contrasts; e.g., “Which brand of ketchup seems thicker? Nidax or Nodax?” (Klink, 2001). This phenomenon has been misconstrued as synesthetic symbolism, and has been extended to a range of semantic contrasts, including size, shape, texture, speed, and gender. Can individual phones truly be iconic representations of semantic contrast? The following study suggests that apparent symbolic patterning may due to experimental design.

To determine whether semantic connotations independently correlated with proposed symbolic phones, a two-part survey was distributed to sixty participants. The first survey contained nonce words in minimally contrastive triplets, presented non-consecutively. The second survey contained names using existing words, comprised of allegedly symbolic phones. To index the concept of gender without explicitly mentioning it, the names were presented with gendered (or gender-neutral) images. Participants selected their preferred image for the proposed name. For nonce words, there was no significant correlation between proposed symbolic phones and participant preference. Participants were significantly more successful at categorizing names on the basis of their semantic connotations than their phonetic structure. This supports the hypothesis that apparent symbolic patterning in existing studies may simply be the result of experimental design, rather than a feature of the language.

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Paper Session #3: Friday, June 20, 15:30-17:00

1. Message Processing

Mark Hamilton and Ashley Baker. Social and Psychological Antecedents to the Activation of Message Schema: Veridical and Inverted Processing of Language Intensity Markers

Two studies were conducted to examine the impact of language intensity on viewers’ reception of persuasive messages. The research posits the existence of a pair of message processing schema – one veridical and the other inverted – to explain the sometimes puzzling interpretation of language intensity markers by a sizeable minority of receivers. This curious phenomenon may be due to attention effects so the studies tested two explanations for the effect of intense language on receivers’ allocation of mental effort – information processing theory and language expectancy theory (LET). In the pre-study (N = 29), viewers were asked to indicate their language expectations for male and female sources then indicate their language preferences for those sources. Contrary to LET, participants expected high intensity language from female sources and low intensity language from male sources. The viewers did, however, expect more powerful language from male sources and less powerful language from female sources. Participants preferred high intensity language to low intensity language regardless of the sex of the source. In the main study (N = 515), viewers read a message from a male or female source that contained low, medium, or high intensity language. They rated the source’s dynamism, their own accumulated information on topic and emotional involvement with topic, and the importance of the source to them. Results indicate that although most readers used a veridical content schema to process language markers, a substantial number used inverted schema to parse the message. A causal model tracking language markers effects was constructed and showed excellent fit.

Aili Peyton and R. Kelly Aune. The impact of ordered and disordered environments on message processing.

This study investigated the extent to which the information processing environment, manipulated to be ordered or disordered, affected the amount of effort committed to information processing within the environment. Numerous lines of research have proposed that people often approach information-processing situations by employing one of two general processing modes. Each approach, as experienced by the individual, can be characterized by either high cognitive effort (slow processing) or low cognitive effort (fast processing). High cognitive effort processing is marked by more analysis, and making more subtle distinctions concerning the stimuli relative to low effort processing. Recent findings suggest that individuals engage in less effortful behavior in a disordered environment relative to an ordered environment. Consequently this study predicted that attitude judgments would be made faster in disordered environments rather than ordered environments, and attitude judgments would show less variability in disordered environments rather than ordered environments. Participants in the disordered environment made faster attitude judgments than participants in ordered

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environments. In addition attitude judgments showed greater variability in disordered environments rather than ordered environments. Finally, participants reported more agreement with attitude statements in the disordered condition.

Daniel Ho, Kelly Aune and Mark Warner. *Primed for Speed and Positivity*

Message processing has been investigated through a variety of related perspectives, including the elaboration likelihood model, systematic/heuristic model, “system 1” versus “system 2” processing model, and “selective” versus “unselective” processing models. In addition, studies have researched how positive and negative emotion priming affects subjects’ information processing behaviors. Findings suggest that those primed to experience positive emotions tend to process information quicker and put less effort into decision making relative to those primed with negative emotions. In a manner similar to this line of research, the current study was designed to examine the roles confidence or doubt can play in message processing. Specifically we tested for message processing differences between subjects who had been confidence-primed or doubt-primed. Subjects (N=116) were asked to engage in one of two priming tasks that asked them to recall and provide written accounts of incidents in which they experienced great confidence or doubt. After the manipulation subjects completed a fifty-item attitudinal survey. Subjects’ response times to each item were measured using DirectRT software. Results indicated a significant difference in response times between confident and doubtful subjects with confident subjects responding to the attitude items at a significantly faster pace. A second hypothesis, predicting that subjects primed for confidence would rate items more positively than subjects primed for doubt was also supported. Currently a qualitative analysis of the data is being conducted, examining the extent to which positive or negative language choices in the subjects’ written accounts are consistent with the hypothesized differences between the two groups.

Mark Hamilton. *Intense language as a trigger of charisma cascades: An iterative meta-causal analysis*

Source evaluation has been found to occur along a sequence governed by basic neurobiological processes (Hamilton, 1997). Within this 3-step charisma sequence, dynamism increases competence, competence increases trustworthiness, and trustworthiness increases likeability. A meta-analysis conducted on 8631 individuals from 45 samples sought to determine if language intensity in a message triggers the charisma sequence. Average correlations were calculated across studies with obscurity and opinionatedness considered as possible moderators. The average weighted correlations were used to test a proposed causal model that showed excellent fit. As expected, perceived language intensity was found to mediate the effect of language intensity markers on dynamism. Intensity markers increased perceived intensity (ρ = .32). In turn, perceived intensity increased dynamism (ρ = .5). Consistent with the results of primary studies, dynamism had a large positive effect on competence (ρ = .54) with intensity markers having a direct negative effect on competence (ρ = -.13). Studies have found that intensity markers lead to perceptions of biased information which in turn damages competence ratings. As hypothesized, competence increased trust (ρ = .67), with trust increasing liking (ρ = .54). But there was also an unexpected direct effect of competence on liking (ρ = .23). In order to corroborate the model supported by the results of the meta-analysis, the model was tested on primary data from a past study (Zhu, Milavsky & Biswas, 1994) in which participants evaluated the presidential candidates George Bush and Bill Clinton. The results of these analysis provided further strong support for the proposed model.

2. Methodological Advances in LASP

M. Joelle Kirtley. *Building on a Methodology: Making the Matched-Guise Technique More Powerful*

This paper describes a variation of the Matched-Guise technique that allows an experiment to include both digital manipulation of speech and a dependent measures design. The Matched-Guise technique has been successfully used to explore listeners’ attitudes to languages, dialects, and particular linguistic variables for many decades. Initially, researchers using the technique asked a speaker to perform differently to create multiple guises, and these guises were different enough in content that the experiment could be carried out with a dependent measures design. However, technological advances allow for the researcher to create multiple guises from one recording using digital manipulation so that the differences between guises are highly controlled, but this creates guises that are similar enough that the experimenter must use an independent measures design to ensure that listeners do not believe that they are hearing the same speaker. This paper describes three experiments that use a slightly altered methodology wherein all of the speakers whose voices are being used are recorded while discussing a single mundane topic so that many different utterances can be obtained both across and within speakers that have highly similar content. These excerpts can then be manipulated and played to a single group of listeners so that the same people are judging a speaker in various guises. Because the topic is the same throughout the experiment, but the exact same excerpt is never repeated, the listeners remain naïve about the repeated use of the same speaker, as is evidenced in exit interviews performed after the experiments.
Tyler Schnoebelen and Katie Drager. *The Perception of Social Types: Using LDA to analyze open-response answers.*

This paper reports on responses to open-ended questions from a matched-guise speech perception experiments. We have applied a method from computational linguistics—Latent Dirichlet Allocation (LDA)—to overcome the challenge of analyzing this type of data.

Using open-ended questions in perception experiments is often avoided because the responses are difficult to analyze statistically. Yet we know that open-ended questions help us expand beyond the broad categories we typically work with (e.g., gender, ethnicity, region). Allowing listeners to freely choose their own descriptors allows researchers to make rich intersections of social types visible.

The clusters detected using LDA provide distinguishable “social types” evident in the data (3,372 responses). For example, among voices that are heard as female, minority sexualities (bisexual/homosexual) are associated with people who are also heard as Caucasian/white/british/blonde. Women from other ethnic groups, however, are heard as straight. This is not the case for male voices, where voices labeled as gay/homosexual/mahu are often heard as Filipino/Hawaiian/Haole/Local/Polynesian.

The results give evidence that social categories can be understood in terms of their components and the interactions between their components. They also point to particular attributes (“keywords”) that appear to be central to the conceptions of certain social types. Understanding the links between various components—and their links to larger social categories—serves both to inform us of particularities and to highlight the intricacies of the relationship between social factors.


Language learners’ self-identity is influenced by the interaction among many different factors (Norton, 1995, 2000). As a matter of fact, language is not only an instrument for communication. It is related to a set of behavioral patterns, psychological norms and cultural values, which construct one’s self-identity. The current study aimed at investigating the internal constructs of self-identity changes in English as foreign language (EFL) learners. Gao, Cheng, Zhao, and Zhou (2005) examined the role of self-identity by applying MANOVA to see whether demographic features had significant effects on changes in self-identity with the self-designed questionnaire. However, no specific reliability and validity of the questionnaire was provided. In order to examine the concept of self-identity, the current study modified the Gao et al.’s (2005) questionnaire and applied confirmatory factor analysis (CFA) to investigate the internal structure of self-identity. 300 freshmen were invited to join the study to fill in the modified questionnaire. The results of reliability showed that the internal consistency of the modified questionnaire was good in general. The analysis of CFA significantly indicated that the subscales of self-identity can be divided into three parts, and the second-order model provided better validity and therefore can specifically explain the internal construct of self-identity. The discussion also provided and elaborated different concepts of self-identity from that by Gao et al. (2005).

3. Language, Identity, and Ethnicity I

Martin Ehala and Anastassia Zabrodskaja. *Post-Soviet linguistic, ethnic, national identities and language debates*

The Soviet period resulted in migrations and resettlements that changed the demographic structure of most socialist republics of the Soviet Union (SU). These changes together with the state policy of ethnic-Russian bilingualism and attempts to create the collective identity of Soviet people led to blurring of the borders between linguistic, ethnic and national identities. As a result, a common-language-based identity was constructed and knowledge of Russian became a crucial condition of participation in the Soviet society.

Despite this, or perhaps precisely because of this, the questions of language and collective identities became the major concern of the peoples of the late SU. Raising the status of the native languages of various areas of the SU became one of the main goals of popular mass movements. Even though the ultimate breakdown of SU was legitimised by a combination of various moral and economic arguments, language issues remained in the forefront of social reforms together with economic transition to capitalism in the newly emerged independent states.

More than 20 years after the collapse of the SU, the processes of linguistic, ethnic and national identity formation still remain vibrant. This paper provides an overview of the issues of language and identity in the late SU and in the post-Soviet era, presenting an analysis of the dynamics of ethnic, national, linguistic and imperial identities in post-Soviet polyethnic social settings.

Elirea Bornman. *Language choices and identity in higher education: The case of Afrikaans-speaking students of the University of South Africa.*
Theory and research on language in higher education often focus predominantly on the instrumental function of language, while its symbolic function as identity marker often receives scant attention. The advent of a new political dispensation in South Africa has had far-reaching implications for the language situation in the country and, in particular, for language policies and language practices in higher education institutions. This study focuses on the relationship between language choices and social and institutional identification processes of Afrikaans-speaking students at the University of South Africa (Unisa). Both quantitative and qualitative research will be discussed. The quantitative component entails an internet survey among 2,749 Afrikaans-speaking students conducted during November 2011, while the qualitative research involves focus groups conducted during 2012 and 2013. The quantitative data indicate that Afrikaans forms a core component of the students’ ethnic identities, but strong identification with Afrikaans does not necessarily lead to choices in favour of Afrikaans. The quantitative results indicate however that students who studied in Afrikaans not only identified significantly more with South Africa as a country and their ethnic and racial groups than students who studied in English, but also with all categories related to the South African and African contexts. Students studying in Afrikaans furthermore identified significantly more than students studying in English with their institution of higher learning and felt more at home at the university. Implications for the role of universities in processes of social identification—including institutional identification—and the potential impact of language policies and concomitant language choices are furthermore discussed.


Timor-Leste is a small country in Southeast Asia whose history is characterized by a long period of Portuguese colonial rule, 30 years of violent Indonesian occupation, and the recent presence of the United Nations and other foreign aid groups. One of the most important legacies left behind by this unique history of multi-cultural contact is robust multilingualism. Timor-Leste is home to about 20 indigenous languages, and both Portuguese and Tetun Dili hold official status. Only in the last decade has the idea of a distinct Timorese cultural identity been allowed to flourish and language is central to this ongoing identity construction.

This study uses data from a language attitude survey administered in 2013 in Dili, the capital city of Timor-Leste, in which multilingual participants were asked to provide their opinions and experiences about language use in education. Respondents gave their answers in Tetun Dili, a creole language that borrows heavily from Portuguese. Previous research has found that prevalence of Portuguese loans varies between registers, occurring more often in elite registers such as media and politics (Williams-van Klinken, 2002). This practice is often employed by individuals to avoid Indonesian terms, but been shown to obfuscate meaning among less-educated Tetun Dili speakers (Williams-van Klinken, 2001). This study investigates several factors that correlate with Portuguese word choice among survey participants, such as age, gender, district of origin, and attitudes about languages in Timor-Leste.


Cantonese-English code-switching is a common linguistic practice for young adults in Hong Kong. Bilinguals use their languages interchangeably, even when the code-switched speech is perceived unfavourably by its users and the community. But how does code-switching apply to Cantonese-English bilinguals living elsewhere, especially in multilingual communities such as Toronto, Canada? The goal of the present study was to observe Cantonese-English bilingual young adults’ code switching in Toronto via a self-report questionnaire and a semi-structured conversation. The study aims to contribute to the limited research on Cantonese-English code-switching by studying it in a multi-cultural setting where the Chinese community has a strong presence and a high ethnolinguistic vitality. Tasks included a semi-structured conversation quantifying code-switching usage and a self-report questionnaire to investigate motivations and perceptions regarding code-switching. Self-reported code-switching was significantly correlated with the daily use of both languages and code-switching in conversation. Additionally, the questionnaire revealed that the bilinguals were aware of their code-switching and attributed its usage mainly to a communicative strategy. However, code-switching was also a means of maintaining a connection to the heritage Chinese community within an English-dominant society. The results are interpreted in terms of patterns of language contact at the individual level and the consequences of language switching that are manifested in a multi-cultural environment.

4. The Internationalizing University: An Intercultural Endeavor?

Symposium submitted and organized by Tony Young, University of Newcastle, UK; Mike Handford, University of Tokyo, Japan; and Alina Schartner, University of Newcastle, UK.

Chair: Tony Young, Head of Applied Linguistics, School of Education, Communication and Language Sciences, Newcastle University, UK.

Discussant: Iteesh Sachdev, School of Oriental and African Studies, University of London, UK.
There are currently more than four million people studying for degrees in higher education institutions located outside their country of origin worldwide (OECD 2011). ‘Internationalization’, the institutional response to this burgeoning phenomenon, raises many questions of an intercultural nature (e.g. Young et al, 2013). For instance, there is considerable debate concerning the extent to which ‘internalization’ is a sufficient, or merely necessary, precondition for intercultural dialogue in Higher Education (Wächter, 2010). Furthermore, quantifiable measures of internationalization, such as numbers of international students, rarely actually reflect degrees of ‘internationality’ within institutions (Knight, 2011). More critically, internationalization is not a panacea for institutions seeking to engage positively with the globalizing education ‘market’, and in terms of language policy may serve as a mechanism to further neoliberal ideology, with considerable social costs (Piller and Cho, 2013).

The four papers in this symposium discuss from an intercultural perspective emerging issues and their effects on staff, students (past and present) and wider societies related to the phenomenon of internationalization in higher education in Korea, Japan, the UK and the USA. Specific interest areas include:

- language policy and the ‘Englishization’ of curricula
- pedagogical implications of internationalization
- the home and ‘international’ student experience
- the creation of sites for communication and interaction, intercultural dialogue, interdisciplinarity and interculturality.

Catherine F. Brooks and Margaret J. Pitts. Group affiliation/identity work online: Voices from a Hawaiian, Korean-American, and a British student in an internationally-connected classroom.

Preparing students for life in international contexts has become increasingly important in the contemporary and globalized economy. Thus, many higher education teachers and administrators have turned to online international connections as a way to facilitate cross-cultural exposure and communication. While “global classrooms” offer sites for cultural dialogue and exchange, they also pose unique contexts for cultural and identity performance that can both reify and challenge cultural stereotypes. Broadly, our project examined identity work among 27 students engaged in a global classroom experience that bridged students in California with those in Singapore. Our presentation takes a focused view of identity work engaged by three specific students whose ethnic (Hawaiian), multi-cultural (Korean-American), or international (British) identities emerged as highly salient in their discourse as they made clear discursive attempts to diffuse and distance themselves from perceived national identity stereotypes. We discuss pedagogical implications of internationalization through the global classroom.

Alexander Gilmore. “The culture’s really different here”: Facilitating successful intercultural encounters at the University of Tokyo.

‘Internationalisation creates the opportunities for intercultural encounters. But whether they actually come about is another matter... and even if encounters do come about, they can fail.’ (Wächter 2010: 46).

Within the University of Tokyo, Japan, the Department of Civil Engineering is at the forefront of efforts to internationalize, with over 40% of its postgraduate population coming from overseas. In a recent online survey of our foreign students’ experiences of studying at the university (Gilmore 2013), the relationship with ‘tutors’ (student mentors from the same laboratory, responsible for guiding new arrivals through their first few months in Japan) was identified as a key area for improvement. From comments in the questionnaire, it appears that the success of these initial intercultural encounters is highly variable, and largely depends on Japanese mentors’ ability to empathize with alternative cultural perspectives and the difficulties associated with adapting to a new and unfamiliar country. This presentation will describe changes to the tutor training, implemented in response to these insights, and the early results of our efforts to enhance the success of these important initial intercultural encounters.

Gyungsook Jane Lee and Gyuseog Q. Han. Foreign Academics Facing Cultural Barriers in Korean Universities.

Academic transplants mainly from English speaking countries face problems adjusting to the Korean tertiary education sector. Their problems in acclimatizing to working environment are mainly due to profound differences in language and culture. This paper reports the experiences of foreign faculty members who are experiencing the creation of sites for communication and interaction through the ‘Faculty Development Program’. Despite a strong desire for the internationalization of Korean universities, administrations often overlook quality over quantity. Lacking policies to improve the quality of internationalization, the resources of foreign faculties are very underutilized limiting potential contributions in its scope. Highly homogenous and hierarchy oriented characteristics of Korean culture are invisible barriers for foreign academics who may act as catalyst for internationalizing university.

Tony Young, Alina Schartner and Scott Windeatt. Retrospective accounts of the ‘international student experience’.
The majority of students pursuing postgraduate degrees at British universities are ‘international’ (UKCISA, 2013), and there is a burgeoning body of research investigating the experiences of this student group (e.g. Brown, 2009; Montgomery, 2010). However, while transformative person growth and future career opportunities have been identified as core rationales for study abroad (e.g. Arthur & Flynn, 2012), relatively little attention has been paid to the experiences of these students post-graduation, and of the retrospective value and relevance of study abroad (Arthur & Popadiuk, 2013).

This qualitative investigation followed students beyond the completion of their study sojourn. Specifically, we investigated the experiences of international students who obtained postgraduate qualifications from a single UK university in the last 20 years. The research focus was on students’ retrospective accounts of their academic, psychological, and sociocultural adjustment, three areas seen as crucial to the success of an international study sojourn (Ward et al., 2001), and the role of study abroad experiences in the transition from university to employment post-graduation. We discuss pedagogical implications for host universities and call for holistic student support systems, taking into account the full cycle of international student transitions.

**Paper Session #4: Saturday, June 21, 10:15-11:45**

**1. Language, Identity, and Ethnicity II**

Young Yun Kim. *The identity factor in interethnic conflict and cooperation: An interdisciplinary overview.*

This paper presents a historical and interdisciplinary overview of a wide-ranging body of theoretical accounts of identity in the micro-level social context of interethnic communication in general, and its relationship to interethnic conflict and cooperation, in particular. Examined first in this overview are two interrelated historical trends in identity studies that parallel the pluralistic ideological shift in the United States and Western European societies: (1) an increased emphasis on activism in academic research on behalf of traditionally disadvantaged cultural groups; and (2) the corresponding swift in research foci from the personal dimension of the “ego” identity to the collective dimension of ethnicity (including culture, race, religion, national origin, and heritage language).

These historical trends serve as the backdrop against which various theoretical accounts addressing issues of identity are categorized into six groups. The theories range from those that are almost exclusively focused on the collective dimension of an individual’s identity as a social category (e.g., critical theories, speech codes theory), and the ones focusing more on the subjective and individuated nature of identity (e.g., integrative theory of intergroup conflict, communication accommodation theory, uncertainty identity theory), to the ones that highlight the unified, adaptable, and transformative nature of identity (e.g., ethnic identity development theory, integrative communication theory of cross-cultural adaptation). By identifying the common themes within each group of theories, the paper offers an integrative perspective on the rich and diverse academic conceptions of identity and its relationship to interethnic conflict and cooperation.

Martin Ehala. *What is essentialist and what is not in ethnicity?*

 Critics have argued that quantitative social psychology is based on assumptions that are incompatible with the prevalent understanding of ethnicity as constructed. The goal of this paper is to respond to this criticism. This paper claims that collective identity is a type of Social Signs that structure the social world and legitimise the distribution of power and resources. As any other types of signs, collective identities are shared mental representations that consist of the signal, its meaning, and an arbitrary but stable relationship between them. Individuals can be said to “have” a particular collective identity to the extent that they display empirically detectable features constructed as the signal side of the sign, and have developed emotional attachment to its meaningful representation.

Anastassia Zabrodskaja. *Russian language practices and ideologies in the Baltic countries.*

The three Baltic countries have intensive links to neighbouring Russia and considerable Russian speaking minorities in their territory. The position of Russian in these countries is a subject of particular interest, as it provides a rich source of evidence both for the nature of the use of a former lingua franca in a post-Soviet setting, and for the ways in which this highlights the limits of national language ideology.

Baltic Russians is a group that differs from typical immigrant communities in having been the dominant group which has lost its high status. In the Baltic context, native language is the main boundary feature between titular groups, whose ethnic identity relies heavily on native fluency in Estonian, Latvian or Lithuanian, and the Russian speaking communities. For this reason, the position of the Russian-speakers and Russian language in the Baltic countries is a part of conflicting and contested narratives.
I will discuss the findings of three large-scale quantitative studies carried out among Estonians and Russian-speakers in Estonia, Lithuanians, Poles and Russian-speakers in Lithuania and Latvians, Latgalian Latvians and Russian-speakers in Latvia, triangulated with the results of qualitative focus-group interviews that concentrated on language preferences. The purpose was to specify what the use of Russian indicates about its relative value and ideologies around it. Drawing from previous research on sociopsychological role of language in the framework of ethnolinguistic vitality theory (Giles and Johnson 1987), my presentation introduces emotional attachments and rational motives as driving forces in the changing role of the Russian language.

Syreeta Lyons-Burns. Talkin' 'Bout Mammies and Jezebels: A Discourse Analysis of The Help and Bringing Down the House.

Stereotypes about black women in film is a widely discussed topic in African American scholarship. Although scholars as well as several others have argued that movies like The Color Purple and The Secret Life of Bees perpetuate stereotypes of black women, very few film critiques have focused on how the discourse in the films plays a role in promoting these stereotypes. In this paper, I build on the discussion of stereotypes about black women in film by analyzing the films Bringing Down the House and The Help. Through the use of language that reflects racist, sexist, and classist ideologies, I argue that these movies contribute to a form of hegemonic whiteness that enforces the idea of marginalized people as a foil for dominant groups, and the discourse and social interactions perpetuate dominant stereotypes of black women. I examine this topic through a discourse analysis of excerpts from the movies.

2. Communication and Interpersonal Processes

Kayyisa Bermudas. Self-Partner Appearance Dissimilarity and Communication.

This paper proposes, based on the matching hypothesis, people are most comfortable with romantic partners who are similar in appearance and social desirability. It is argued that when appearance-related dissimilarity occurs between romantic partners, people will strategize to become more similar to each other. When individuals perceive a discrepancy between their concept of self-appearance and their partner’s appearance, then cognitive dissonance occurs. The amount of dissonance experienced by the individual depends on one’s level of public self-consciousness. Those who experience high levels of dissonance should attempt to decrease the perceived discrepancy by persuading the romantic partner into modifying his/her appearance. This proposal examines the influence of appearance dissimilarity on communicative attempts to manage the partner’s appearance.

Keri Bennett and Caroline Kennedy. Love Styles and Disengagement Strategies in Romantic Relationships.

Although extensive research has been done on love, love styles, and relational dissolution, little is known about the correlation of these concepts. The current study explores the relationships between different love styles and how they impact the selection of disengagement strategies for romantic relationships. Through participants’ completion of Lee’s (1977) Love Attitudes Scale and Collins and Gillath’s (2012) Breakup Strategies Questionnaire, we are able to assess potential trends in the choice of disengagement strategy based on love style, which contributes to the existing body of research. Results and implications will be discussed.

Mikaela Marlow. "So, you're saying my speech is bad?" Speech criticism, communication responses, and face-work during critical exchanges.

Language attitudes shape the impressions that listeners develop when people speak with various languages, accents, or social markers. Thus far, situations of overt speech criticism have been minimally explored. This study addresses the communication responses that participants exhibited following an incident where they were criticized for their speech in a face-to-face dyadic encounter. Individuals responded to speech criticism with avoidant, apologetic, humorous, accommodative, assertive, and aggressive approaches. Data suggest that people demonstrate more accommodation behavior during an actual criticism interaction, but exhibit more assertiveness in retrospective responses when the critical person is not present. Original measurement tools and a model are introduced in order to promote more focused inquiry into speech feedback processes across a range of communication contexts.

3. Languages and Change: Psychological Explorations (AASP)

Symposium submitted and organized by Allan B.I. Bernardo
Chair: Sik Hung Ng, Renmin University of China

Four papers explore different aspects of the nexus of language and change. The first two papers illustrate how language and discourses signal variations and changes in two complex constructs – morality and masculinity. The first paper (Choi & Han) analyzes the implicit social representations of morality in the Korean vernacular, while the second paper (Lopez,
Garabiles, & Ofreneo) analyzes narratives of heterosexual Filipinos with HIV who were former seafarers. Both papers illustrate how language can be mined to generate alternative discourses and how these are negotiated in interpersonal and cultural contexts. Using social identity theory and the concept of language power, the third paper (Sun, Hu, & Ng) examines attitude changes related to the introduction of English as a foreign language in China’s educational system. The paper illustrates the social complexities inherent in transforming social institutions and social processes, especially as these transformation involve language. The fourth paper (Reid, Rushforth, Comrie, Zhang, & Anderson), considers alternative hypotheses regarding how complex language develop in specific geographic and social environments. Assumptions of evolutionary theory are considered in the attempt to understand how languages transform through intergroup contact. Although the four papers deal with different nexuses of language and change, the collective presentations underscore the need to study languages and their related social psychological processes as dynamic and constantly changing.

Bongyong Choi and Gyuseog Han. A positive psychology of morality based on the analysis of Korean vernaculars.

Research in the field of moral psychology has been dominated by western perspectives. From the analysis of Korean vernaculars, we discovered a worldview which would serve to respect virtues of every constituent in the eco-system, where interconnectedness among the constituents is inherent quality. We applied this worldview to propose a new model for morality development that extends moral relationships to cover those with animals and even inanimate beings. The essence of moral development is to recognize and grant the value and virtue of other beings. It has the potential to dissolve the impasse posed by post-modernistic critique of previous theories on morality, and present a new path to move beyond the stalemate posed by utilitarians and developmentalists in human society.

Romeo C. Lopez, Melissa R. Garabiles, Mira Alexis P. Ofreneo. Remaking Masculinity in the Context of HIV: A Discourse Analysis Among Filipino Seafarers Living with HIV.

This study is an engagement with the discourses of masculinity shaping the experience of Filipino heterosexual men who are former seafarers living with HIV. Discourse analysis was utilized as the lens to explore seafarers’ constructions of masculinity and the implications to their subjectivities. Analysis of the narratives of five Filipino heterosexual men who were former seafarers showed three main discourses — heroic masculinity, disabled masculinity, and redefined masculinity — that pertain to the Filipino male seafarer as the good provider, the “fallen hero”, and the redeemed man, respectively. The following discursive elements are discussed: the role of the body, the role of the man as provider, the role of the man in the family, and the role of the man in the community.

James Jian-Min Sun, Ping Hu, and Sik Hung Ng. Impact of English on Education Reform and Development in China: With Special Reference to the Internationalization of Universities.

When China reformed its economy and opened up to the (Western) world in the 1980s, it re-embraced English and actively promoted its teaching on a massive scale. The number of learners of English as a foreign language (EFL) is estimated at 2 billion. However, the educational benefits thus far are mixed; public attitudes toward English have become less enthusiastic and increasingly dismissive. We discuss attitudinal changes in terms of social identity theory and their impact on the internationalization of universities. Beyond social identity theory, we use the concept of language power for a fuller understanding of the difficulties facing Chinese universities and their non-English speaking faculty in a world of publishing and academic interaction dominated by the use of English.

Scott Reid, Charlotte Rushforth, Bernard Comrie, Jinguang Zhang, and Grace Anderson. What Explains Variation in Language Complexity?: A Comparison of Three Hypotheses

Relatively simple languages achieve information transfer through simple lexical means, whereas more complex languages include arcane rules for tense, aspect, evidentiality, negation, plurality, and possibility. More complex languages are spoken by fewer speakers, are less geographically spread, and are in contact with more languages. Linguistic niche hypothesis (LNH) proposes that language complexity decreases in these conditions because of difficulties adults face in learning new languages. We compare predictions of LNH and two evolutionary explanations— cost signaling hypothesis (CSH) and parasite theory of value and sociality (PVT). Like CSH, PVT predicts increase in language complexity with local pathogen stress, but unlike CSH, PVT predicts greater language complexity when there is more contact between groups (increased group contact drives distinctive language features).

4. Language in Leadership and the Workplace

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Steve Moody and Hye Eun Lee. What to say, or how to say it? Message type and the emergence of leadership

This study investigates how the type of a message (i.e. utterance) influences both the emergence of leadership and group performance in a work group context. Information sharing increases task performance (Jehn & Shah, 1997; Strough & Cheng, 2000; Zajac & Hartup; 1997) and group effectiveness is enhanced through cooperation (Guth, Schmitberger, & Schwarze, 1982). These activities are accomplished through the content and type of messages transmitted during group interaction. Building on this, we hypothesize that utterances which function to ask questions, provide information, and/or guide the flow of discussion facilitate the emergence of leadership in group settings. 105 participants were asked to perform a task in 2 or 3 member groups, with no pre-designated leader. The group discussions were video-recorded, transcribed, and utterances were categorized into “moderator” and “information provider” by two coders. These data are then compared with members’ perceptions regarding group leadership and evaluation of group performance. The analysis is concerned with predicting the effect of message type (information provision or discussion moderation) on who ultimately assumes the leadership role. Results have implications in understanding communicative strategies for doing effective leadership and enhancing overall group performance.

Iryna Morozova and Olena Pozharytska. A communicative leader and his follower: A social and psychological interplay.

Any study of the dialogue discourse as a social interaction can hardly overlook the problem of its organisation as a specific role-action where the participants of the process are visualised as a communicative leader and a communicative follower (April, K.A. 1999; Dewan T., and D. P. Myatt, 2008; J. Mayfield and M. Mayfield 2002, 2009; Sullivan 1988 etc). This paper discusses the interplay between syntactic organisation of speech and communicative role of interlocutors in the literary dialogue discourse. Interpreting communicative leadership beyond its traditional social understanding, we consider the notion of the communicative leader in the aspect of realising his/her speech intention and achieving his/her communicative goal in the result of the conversation.

The peculiarity of this paper is the methodological treatment given to the problem of verbal identification of the communicative leader done in the classical traditions of Gestalt-analysis. Our argument is that taken from the sociological view-point, the process of speech communication itself defines the role-play of the conversational leader and his/her follower. The microsystem of the literary dialogue discourse objectivises all social-group norms characteristic of any closed small group of the communicants who can be identified as a specifically organised unity of the communicative leader and his/her follower. Hence, here one can trace the lingual preferences of the interlocutors testifying to the existence of steady communicative leadership in each social-and-communicative group. The analysis of 3,000 effective literary dialogues results in the conclusion about there being a definite structure algorithm of the utterance which marks the communicative leader’s speech regardless of the chosen speech strategy.

Stephanie Smith and Steven Brunner. To Reveal or Conceal: Questioning the Choice to Disclose in the Workplace

This research study seeks to examine how personal disclosures between co-workers and supervisors are managed within organizations through the lens of Communication Privacy Management (CPM) theory. Many people do not disclose information at work because they fear a negative reaction in the workplace such as a change in supervision, isolation from co-workers, termination, or lack of advancement (Peters & Brown, 2009). Conversely, self-disclosures at work can have positive outcomes such as assistance in social interactions, increased contact with co-workers, and improved performance (Banks, et al., 2001). Further, self-disclosures may reaffirm one’s identity at work and be necessary in order to obtain instrumental support such as benefits, treatments, and legal protection. (Banks, et al., 2001). These previous inconsistent findings help to demonstrate that CPM is an appropriate framework for this study because it acknowledges a dialectical tension of concealing—revealing, which is at the heart of the disclosure paradox under investigation. Furthermore, CPM is a rule-based theory, where implicit and explicit rules govern the sharing of private information. An examination of the spoken/unsaid rules may provide more insight into the disclosure paradox. Open-ended surveys administered via Amazon Mechanical Turk will be thematically coded to determine how CPM is present in organizational communication, what topics are most commonly disclosed, and through what communication channels disclosures occur to better understand how people share personal information in the workplace.

Ann Rogerson. Accommodating demographic differences in Australian workplace conversations

An online study of 397 Australian managers investigated reflections on two face-to-face workplace conversations, one with a direct reporting employee, and the other with the managers’ superior. Perceptions of conversational effectiveness were recorded in addition to the managers’ intent to alter future interactions in line with communication accommodation theory. Managers recorded their own demographic attributes (gender, relevant age bands, tenure, education, nationality, use of English at home) and their perceptions of the same demographic attributes of the other person in each interaction.
More effective downwards conversations with a subordinate were reported compared to upwards conversations with a supervisor. A greater number of linguistic tools (change of tone, pace, words used, repeated words and use of simpler words as recalled by the manager) were used in upwards conversations with a superior. Perceived and actual use of English at home had a statistically significant relationship with ineffective conversation outcomes in both directions. Managers appeared to accommodate differences in age, organisational tenure and education levels, yet indicated difficulties when language or accent differences were identified. Australia’s population has a highly diverse background with migrants to Australia between the ages of 20 and 34 years outnumbering people of a similar age born in Australia by more than two to one. Differences in perceived and actual use of English by Australian employees from a variety of backgrounds presents challenges for managers conducting face-to-face conversations. The implications for workplace conversations in culturally diverse workplaces are discussed in addition to noting directions of future research.

**Paper Session #5: Saturday, June 21, 13:30-15:00**

### 1. Intergroup Dynamics and Language

**Katie Gao.** *Ethnolinguistic Identity Theory and Language Shift in Micha: An Endangered Tibeto-Burman Language of Yunnan, China*

Ethnolinguistic Identity Theory (Giles & Johnson, 1987) suggests that an individual’s linguistic identity within an ethnic group directly related to three variables—perceived vitality, perceived group boundaries, and multiple group memberships. In this theory, language is not just an element of identity but rather the most fundamental piece of identity. This idea is central in cases of language endangerment and the process of language shift from a minority language to the socially dominant language, such as in Southwest China where hundreds of ethnic minority groups are slowly losing their languages to Chinese. The author will examine this process of language shift and perceived ingroup vitality within the Ethnolinguistic Identity Theory framework using her field research experience with Micha, an endangered Tibeto-Burman language spoken by about 8,000 people of the Yi minority in Yunnan Province, China. This paper presents findings from a regional survey, including sociolinguistic interviews with village leaders on the perceptions of language use in their village, as well as a five-village household language-use survey. The data show that there are varying degrees of attitudes, language shift and endangerment among the Micha population, largely depending on a village’s specific location and contact situation. Language shift to Chinese is even more prevalent with more opportunities for education, work, as well as intermarriage, all of which are central to linguistic identity. In some cases, where the process of language shift is complete, a Micha village will no longer identify as “Micha” but call themselves “Yi”, the broader group name of the government-classified minority.

Katherine Collins and Richard Clément. *The consequences of exposure to biased language on belief formation and member-to-group generalization.*

The Linguistic Category Model (Semin & Fiedler, 1988) outlines four distinct levels of linguistic abstraction, which have since been used to define linguistic biases towards outgroups (Maass, Milesi, Zabbini, Stahlberg, 1995; Maass, Salvi, Arcuri, & Semin, 1989). Though it is presumed that these biases contribute to belief maintenance, research has yet to conclusively explicate the consequences of biased language exposure in the complete absence of pre-existing beliefs. In this study, 84 Canadian participants were exposed to a negatively or positively biased text about a fictional group member. Preliminary data shows that participants formed impressions of the fictional group that corresponded to the appropriate biased text, effectively forming a stereotype. Participants exposed to a positively biased text were also more likely to engage in member-to-group generalization, which may reflect the existence of positive intergroup norms within the Canadian context. Results will be discussed in terms of the consequences of linguistic bias, as it is suggested that linguistic abstraction may indeed be a mechanism for belief formation and maintenance.

Mikaela Marlow. "Speak English or Die": *Anti-immigrant public discourse surrounding the Coca-Cola “It's Beautiful” advertisement during the 2014 Super Bowl.*

Social identity theory suggests that when people feel threatened, they communicate in ways that minimizes individual similarities and enhances intergroup differences. Discriminatory speech act theory assumes that people use stereotypical or hate-based speech to enhance ingroup identity and denigrate the outgroup. This case study applied critical discourse analysis to analyze over 1,000 disapproving comments that were posted about the multilingual Coca-Cola “It’s Beautiful” commercial that aired on Super Bowl Sunday in the United States of America (USA). Discursive analysis found that immigrant groups were discussed in predominantly negative ways, through degrading stereotypes and
dehumanizing metaphors. The presence of such heightened (negative) emotional responses to the multilingual commercial suggests that anti-immigrant sentiments continue to thrive among some segments of the population.

2. Exploring Diverse and Complex Health Communication Issues: Towards Effective Communication
Symposium submitted and organized by Susan Baker, Cape Breton University

This panel explores the nature and dynamics of health communication processes across a diverse range of theoretical perspectives, health contexts and analytic techniques. The first two papers explore the challenges of conveying health information in drug prevention programs (paper 1) and in patients disclosing chronic illness (paper 2). These papers highlight the importance of effective communication in achieving positive health and personal outcomes. The next three papers emphasize the significance of patient and/or family involvement and roles in health care. They consider the patient’s participation in the health consultation by examining the patient’s willingness to communicate (paper 3), the influence of family in cancer treatment decision-making (paper 4) and offer doctors’ perspectives on patient and family preferences for end-of-life treatment (paper 5). The final paper (paper 6) examines the level of support for health providers in taking on new responsibilities in health care. The paper exemplifies a change from the traditional delivery of health care to that which more fully meets new professional and financial demands.

Taken together, these six papers give an extensive depiction of the complexities of health communication and the ever-changing and expanding roles of the health care provider and the patients and their families. The papers presented in this panel broaden our understanding of the dispensing of health information, the value of patient communication, and the modern face of health care that includes more family involvement and new health care professional identities. Although they all represent differing theoretical and analytical approaches, they all aim to uncover the key variables and strategies that improve the effectiveness of health communication and the quality of the health care experience.


In universal drug prevention programs, the audience is often youth whose experience with illicit substances ranges from none to significant; thus, providing a challenge for presenting prevention messages that are meaningful to all adolescents. One way to appeal to a range of personal experiences is to insert narratives—personal stories or stories of known others—into lessons. Trained observers coded a random sample of 276 video recorded prevention lessons taught by 31 teachers in two rural states in the mid-Atlantic region of the United States who implemented the keepin’ it REAL drug prevention curriculum in 7th grade classrooms. The concept of narrative in prevention, the forms and functions of teacher narratives in lesson implementation, and associations of narrative adaptations with student engagement will be discussed.

Pamela J. Kalbfleisch. Communicating about Chronic Illness.

Individuals living with chronic illness may hide their condition from others, either due to perceived stigma or potential loss of benefits they would have otherwise. This paper examines the decision to inform others about chronic illness and how this information is conveyed. Data are drawn from postings in text or video on publically available blogs dedicated to living with chronic illness in general and by specific illness types. Results are presented thematically regarding the reasons given as antecedents to making disclosure to others and the methods by which these disclosures are made. Those who write blogs or video themselves in blogs have made steps to become more public in living with chronic illness. This provides a way to analyze how people communicate about their decisions to disclose chronic illness.


Health communication research tends to stress the value of communication skills among health professionals in creating positive health care experiences, while ignoring the importance of patient participation. By emphasizing the health care provider, research has, therefore, studied health communication as an interpersonal encounter. Interactions in the health context, though, are inherently intergroup. To address this issue, the present study applies the Willingness to Communicate (WTC) construct to the health context. The WTC paradigm takes into account individual differences in the choice to communicate in intergroup contexts. Participants in Canada and Australia were asked about their communication with health providers. Findings indicate that, although there are similarities between the two countries, there are notable differences in patient WTC and the variables that predict it.
In the health context, the potential for distributive cognition has focused on the decision-making processes of healthcare professionals and patients, while discounting the influence of family members on the health-related decisions of patients. This study draws on the Determinants of Clinical Decision-Making typology (DECIDE) to examine how and why family members provide treatment-related decisional support to cancer patients. In-depth interviews were conducted with family members of cancer patients. Interviews were coded according to family preferences for encouraging patient autonomy versus interdependence in the treatment decision-making process as well as the perceptions of family members regarding patient preferences. Using DECIDE typology, the data demonstrate wide diversity in family decision-making styles. Implications of the findings for improving treatment decision-making are discussed.

Cindy Gallois, Lindy Wilmott, Ben White, Sarah Winch, Malcolm Parker, and Nicholas Graves. *Futile Treatment in Hospital at the End of Life: Perspectives of Hospital Doctors.*

Futile treatment is viewed by many as a source of harm and an unnecessary cost. We conducted in-depth interviews with 90 doctors in specialties where futile treatment is an issue (e.g., intensive care). Results indicated the most common definition of futile treatment was intrusive treatment that does not improve quality of life for a dying person. Common reasons given for futile treatment were requests by patients or families, when doctors felt they could not violate family wishes. Some doctors indicated a lack of support for treatment withdrawal or palliative care from the health system; some pointed to over-optimistic beliefs by doctors about the potential for benefit. Participants had a limited understanding of the legal and regulatory framework around end-of-life treatment and their autonomy.

David G. Hewett, Lori Leach, Samantha Wen, Simone Mackrill, & Bernadette M. Watson. *Impact of identity on support for new roles in health care.*

Gastrointestinal endoscopy has traditionally been exclusively performed by doctors. In response to workforce shortages and escalating health care costs, endoscopy by nurses and other non-physicians has emerged as an alternative patient care model. The level of support for nurse endoscopy within the medical and nursing workforce in Australia is unknown. This study explores the impact of professional identity on attitudes toward nursing role expansion. Members of the Australian nursing and gastroenterology societies completed a self-administered questionnaire on support for nurse endoscopy, perceptions of ownership of patient care, professional identification and ingroup bias. This paper discusses factors associated with level of support for nurse endoscopy. Findings have implications for intergroup relations in health care and for health care policy development.

### 3. Language Attitudes and Language Learning

Anna V. Sokolova G. *Interculturality in Mexican universities from the indigenous-language learning perspective*

It is important to examine the role of indigenous languages in the world and, in particular, in the Mexican society. In this regard, Mexico is highly rich in terms of linguistic diversity corresponding to the languages spoken by numerous ethnic groups who live on the national territory. There have been different factors throughout the history that have endangered the existence of native languages and their linguistic variants in Mexico. Therefore, various Mexican governmental and no governmental institutions and organizations have taken measures to stop this endangering process. There are numerous programs and projects aiming at the study and promotion of the indigenous languages—cultures. Learning these languages is a crucial contribution to preserving the linguistic and cultural richness of this country.

In order to get closer to the present-day indigenous language learning situation in Mexico, a research was conducted among the university students with a special focus on their representation of the Mexican native languages—cultures. The participants responded to a questionnaire based on their sociocultural, academic and demographic characteristics, their perceptions as well as life and work projects related to the languages in question. It has been found, in particular, that the students’ features of the above-mentioned types together with the place conferred to the indigenous languages—cultures on the national “linguistic market” have an enormous impact on the construction of their sociolinguistic attitudes towards these languages. On the whole, the research results can help optimize both Mexican linguistic and cultural policy in Mexico.

Nathalie Freynet and Richard Clément. *Confidence as predictors of attitudes towards first and second languages in Catalonia*
Many countries have adopted language policies and encourage the learning of a second language (L2) (Tochon, 2009). However, little is known on the consequences of language learning and maintenance, and specifically language confidence on intergroup (L1 and L2) attitudes. This study looks at the relation between language confidence (L1 and L2) and attitudes (L1 and L2) in two linguistic groups in Catalonia: Castilian learners (L1 Catalan group) and Catalan learners (L1 Castilian group). Specifically, the study examines: 1. Whether L1 and L2 language confidence are related to L1 and L2 attitudes; 2. Whether the relative linguistic status of the participants’ L1 language modifies the relation between confidence and attitudes. Data (N=695) collected by the Centre universitari de sociolingüistica I comunicacio in Barcelona was used for analysis. Results reveal that for both groups, L1 confidence significantly favours positive attitudes towards the L1 group. Conversely, an increase in L1 confidence is also associated with significantly less positive attitudes towards the L2 group. Whereas stronger L2 confidence is indicative of more positive attitudes towards the L2 group for the L1 Catalan group, this is not the case for the L1 Castilian group, who maintain relatively positive attitudes towards the Catalan, no matter the strength of L2 confidence. These findings point to language learning and maintenance as potential facilitators of intergroup harmony and positive self-image for minority groups. Theoretical and practical implications are discussed.

Rachelle Lee. Implicit Associations with the Welsh language in two educational contexts

Social psychological methods have long been employed by sociolinguists in the study of language attitudes. To date, however, the Implicit Association Test (Greenwald et al., 1998) has been used in only a few sociolinguistic studies, but is viewed as a promising avenue for further study of language attitudes and language varieties (Campbell-Kibler, 2012). This study utilises the IAT to explore whether adolescents in Welsh-medium and English-medium schools in Cardiff, Wales, differ in their associations with the Welsh language. The results suggest that there are indeed differences in both the polarity and strength of attitudinal associations with the Welsh language between pupils at different types of schools. Pupils from the Welsh-medium school showed a moderately positive association with the Welsh language, and the English-medium school a weakly negative one. Importantly, a significant difference persisted even when controlling for first language and parental language effects. Interestingly, pupils from the Welsh-medium school who opted to complete the IAT in Welsh had significantly more positive associations with Welsh than those who completed the task in English, providing evidence of an implicit association-behaviour link. The IAT data suggests that there may be a substantial ideological divide between Welsh- and English-medium schools in Cardiff. Furthermore, there is strong evidence that the type of school attended is a major factor in engendering positive associations with—as well as attitudes toward—the Welsh language.

4. Positive Psychology: Theory, Research and Practice in Language and Social Psychology

Symposium submitted and organized by Peter D. MacIntyre, Cape Breton University and Kimberly A. Noels, University of Alberta

Discussant: Richard Clement

The study of language and social psychology stands to benefit from a close consideration of Positive Psychology. As a recently developed sub-field, positive psychology captures the study of how human beings prosper, flourish, and live well (Seligman & Csikszentmihalyi, 2000; Seligman, 2003). Positive psychology takes on the goal of identifying and enhancing the human strengths that promote thriving for individuals, institutions and communities (Seligman, 2006). It is a rapidly emerging umbrella area within psychology, with roots in the humanistic tradition and based on an empirical research foundation (Seligman, 2003; Peterson, 2006. Studies of enjoyment, happiness, optimism, resiliency and related concepts are not at all trivial; this research represents a serious attempt to understand and foster enduring value and wellbeing. While recognizing the seriousness of communication difficulties in interpersonal and intergroup relations, greater research attention to the conditions for and dynamics of successful communication and positive interactions could point us towards new understandings of how people learn and use language in ways that promote personal well-being, mutually beneficial relationships, and harmonious intergroup relations.

This invited symposium will be a springboard for new theory, research and applications that are inspired by themes in positive psychology. We will focus on one aspect of the social psychology of language, and that is how a positive psychology perspective can inform understanding of language learning. An international team of presenters from North America, Europe and Asia will offer new research and insights into why language learners flourish. The symposium papers will be deal with theoretical topics (such as enjoyment, identity, exercising control) and practical interventions (singing, savouring, and learned optimism). Future research collaborations and upcoming publishing opportunities will be discussed during the session.

Peter MacIntyre and Sarah Mercer. An introduction to positive psychology and its role in second language learning.

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We present an overview of the positive psychology principles and applications relevant to the symposium. Positive psychology in language and social psychology will generate innovative research directions, at the same time as capturing existing research under a new umbrella. The field has moved beyond simplistic views of “the good language learner” to draw upon increasingly dynamic models of learner psychology, undergirded by positive attitudes and emotions. But positive psychology has a distinctly applied ethic, “it is not a spectator sport.” Empirically validated activities supporting the development of positive affect and cognition can be employed in various language learning contexts, including language classrooms. Positive psychology reflects a rigorous attempt to understand and facilitate the development of wellbeing, optimism, happiness, and peace.

Kathryn E. Chaffee and Kimberly A. Noels. Learning from authoritarian teachers: Controlling the situation or controlling yourself can sustain motivation.

Positive psychology includes the study of optimal functioning, positive outcomes, and resilience. The present study brings these issues into the language learning context by asking “How can students stay motivated when their language instructor is controlling?” The results of this survey of 103 Canadian language learners examined how students’ capacity to adjust themselves to fit in with their environment, or “secondary control,” was related to their motivation and learning outcomes. Secondary control in the form of adjusting one’s attitude towards language learning challenges through positive reappraisals was positively associated with self-determined motivation, need satisfaction, and engagement. Positive reappraisals were also found to promote resilience by buffering the negative effects of having a controlling instructor on students’ engagement and anxiety.

Tim Murphey. Students’ well-becoming singing and asking.

“Well-becoming” emphasizes an agentive action or activity that creates better well-being. To impact beyond their immediate emotions and to influence beyond the classroom, I asked students to take the songs and questions out of class and teach other. The first study describes 155 student-conducted musical case studies from six semester-long classes over a four-year period. Each class published their own booklet of case studies (a class publication). The second study describes students from two classes (53 case studies) who asked someone with appreciative inquiry, “How do people help you have a great day and a meaningful life?” Results show that most enjoyed spreading positivity as they became “well-becoming agents of change” in their own social networks.

Tammy Gregersen. Case studies of positive psychology interventions.

Recent theory in motivation for language learning has emphasized that learners and teachers benefit from the positive-broadening power of emotions and the motivating force of visualizing L2 possible selves. Unfortunately, relatively little is known about classroom activities that increase positive emotion among both language learners and teachers. The action-orientation of positive psychology obligates researchers to conduct studies in situ. The present study examines individual-level data to evaluate an integrated series of interventions from the positive psychology literature shown to increase satisfaction and happiness. The interventions involve identifying “three good things,” savouring positive experience and learned optimism. The two case studies offered provide quantitative and qualitative evidence of the effects of these activities on the learners and teachers who participated.

Rebecca L. Oxford. Social and Psychological Themes Reflected in First-Person Learner Histories of Bilingual Adults.

This presentation synthesizes five socially-situated learner histories (written essays) from bilingual adults reflecting on their experiences of gaining second or foreign languages (English, French, and Spanish). The research used the grounded theory approach. An emergent theme was social identity, with some individuals seeking to acculturate, one realistically accepting outsider status, and one actively (albeit temporarily) embracing outsider status through resistance and lack of investment when faced with unequal social power. Other themes were (a) social influences and attitudes, (b) language as a behavior-shaping “mentality,” (c) resilient learning strategies for overcoming sociocultural and linguistic obstacles, (d) transformative experiences, (e) emotions and motivation, and (f) the meaning of bilingualism. Themes were unified by a final theory diagram (concept map).

Peter MacIntyre and Jean Marc Dewaele. Janus vs Laetitia: Enjoyment and Anxiety among Foreign Language Learners.

Are enjoyment and anxiety comparable to the two faces of Janus; that is, are they the two sides of the same coin? Research often has described emotions on a bipolar continuum, with positive and negative emotions at opposite ends. Positive psychology theory suggests that positive and negative emotion form phenomenologically separate dimensions
with different functions. The present study investigates enjoyment and anxiety among 1,746 current language learners from around the world who completed an internet survey. Results show that patterns of enjoyment and anxiety differ across groups defined by relative proficiency, number of languages, education level, global region, and age. Female participants reported both more enjoyment and more anxiety. Results are interpreted using established motivation models (Gardner’s, Clément’s) and recent emotion theory.

Paper Session #6: Sunday, June 22, 10:15-11:45

1. Learning Language and Culture

Samaneh Zandian. Intercultural education and language classrooms in Iran: focusing on young learners

Globalization has brought a wider range of cultures into close contact than ever before, making intercultural interaction a pervasive feature of modern life. Recognizing the importance of fostering intercultural sensitivity and solidarity, many countries have introduced intercultural learning into their educational curricula and language classrooms have proved a fertile site for developing key skills, attitudes and understanding (Doyé 1999). Paradoxically, those countries which might benefit most from these interventions are often the most reluctant to embrace them, and it is important to find ways in which change might be promoted. The first step in this involves understanding current levels of awareness of children in such countries and the potential for building on this. This paper reports on a PhD research project to explore how Iranian children make sense of/understand cross-cultural interaction and transitional processes. To this end, 294 child-friendly questionnaires were administered in five primary schools in Tehran, and five follow-up group interviews and participatory activities were carried out with 27 child participants. The use of innovatory data collection techniques revealed aspects of Iranian children’s perceptions of intercultural encounters and transitional experiences that call into question assumptions about the levels of awareness amongst children at this level. The findings of this study provide unique and vital data relevant to educational development in Iran and suggest ways of raising awareness amongst families, teachers, schools and policymakers about the need for intercultural education in the Iranian educational system.

Muntasir Hamad. Language Transfer from English into Arabic by Bilingual Students

The paper analyzes the written errors made by English speakers that are studying Arabic at a university level. The analysis deals with the errors that can be traced to language transfer and explain their structure. Learners of foreign languages subconsciously rely on their native language (NL) to communicate in their target language (TL). It is interesting to look at how the native language influences the learning process of TL. So far, most of the work done on language transfer between Arabic and English has focused on the influence of Arabic as a NL on Arab learners of English. However, the paper will discuss the opposite process and explain the ways in which English can affect the learning process of Arabic. The paper will analyze and discuss the findings of 60 undergraduate writing exam sheets; each discusses two different topics. The errors were divided into the following main domains: orthographic, etymological, semantic and syntactical errors, and analyzing possible phonological challenges that might have been reflected in writing. This study aims to make students acknowledge errors due to language transfer and help to avoid them in future performances, as well as improve their competencies in Arabic. It will also provide teachers with a list of most common errors that they need to pay attention to, and it might offer some recommendations of solutions to some of these errors.

Merzin Alshahrani and Kimberly Chan. Nonnative or Native: Do students in an upper-intermediate EAP course have a preference?

A small number of studies have addressed the debate comparing native English speaker teachers (NESTs) and non-native English speaker teachers (NNESTs). However, most of the studies focused on teacher rather than student opinions. The present study examine ESL students’ perceptions of NEST and NNEST professionals/teachers in Australia to ascertain whether they are negative as many administrators believe, or more positive as found in recent academic research. A total of 10 adult students, from various language backgrounds, were asked to participate in this study. They registered in an upper-intermediate EAP course, at a private English institute in Sydney. The data were collected by asking students to write their opinions to a stimulus question. Their responses to the question were analyzed using a discourse analytic technique. The results of analysis indicated the following main findings: 1) NESTs emerged as superior in the teaching of oral skills (Speaking and Pronunciation). 2) NNESTs received the highest praise for their grammar teaching skills in the “linguistic factor” group. 3) There is a clear preference for NNESTs at all level of personal factors (Experience as a L2 learner and Affect). The majority of the participants, although they see and acknowledge NNESTs’ strengths, prefer attending classes taught by native speakers. native speakers seem to maintain an advantage over their non-native counterparts. More attitudinal research needs to be conducted to determine what specific factors are influencing the students’ perceptions of both NNESTs and NESTs.
Reverse Linguistic Stereotyping is defined as the effect of paralinguistic cues (such as a picture of the speaker, information about their ethnicity, etc.) on the listener’s perception of the speaker and his/her utterance. Studies based on this theory mostly included native speaker listeners (Rubin, 1992; Kang & Rubin, 2009) and only recently has the interest in nonnative speakers of English emerged (Hu & Lindeman, 2009). The study investigated whether the RLS theory can be applied across the globe. It attempted to show how ESL students had preconceived ideas about nonnative teachers and were affected by nonlinguistic cues. The pilot study included thirty nine students enrolled at the Intensive English Program at a mid-west university in the U.S. who were asked to listen to two speech samples produced by an advanced nonnative speaker. Using the matched guise technique, students were led to believe that there were two speakers: a Caucasian teacher and an Eastern Asian one. Paired sample t-tests were run to measure the rating differences for the two guises. Results from the pilot showed that students did not show proclivity to RLS as measured by the Speech Evaluation Instrument; their ratings for both guises were not significantly different. However, their comprehension scores and teacher competence ratings were significantly higher with the Caucasian guise (mean score on comprehension test was 59%) than with the Eastern Asian one (mean score of 50%). The findings of this study could inform on ESL classroom dynamics and the effects of students’ perceptions and expectations of their nonnative English teachers.

2. Word-Level Effects

Marie Gustafsson Sendén, Torun Lindholm and Sverker Sikström. *Personal pronouns in evaluative semantic contexts.*

Personal pronouns in language use may reveal psychological perspectives and biases (Pennebaker, 2011). To study this, a model was formed with two dimensions important to social categorization in human life. The first dimension refers to inclusion and exclusion and is reflected by first (I, We) and third (She/He, They) personal pronouns. The second dimension refers to individual and collective categorization and is reflected by singular (I, He/She) and plural (We, They) pronouns. The biases were investigated by examining the semantic contexts where the pronouns occur. In one study we developed an evaluative sentence generation task to study how people select evaluative contexts around pronouns. In another study we used latent semantic analyses (Landauer, McNamara, Dennis, & Kintsch, 2007) to study pronoun use in a large news media corpora. Results showed self- and group serving biases such that self-inclusive pronouns (I, We) consistently occurred in more positive contexts than self-exclusive pronouns (He/She, They). The evaluative pattern for the individual/collective dimension varied across communicative situations. In individual situations I occurred in more positive contexts than We, whereas in a collaboration contexts I and We occurred in similarly positive contexts. In an intergroup competitive situation, both self- and group serving biases were enhanced. These are the first studies showing how the contexts around pronouns reveal evaluative biases. Because the evaluative contexts changed as a consequence of situation it is conceivable that people use pronouns and evaluative communication to highlight or decrease differences between social categories in ways that are beneficial to the speaker.

Wojciech Kulesza, Dariusz Dolinski and Avia Huisman. *The Echo Effect: The Power of Verbal Mimicry*

Research on the chameleon effect has demonstrated that social benefits such as liking, safety, rapport, affiliation, and cohesion can be evoked through nonverbal imitation (e.g., body language and mannerisms). Herein we introduce the echo effect, a less researched phenomenon of verbal mimicry, in a real-world settings. In the first study participants, three-hundred and thirty currency exchange office customers, were assigned into one of three experimental and two control conditions. Careful attention to research design produced results that address issues raised in the mimicry literature, and more clearly define the boundaries of verbal mimicry. The results demonstrate that: while repetition of words is important in increasing an individual’s tendency to perform prosocial behaviors, the order in which they are repeated back is not; verbal mimicry is more powerful mechanism than dialogue; and, for non-mimicry control conditions, no response produces the same result as a brief response. Two next studies concerned the echo effect as a social influence technique.

Kenji Yokotani. *Husband’s Impolite Forms of Address for His Wife Predict Intimate Partner Violence against Her.*

Spousal forms of address (e.g., husband addresses wife as “honey”) reportedly served as a marker of couple relationship. Impolite spousal forms of address (e.g., “bitch”) also predicted spousal aggressive attitudes and intimate partner violence (IPV). The present two studies examined the link between spousal forms of address and IPV through the lens of Face-Threatening Acts (FTAs). Study 1 sampled 116 married and 161 unmarried participants in Japan. They independently evaluated extent to which 36 spousal forms of address appear to disregard the other spouse’s dignity (impoliteness). Results suggested that extent of impoliteness represented by these forms were stable between married and unmarried
groups. Study 2 sampled 36 paired heterosexual couples (n = 72). They reported their forms of address, couple communication patterns, couple satisfaction and IPV. Results suggested that the concordance rates for spousal forms of address within couples were twice as high as for a well-validated couple questionnaire. In addition, Study 2 showed that husbands’ impolite forms of address (e.g., “bitch”) positively predicted physical IPV against the wives and negatively predicted couple satisfaction. Husbands’ impolite forms of address could be a screening tool for a risk of IPV.

3. Accommodation, Perspective-Taking, and Theory of Mind

Mark Seilhamer, Francesco Cavallaro and Felicia Chee. Overaccommodation in a Singapore Eldercare Facility

Numerous studies have shown that some speech accommodation in interactions with the elderly – particularly those with dementia – can aid communication. Overaccommodators, however, exceed appropriate levels of accommodation with such features as high pitch, exaggerated prosody, and child-like forms of address, often serving to demean, infantilize, and patronize elderly interlocutors rather than facilitate comprehension. According to the Communicative Predicament of Aging (CPA) model, evaluations of elderly individuals and subsequent communication practices are determined by stereotypes of aging that are triggered in the minds of those interacting with the elderly. These stereotypes can vary from culture to culture, and in Singapore, negative stereotypes of aging are quite prevalent, existing alongside traditional Confucian-influenced positive stereotypes. To date, however, there have been no studies examining whether or how stereotypes of aging might be manifested in interactions between younger and older Singaporeans. In an investigation that involved participant observation in a Singapore eldercare facility, overaccommodation was indeed found to be commonly employed by caregivers speaking to their elderly interlocutors in English, Hokkien, and Mandarin Chinese. This overaccommodation, however, was observed to be directed at female elderly more often than males, and varied qualitatively depending on the physical and cognitive abilities of interlocutors, with healthy elderly addressed in a manner akin to the way one might address school-aged children and those with dementia addressed as infants. These results provide some initial insights into an issue that is extremely relevant to Singaporean society, given the city state’s rapidly aging population.

Jessica Gasiorek. The role of perspective-taking in evaluations of nonaccommodation: Testing a preliminary model

Linking research on perspective-taking with recent theoretical extensions of communication accommodation theory (CAT), this study explored the relationship between perspective-taking and evaluations of both conversational satisfaction and speaker warmth in nonaccommodative (i.e., problematic) interactions. Previous research has found that these evaluations are influenced directly and indirectly (via perceptions of appropriateness) by perceptions of speakers’ perceived motives; other work has also found that participants who could more readily imagine a situation from another point of view tended to see others’ communicative adjustments as more positively motivated, as well as more appropriate. In this study, N = 193 participants recounted a recent interaction in which they felt their conversational partner did not adjust his or her communication appropriately, and then answered a series of questions about their perceptions of the interaction and speaker. Using path modeling, this study explored the relationship between perspective-taking, perceptions of communication appropriateness, perceptions of motive, perceptions of closeness, and evaluations of both communication satisfaction and speaker warmth. Together, these factors explained a considerable amount of variance in evaluations (R² = .62 for conversational satisfaction and R² = .54 for warmth). Participants’ degree of perspective-taking predicted these evaluations both directly and indirectly (total effects: β = .515 for conversational satisfaction; β = .504 for warmth). Consistent with previous research, the more readily participants could imagine the situation from the other speaker’s point of view, the more positively motivated they perceived that speaker to be, and the more appropriately adjusted that speaker’s communication was seen to be. This study concludes with a discussion of theoretical implications for CAT, as well as directions for future research on perspective-taking and accommodation.

Adrienne Lynett. "You know that you don't behave well": A conversation analysis approach to theory of mind in schizophrenia patients

Much of the recent literature on social cognition in schizophrenia has found deficits in patients' theory of mind — the ability to understand and properly attribute the intentions and beliefs of others. Experimental studies have measured theory of mind in individuals with schizophrenia with the Hinting Task, which tests for recognition of sarcasm and insinuation, and the False Belief Task, which tests for the ability to discern the beliefs of others (the latter used frequently with children), and others. Analysis of these tasks has found that schizophrenia has a deleterious effect on Theory of Mind — patients tend to have difficulties in correctly interpreting the non-literal utterances featured in the Hinting Task. Some authors have investigated patients' theory of mind in non-experimental settings, such as patient-clinician interactions (McCabe, Leudar & Healey, 2005). They reported that these patients' theory of mind was not impaired; rather, that their effective navigation of these interactions — which requires understanding of others' intentions, beliefs
and knowledge — suggest that their theory of mind was intact. This paper will investigate theory of mind in a set of schizophrenia patients in conversations with family members, using a conversation-analytic approach. Specific attention will be paid to certain conversational features that require theory of mind, such as other-initiated repair, reported speech, laughter, and metacognition. Instances of these conversational phenomena in patients’ interactions with family members reveal that these patients do in fact have a functioning theory of mind and are able to demonstrate it in everyday interactions.

4. Deception, Evasion and Credibility

Timothy Levine and Hee Sun Park. Question Effects in Deception Detection Accuracy: A Korean Replication

For decades, deception detection experiments have yielded remarkably consistent findings. Accuracy has averaged 54% and most studies report accuracy levels within plus or minus 10% of this average. This slightly-better-than-chance finding held across a wide array of experimental variations (e.g., student and expert judges, presence of training, presentation media, motivation of sender, planned and spontaneous lies, etc.). Although merely asking questions does not affect accuracy, recent findings (Levine, Shaw, & Shulman, 2010; Levine, Blair & Clair, 2014) indicate that strategic questioning can improve accuracy substantially, but poorly worded questions can produce accuracy that is below the 50% chance rate. The current experiment attempted to replicate Levine et al.’s (2014) results in Korea. N = 82 (72% female, mean age = 21.9 years) students in Korea participated in a repeated measures experiment. Students watched three sets of videotaped interviews using three different sets of questions. Question set had a substantial effect on accuracy, F (2, 160) = 50, p < .001. Accuracy on the poorly worded questions was 30%, a value significantly below chance. Accuracy on the most effect questions was 65.4% which was significantly greater than the meta-analysis average. The findings add to a new set of findings showing that questioning can matter, and that slightly-better-than-chance accuracy is not as intransigent as once believed.

Abdulrahman Alfahad. Answers and Evasions in Arabic interviews

Arab journalists and interviewers were often accused of taking a soft approach with officials and public figures on the government-controlled channels, addressing questions to them in an overly polite and cautious way. However, although interviewers on the new independent channels have recently made moves towards challenging their guests, this shift needs to be investigated with empirical methods and compared to the practices used in Western media. After applying some quantitative and qualitative methods used by conversation analysts and social psychology scholars, the findings show that the percentage of evasions in both channels is low compared to some western media studies, but remarkably lower in In the government-controlled channel. The study suggests that the findings could be understood within the well-studied theory of equivocation or “avoidance-avoidance conflict”, which argues that people tend to evade questions when they are expected to reply to a question for which all potential replies have negative consequences. Arab interviewers then design their questions in a way that does not constrain their guests, but avoids conflict with them by allowing them to give a wide range of valid answers.

Timothy Levine. Searching for Leaky Liars

Individual differences in sending and judging deceptive messages were examined. A round-robin experiment unpacked variation in message veracity, sender believability (demeanor), judge truth-bias, sender transparency and judge deception detection accuracy. Generally, more variance was observed in senders than in judges. The data were suggestive of the existence of an unusually transparent liar. The data were not consistent with a deception-general ability. The importance of considering individual differences the ability to deceive is discussed.

Cathy Yu, Paola Castillo and Izumi Hiramatsu. Effects of accent and gender on credibility judgments

Features of speech such as accent have long been considered ways for listeners to form opinions and impressions about others (Cargile & Giles, 1998; Frumkin, 2007; Powesland & Giles, 1975). According to Lev-Ari and Keysar (2010), people are more likely to perceive non-native speakers as less credible simply because accented speech is harder to understand. However, Munro and Derwing (1995) would argue this could be because a foreign accent often triggers stereotypical and prejudicial attitudes towards the speaker. Also, previous research has suggested that gender influences the credibility of the speaker. Therefore, this research examined the perception of credibility of four different types of accent and the effect of gender. In the present study, 100 Australians with mean age of 37.5 years (SD=14.06) were asked to listen and rate the truthfulness of 56 recorded trivia statements spoken by female and male speakers with 4 different types of accent (Australian, British, Indian and Chinese). Results indicated that, overall, participants were more likely to find non-native speakers less credible than native speakers. However, across the four different types of accent, the only significant effect on credibility judgments was that gender significantly influenced the way participants perceived the credibility of British and non-native (i.e., Indian and Chinese) accents. The implications of these findings are discussed.
**Paper Session #7: Sunday, June 22, 12:00-13:30**

1. **From Stance-Taking to Experiments: Language Use and the Awareness of Attitudes**
   Symposium submitted and organized by Katie Drager, University of Hawaii at Manoa, and Malcah Yaeger-Dror, University of Arizona.


This paper takes a qualitative, discourse-based approach to the study of language attitudes by analyzing 10 interviews conducted with Hawai’i residents about their linguistic family trees. In the process of asking participants to recount and reflect on their families’ language maintenance, acquisition, and loss over three generations, they expressed their language attitudes in the form of stance-taking (Englebretson, 2007; Jaffe, 2010), which revealed the various ways that they valued their (ethno)linguistic heritages and used their heritage languages. Drawing on positioning theory and narrative analysis (Bamberg, 1997), I analyze the ways that ‘language attitudes’ are conveyed in taking up stances towards both heritage languages in Hawai’i (such as Cantonese, Hawaiian, and Japanese) and towards Hawai’i Creole.

Lauren J. Aguilar, Geraldine Downey, Robert Krauss, Jennifer Pardo, Sean P. Lane & Niall Bolger. *A Dyadic Perspective on Speech Accommodation and Social Connection.*

People high in rejection sensitivity (RS), a disposition to need acceptance but fear rejection, may seek acceptance by nonconsciously using subtle speech accommodation to increase their similarity to others. However, for acceptance needs to be met, accommodation must be reciprocated. Fifty females completed a cooperative task in dyads matched or mismatched in RS. Matched RS dyads accommodated equally. Low RS individuals in mismatched dyads did not reciprocate high RS partners’ accommodation, leaving the high RS partners feeling unaccepted. No participant reported awareness of accommodation. Results imply that dispositional attitudes toward rejection affect dyadic speech behavior and interpersonal outcomes in important ways that are beyond talkers’ awareness. This highlights the importance of interpersonal motives and attitudes in understanding dyadic speech.

Tore Kristiansen, Marie Maegaard & Nicolai Pharao. *Conscious and subconscious attitudes in dialect leveling in Danish.*

Danish dialects have undergone rampant leveling in the latter half of the 20th century with features originating in Modern Copenhagen speech spreading to the rest of the country. But Danes always rate their own local variety most positively, when they are explicitly asked to rank different varieties, and downgrade Modern Copenhagen speech. A series of speaker-evaluation experiments, obtaining subconsciously offered language attitudes to varieties of Danish, show the opposite pattern: Modern Copenhagen speech is consistently found to be evaluated more positively than the local variety, matching the pattern of change observed in language use. This shows the importance of distinguishing between levels of consciousness in order to understand how attitudes may act as a driving force in language change.

Katie Drager and Malcah Yaeger-Dror. *A discussion of Higgins; Aguilar et al.; and Kristiansen et al.*

Individuals’ attitudes can be examined using a multitude of different techniques, including qualitative methods (e.g., discourse analysis) and quantitative methods (e.g., experiments). Each of the techniques informs different aspects of the ways in which attitudes influence language use. In this talk, we discuss the results from each of the presenters, tying in our own work and the work of others to demonstrate how different points of view and different methodologies complement one another. We will point to potential projects and collaborations in an effort to encourage the combination of various methods within the context of a single study.

2. **Language Acquisition and Development II**

Ewa Czaplewska. *The recognition of non-verbal messages expressing emotion by children with SLI aged 4 – 8*

Specific language impairment (SLI) is a dysfunction defined by specific difficulties in acquiring the native language, which appear to be primary, i.e. not caused by other, greater or universal disturbances. In these cases the children present with at least average intelligence, relatively good comprehension, and no neurological or serious somatic disorders. These children are not raised in circumstances of extreme deprivation, and are not ill more often than their
Yuh-Fang Chang. The effects of social status on apology production across age groups

The aim of this study is to explore pragmatic development of apology in the native speakers of Mandarin. To apologize appropriately requires that one first recognize having done something wrong, something that calls for an apology. Then, it is necessary to assess the severity of the offense and the weight of contextual variables, such as power and distance, in order to select appropriate apology strategies. Appropriate performance of the speech act of apology requires the development of cognitive ability, social understanding, and linguistic skills. Due to the complexity of performing the speech act of apology, one would expect children at different ages to understand and use apologies differently. However, very little is known about how development in this area proceeds. This study explores how participants differed in their ability to vary apology strategies with interlocutors of different social status. This study adopted cross-sectional approach. A total of 240 participants took part in the present study. Participants comprised four groups: 3rd grade, 6th grade, 8th grade and college freshmen. Four scenarios for apology were selected for the present study. Each scenario was repeated once with different hearer: student-student interaction and student-teacher interaction. The apologizer’s social status relative to the hearer in each paired scenario, hence, involves two levels: equal, and low. The findings showed that the 3rd graders revealed status sensitivity only in the use of the “alerter” strategy, whereas older participants varied their use of apology strategies to a greater extent in response to social status.

Saeid Atoofi. Language socialization into knowledge: a discourse analytical study of children TV shows

Language socialization is the process of transferring cultural knowledge through language as well as socialization to use language (Schieffelin and Ochs 1986). Furthermore, it has been stated that “language socialization is distinctly local and situated” (Ochs & Schieffelin, 2012). This study investigated discourse strategies that indexed epistemological assumptions in children TV shows, a context which is not readily confined within a geographical location, nor situated within a specific culture. In contrast, it deals with mass language socialization of children from across the globe with potentially different views about the nature of knowledge and learning. By using language socialization approach as a theoretical and methodological perspective (Ochs & Schieffelin, 1984), 20 hours of children TV programing from 10 TV channels (both cable and free-to-air) were analyzed for the type of discourse strategies that marked an epistemic stance. The results showed that children TV programs socialize children into a mixed perspective toward knowledge, some borrowed from psychological findings in learning theories, and others influenced by viewers who impose their preferences by tuning in or out of TV channels or shows. In general, children TV shows portrays knowledge as, 1) dialogical in nature, 2) best learned with particular focus, 3) impartial and universal, 4) independent from cultural biases, and, 5) nourished by imagination and creativity. By linking social psychological findings with that of language socialization studies, it will be discussed that rather than bound to a certain geographical locale and situation, children TV shows are not only a socializing force at global level, but also are influenced by global perspectives, from experts in scientific field to ordinary viewers at home, toward an epistemic stance about what knowledge ‘is,’ and ‘does.’ These findings can have implications for many fields of inquiry such as in anthropology, sociology, social psychology, and applied linguistics.

Jimmy Bordarie and Sandrine Gaymard. Influence of normative models on social representations

Our research fit into social representations’ framework (Moscovici, 1961), defined by Jodelet (1997) as “modalities of practical thought orientated towards the communication, comprehension and control of the social, material and conceptual environment”. We are especially interested in the influence of normative models in the field of social representations (Flament, 1999; Gaymard, 2009). To the demand of Angers’ city (France) which is financing this study and wishing to promote alternative mobility and the emergence of a culture of public space sharing, we focus on one of measures they are using in this initiative : 30 kph zones. We seek to determinate the part of different models (especially friends’ and parents’ models) in the speech of young drivers. We submitted a questionnaire on the 30 kph zones representation to 32 young drivers. They had to answer in their name, but also as they think their parents, their friends and drivers in general, would do. An analysis of multiple linear regression shows the influence of parental model on the
answers of young people. So, with regards to the 30 kph zones, representations and practices of young drivers fall more within parental model than peer’s model. These results are discussed in comparison with anterior studies realized with an identical population.

3. Acculturation and Cultural Contact

Makiko Imamura and Yan Bing Zhang. Contact Quality, Cultural Identification, and Conflict Management Styles: Examining the Mediator Effect of American Host Nationals’ Communication Anxiety with Their Most Recent Chinese Contact.

Guided by the prior literature on intergroup contact and intercultural communication anxiety and conflict, this study explored the direct and indirect effects (through anxiety) of American host nationals’ overall quality of contact with Chinese and perceived cultural identifications of their most recent Chinese contact on their conflict management styles with the Chinese individual. Hypotheses were tested using Hayes’ PROCESS on Mediation Analysis. Results revealed that communication anxiety mediated the relationships between the predictor variables (i.e., contact quality and perceived identifications with the host and home cultures) and the conflict styles. Specifically, overall quality of contact with Chinese and the most recent Chinese contact’s identification with American culture were negative predictors of and identification with Chinese culture was a positive predictor of anxiety. In addition, anxiety predicted the problem-solving, competing, and avoiding styles positively and the accommodating style negatively. Furthermore, results revealed positive direct effects of contact quality on the problem-solving and accommodating styles. Similarly, identification with American culture also had positive direct effects on the problem-solving, accommodating, and avoiding styles. These findings have indicated a few themes. First, American host nationals’ contact experience with outgroup members as a whole influences their anxiety and communication with a specific outgroup member. Second, perceived cultural identifications of the American host nationals’ most recent Chinese contact are associated with their anxiety and consequently with conflict management styles with the Chinese individual. Third, the most recent Chinese contact’s identification with American culture plays an important role in predicting how conflict with this individual is managed.


At a juncture where acculturation and ethnicity feature prominently on political agendas, there is still no agreement as to which acculturation behaviours may be predicted in which settings of interethnic contact. Acculturation research has been criticized for observing assimilation, integration and separation behaviours too quantitatively and too indirectly, leaving in the process little room for the qualitative contextualization of identity and the acknowledgement of its multiplicity for which qualitative studies typically make provision. However, qualitative methodologies do not allow generalizations made by acculturation research, since they fail to produce replicable studies, and thus cross-comparable datasets.

I aim to establish which acculturation behaviours are predictable in which interethnic settings through methodological means combining quantitative and qualitative perspectives on the manifestation of ethnic identity. These means generally rely on the analysis of quantitative and qualitative aspects of a directly observable behaviour, namely language variation – acknowledged as a primary component of social identity. They more specifically rely on its observation in semi-experimental and replicable interactional settings involving distinct ethnicities, in which identity-related phenomena can be qualitatively contextualized in reference to patterns of ‘Us’/’Them’ distinctions.

In this paper I will be presenting experimental interactional linguistic data collected in Namibia, an African country which obtained its independence in 1990, and where mass-urbanization has led to increased inter-ethnic contact. I will show that trends of assimilation, integration and separation are visible through both quantifiable interactional dynamics and qualitative indicators. I will specifically emphasize the quantitatively and qualitatively observable distinctions between two interactional linguistic types of acculturation behaviours, namely mutual convergence and unilateral convergence, arguing that these two types produce distinct integration behaviours which may or may not be situated along an assimilation-separation continuum.

Kimberly Noels, Rui Zhang, Kathryn Chaffee, Jianhui Song, Mantou Lou and Sabine Ricioppo. A Situated Perspective on Language and Identity Acculturation in Chinese Immigrants to Canada.

Language proficiency has been suggested to be one of the most important predictors of successful economic and social integration of immigrants, and the Canadian government annually invests over $100 million in language training for immigrants. To explore the relation between language and identity changes further, this study adopts a situated perspective to look at the relation between language proficiency and use, on the one hand, and ethnic identity, on the other by comparing immigrants from China who arrived in Canada within 6 months and those who have been in Canada between 3-4 years. Participants completed a semi-structured interview that includes questionnaires regarding their
language use across a variety of situational domains (e.g., with family, friends, at work, in the community) and their Chinese and Canadian identity across the same situational domains. Participants also provided a sample of extemporaneous speech, which was coded by in terms of its degree of accent, fluency and intelligibility. The results showed that Canadian identity was relatively strong in public domains and weaker in private domains, corresponding with opportunities for intercultural contact and English use, and that Canadian identity was stronger for more established residents, even in more private domains. Although self-reported situated language use was consistently related identify variations, indices of proficiency predicted identity in addition to the language use measures. These results clarify the nature of the language-identity relation, and could help program developers and language teachers to better orient their language classes to address students’ identity concerns.

4. New Technology and Language

Catherine Brooks. ‘Text-based talk’ as a hybrid communication genre: An investigation into online linguistic practices among students in college classrooms

A period of rapid technological advancement in the delivery of online content in college classrooms has produced a plethora of new modes of student-student communication. In many cases, students communicate in these online environments through text-based processes and via such tools as email, discussion boards, or instant messaging platforms. Though certainly some mediated interaction in classrooms involves video-based conversation, asynchronous and synchronous discussion boards or chat rooms continue to play a major role in online education. Writing on a keyboard or typing on a ‘pad,’ then, remains a central activity for participants in technology-enhanced classrooms. Given the reliance on textual characters, some argue that online talk can be conceived as written communication, but others describe these interactions as replete with oral features. Moreover, many have asserted the denigration of writing literacy, blaming new texting cultures for a supposed decline in academic writing skills. Through an interpretive investigation of online communication among students in college courses, I examine text-based practices (e.g., emoticons), identify typical linguistic features (e.g., use of pronouns), and describe the nature of interaction (e.g., communication climate) on discussion boards. I do this in order to, ultimately, conceive of ‘text-based talk’ as a ‘hybrid’ communication genre – one that blends conventionalized practices previously identified by linguists as tied to either ‘orality’ or ‘literacy.’ By focusing on text-based linguistic practice, I explore how very mundane acts of ‘writing’ are productive of new sets of social practices that are shifting how students ‘talk,’ as well as construct themselves and co-constitutively produce knowledge.


The virtual world Second Life (SL) offers its millions of users a fertile environment in which to socialise and engage in digital communication, immersed in a world where anything is possible and imagination is the only limit. To become an established resident of this virtual world is to acquire a virtual identity, which in turn requires an understanding and acquisition of various phenomena such as how to dress, walk and talk. The acquisition of a SL identity involves various linguistic acts. At word level users must familiarise themselves with the creative vocabulary of Second Life, at phrasal level one must recognise the deictic field of the virtual environment and act accordingly through appropriate use of indexical expressions, and at clausal level, the final step towards becoming ‘virtual’ is acknowledging and fulfilling a pragmatic act (Mey, 2001) in all of its complexity in virtuality. This study observes, at clausal level, the way that ‘talk’ is perceived and acted upon through the recognition and acknowledgement of pragmatic acts that are instructive and directive (Searle, 1969) in nature. The data is a Second Life corpus of 200 thousand words and 12 hours of video collected through participant observation. A quantitative technique was developed using corpus analysis software to identify pragmatic acts in the corpus, which were then analysed both qualitatively and quantitatively. Pragmatic acts are more complex than speech acts in that they take into consideration not only the context of the situation of the utterance, but also notions such as politeness, intentionality and short-term and long-term aims of the act. Through instruction and direction, a noob (Crystal, 2004) can transform into a Resident (www.secondlife.com) or established user. The significance of pragmatic acts in the linguistic construction of a virtual identity is the interest of this study

Leigh Clark, Khaled Bachour, Svenja Adolphs and Tom Rodden. Being digital in a human world: exploring the use of vague language in human-agent interaction

As our lives become increasingly digital with we are faced with new challenges in understanding the communicative and social space between man and machine. The roles of language and its potential benefits and dangers in this space however remain largely unexplored, though recent studies have shown success with practically incorporating communication theories in machine design as a means of influencing user perception and behaviour.

This study aims to develop this research area further by investigating the use of vague language as an interactional
strategy for intelligent software or agents cooperating with humans. This is addressed in a series of comparative assembly tasks in which users receive verbal instructions via interactive agents designed to achieve specific responses. We argue for using these communicative strategies as a means of increasing agent acceptance and the user’s quality of life, as well as the current limitations and concerns in doing so. We conclude with the need to move from any notions of ‘one size fits all’ and for developing an adaptive agent that can adjust its language depending on context, user identity and intended objectives.

Emiko Taniguchi and Hye-Eun Lee. *Sex Talk Posts Online: Cultural Difference in Behavioral Intention and Perceived Appropriateness*

Ill-timed self-disclosure of intimate information has negative social consequences in that such disclosure can risk discloser’s social reputation and face. One of the most intimate information, and one of the least discussed topics, is sex. This study calls communication about ones’ experiences and feelings about sex as “sex talk.” Considering potential negative social consequences of engaging in sex talk, it is important to examine how individuals engage in sex talk, and to what degree they perceive their peers’ sex talk as appropriate. This study focuses on sex talk in the context of cyberspace, which is an increasingly popular medium of communication, especially among young individuals. Individuals may feel less restrained and express themselves more openly due to anonymity, which is the unique nature of cyberspace. The first goal of this study is to examine how different degree of anonymity impacts (a) the behavioral intention to post “sex talk posts” online, and (b) the degree to which individuals perceive peers’ sex talk post as appropriate. Second, this study examines if the social closeness between individuals and the discloser impact individuals’ perception of appropriateness of sex talk post. Lastly, this study examines cultural differences in online sex talk. Most cross-cultural research on self-disclosure focused on US-Asian difference. Latino is the fastest growing minority population in the U.S. Yet, literature regarding self-disclosure among Latinos continues to be limited, let alone cross-cultural research with Latinos. Therefore, we focus on three cultural groups in the U.S.: Latino, Asian and European Americans.
Pau Hana Magic Island Event
Friday, June 20, 2014 -- 17:00 – 19:30

“Pau hana” is a term in Hawaiian that loosely refers to when you are completed with your work. Often, at the end of the work day, especially at the end of the work week, people in Hawai‘i spend time informally socializing, relaxing, and enjoying each other’s company before they head out to dinner.

For ICLASP14, our Pau Hana event will be held near Magic Island, which is located at Ala Moana Beach Park. Look for the large white tent on the Diamond Head (east) side of the beach park, near the yacht harbor. There you will enjoy a few pupu (appetizers), see the sunset, and perhaps even view some fireworks in the distance. No alcoholic beverages will be served at this event due to City and County of Honolulu regulations for public parks.

This is meant to be a very casual get together: shorts and t-shirts with rubber slippers (flip flops) are the norm at the beach.

Directions

There is about a 15 minute walk from the Ala Moana Hotel to the Pau Hana event.

1) After exiting the main entrance of the Ala Moana Hotel, head west on Atkinson Drive toward Mahukona Street.
2) Veer slightly left to stay on Atkinson Drive
3) Continue onto Ala Moana Park Drive (you will cross over Ala Moana Boulevard)
4) Turn left and walk straight along the water’s edge until you see the large white tent

*If you are uncertain about these directions, go to the ICLASP registration area on the second floor of the Ala Moana Hotel and volunteers will walk you over to the Pau Hana location. They will leave promptly at 5:15 pm, 5:30 pm, and 5:45 pm.
June 21, 2014
3:30 - 5:00 pm
Ala Moana Hotel
Ilima Room
RSVP: comgrad@hawaii.edu

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