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# Schedule in Brief

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00 AM - 5:00 PM</td>
<td>Pre-conference Workshops</td>
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<tr>
<td></td>
<td>• Clear, Concise, and Graceful Scientific Writing - Dr. Robert V. Kail, Purdue University</td>
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<td></td>
<td>• Webs of Relationships: An Introduction to Social Network Theory, Research, and Analysis - Dr. Marina Doucerain, Université du Québec à Montréal</td>
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<tr>
<td></td>
<td>• Foundations and Practice in Computerized Language Analysis Techniques - Dr. Ryan L. Boyd, University of Texas at Austin</td>
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<tr>
<td>12:00 - 6:00 PM</td>
<td>REGISTRATION</td>
<td>Timms Centre for the Arts</td>
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<tr>
<td>2:30 - 5:30 PM</td>
<td>Executive Meeting of the IALSP</td>
<td>BS P-319N</td>
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<tr>
<td>7:00 - 8:30 PM</td>
<td>Opening Ceremony &amp; Plenary Speaker</td>
<td>Timms Centre Theatre</td>
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<tr>
<td></td>
<td>• Bilingualism Across the Lifespan: How Minds Accommodate Experience - Dr. Ellen Bialystok, York University, Canada</td>
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<tr>
<td>8:30 - 10:00 PM</td>
<td>Reception</td>
<td>Timms Centre Lobby</td>
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<td>• Performance by the Sila Singers</td>
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## Thursday, June 21, 2018

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 - 9:00 AM</td>
<td>Breakfast for Newcomers and Presentation of Tamar Muracher Best Student Paper Award</td>
<td>Telus Atrium</td>
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<tr>
<td>9:00 - 10:00 AM</td>
<td>Presidential Address</td>
<td>TEL 150</td>
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<tr>
<td></td>
<td>• Can an Intergroup Communication Approach Solve Wicked Communication Problems? - Dr. Liz Jones, Griffith University</td>
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<tr>
<td>10:00 - 10:30 AM</td>
<td>Break</td>
<td>Telus Atrium</td>
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<tr>
<td>10:30 AM - 12:10 PM</td>
<td>Invited Symposia &amp; Paper Sessions - Block A</td>
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<tr>
<td></td>
<td>• Symposium 1: Using the Language of Groups to Divide and Unite</td>
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<td>• Symposium 2: Language-based prejudice: Individual differences, contextual influences, and impact on non-native speakers’ well-being</td>
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<td>• Paper Session 1: Communication Education</td>
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<td>• Paper Session 2: Linguistics, Discourse, Culture</td>
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<tr>
<td>12:10 - 1:30 PM</td>
<td>Lunch &amp; Poster Session (Multilingualism)</td>
<td>Telus Atrium</td>
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<tr>
<td>Time</td>
<td>Event Description</td>
<td>Location/Rooms</td>
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<tr>
<td>3:10 - 3:40 PM</td>
<td><strong>Break</strong></td>
<td>Telus Atrium</td>
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<tr>
<td>3:40 - 4:55 PM</td>
<td><strong>Invited Symposia &amp; Paper Sessions - Block C</strong>&lt;br&gt;• Symposium 1: Language and Gesture Use in Interpersonal Communication&lt;br&gt;• Symposium 2: Gender And Language&lt;br&gt;• Paper Session 1: Positive Communication&lt;br&gt;• Science Salon: Social Dynamics and the Fostering of Resilient Communities of Practice in Indigenous Language Revitalization</td>
<td>TEL 150 &amp; TEL 134 Papers: TEL 143</td>
</tr>
<tr>
<td>5:00 - 6:00 PM</td>
<td><strong>Plenary Speaker</strong>&lt;br&gt;• The Social and Psychological Consequences of Multilingualism and Multiculturalism - Jean-Marc Deweale, University of London</td>
<td>TEL 150</td>
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**Friday, June 22, 2018**

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8:30 - 9:30 AM</td>
<td><strong>Plenary Speaker</strong>&lt;br&gt;• Culture, Context and Interpersonal Relations: Synergistic Insights from Pragmatics and Social Psychology - Helen Spencer-Oatey, University of Warwick</td>
<td>TEL 150</td>
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<tr>
<td>9:30 - 9:50 AM</td>
<td><strong>Break</strong></td>
<td>Telus Atrium</td>
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<tr>
<td>9:50 - 11:30 AM</td>
<td><strong>Invited Symposia &amp; Paper Sessions - Block D</strong>&lt;br&gt;• Symposium 1: Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)&lt;br&gt;• Symposium 2: Communication and Mobilities Task Force&lt;br&gt;• Paper Session 1: Language Pragmatics and Communication Competence&lt;br&gt;• Paper Session 2: Intergroup Communication</td>
<td>TEL 143 &amp; TEL 131/133 Papers: TEL 134, &amp; TEL 150</td>
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<tr>
<td>12:00 PM</td>
<td><strong>Bus Departs for Optional Excursion and Lunch</strong></td>
<td>See event</td>
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**Saturday, June 23, 2018**

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<thead>
<tr>
<th>Time</th>
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<th>Location/Rooms</th>
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<tr>
<td>7:30 - 9:00 AM</td>
<td><strong>Annual General Meeting and Breakfast</strong></td>
<td>TEL 150</td>
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<tr>
<td>9:00 - 10:00 AM</td>
<td><strong>Plenary Speaker</strong>&lt;br&gt;• The Effects of Media Discourse on Social Psychological Processes Within a Context of Crisis - Antonis Gardikioti, Aristotle University of Thessaloniki</td>
<td>TEL 150</td>
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<tr>
<td>Time</td>
<td>Session</td>
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<tr>
<td>10:00 - 10:30 AM</td>
<td>Break</td>
<td>Telus Atrium</td>
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<tr>
<td>10:30 AM - 12:10 PM</td>
<td><strong>Invited Symposia &amp; Paper Sessions - Block E</strong></td>
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<td></td>
<td>• Symposium 1: Human and Nonhuman Animal Communication: Are they actually different beasts?</td>
<td>Symposium: TEL 150</td>
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<td></td>
<td>• Paper Session 1: Deception and Distrust</td>
<td>Papers: TEL 131/133, TEL 134, &amp; TEL 143</td>
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<td>• Paper Session 2: Health Communication</td>
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<td>• Paper Session 3: Home Culture and Heritage Language Comparisons</td>
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<tr>
<td>12:10 - 1:30 PM</td>
<td><strong>Lunch and Poster Session (Communication and Pragmatics)</strong></td>
<td>Telus Atrium</td>
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<tr>
<td>1:30 - 3:10 PM</td>
<td><strong>Invited Symposia &amp; Paper Sessions - Block F</strong></td>
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<td>• Symposium 1: Overcoming language barriers in healthcare: Towards safe and effective communication</td>
<td>Symposium: TEL 150</td>
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<td>• Paper Session 1: Language Learning Motivation and Self</td>
<td>Papers: TEL 131/133, TEL 134, &amp; TEL 143</td>
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<td>• Paper Session 2: Accents, Attitudes, and Awareness: Registers and Discrimination</td>
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<td>• Science Salon: All We Need is Operant Conditioning</td>
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<tr>
<td>3:15 - 6:00 PM</td>
<td><strong>Special Session:</strong></td>
<td>TEL 150</td>
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<td>• Resurrecting and California Dreaming... – Dr. Howard Giles and respondents</td>
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<tr>
<td>6:45 - 6:55 PM</td>
<td><strong>Buses Depart for Closing Banquet</strong></td>
<td>See event</td>
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**Sunday, June 24, 2018**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>6:00 - 8:00 PM</td>
<td><strong>Post-Conference Writing Retreat: Welcome and Dinner Banquet</strong></td>
<td>Coast Canmore Hotel</td>
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**Monday, June 25, 2018**

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>All Day</td>
<td><strong>Post-Conference Writing Retreat: Workshop on Knowledge Translation with Dr. Janice Krieger (University of Florida) in Canmore</strong></td>
<td>Coast Canmore Hotel</td>
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**Tuesday, June 26, 2018**

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30 - 9:00 AM</td>
<td><strong>Mindful Closure &amp; Morning Yoga</strong></td>
<td>Elevation Place Room 209</td>
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**About ICLASP16**

The 16th International Conference on Language and Social Psychology will take place in Edmonton, AB, Canada from June 20, 2018 to June 23, 2018. This conference brings together communication scholars who investigate language across many social contexts, using quantitative or qualitative methods. Research in this field is multidisciplinary, with particularly strong contributions from social psychology, communication, linguistics, education and sociology. It focuses on the perceptions, motivations, norms and contextual factors that influence interactants in the communication process, as well as on the implications of language and communication behavior on social relations between individuals and groups.

**About IALSP**

Information taken from the IALSP website, [http://ialsp.org/](http://ialsp.org/)

**Who We Are**

The International Association of Language and Social Psychology (IALSP) is a professional organisation of scholars engaging in sociopsychological research and analyses concerning the role of language in society, including verbal and non-verbal communication. Our members specialize in the application and development of theories of language perceptions, attributions, and language use to understand group and individual behaviour in society.

While it has roots in the discipline of language sciences, IALSP also comprises scholars from diverse disciplines such as psychology, social psychology, sociology, communication, applied linguistics, anthropology, educational sciences, and philosophy. Biennially, IALSP converges for a conference to create opportunities for the scholarly exchange of ideas.

The areas of interest for language and social psychology (LSP) scholars is wide ranging and includes cross- and intercultural communication, intergroup communication, gender and sexuality, interdisciplinary and patient health discourse, intergenerational communication, the discourse of dementia, institutional talk, and social media among others.

**Mission Statement**

The International Association of Language and Social Psychology (IALSP) aims to advance scholarship concerning the role of language in society as it relates to group and individual behaviour. The purposes of IALSP are (1) to provide an international forum to foster the growth and development of scholarly research in the area of language and social psychology; (2) to provide opportunities for our members to meet regularly in order to share and develop socially significant research; (3) to promote scholarship that addresses pressing issues of our time as well as historically rooted social issues; and (4) to facilitate opportunities to publish, present, and promote language and social psychology research.

**History**

The International Association of Language and Social Psychology was inaugurated at the sixth
annual international conference in Ottawa 1997. This emerged following the collaboration and interest of colleagues at several previous international meetings and enjoyed continued success and increased membership at the seventh annual conference held at Cardiff University in Wales, 2000.

Since then, we have held the International Conference on Language and Social Psychology (ICLASP) in Hong Kong (ICLASP8, 2002), at Penn State University (ICLASP9, 2004), in Bonn, Germany (ICLASP10, 2006), Tucson, Arizona (ICLASP11, 2008), Brisbane, Australia (ICLASP12, 2010), Fryslân, The Netherlands (ICLASP13, 2012), Honolulu, Hawaii (ICLASP14, 2014), and most recently Bangkok, Thailand (ICLASP15, 2016). The next conference will be held in Edmonton in 2018, and we look forward to seeing you there.

The diversity of perspectives focusing on the intersection of language and social behavior and experience has been one of the exciting and rewarding features of our conferences. We welcome you to join us as a member.

**Letter from the Dean**

Dr. Lesley Cormack

University of Alberta, Faculty of Arts

On behalf of the University of Alberta and the Faculty of Arts, it is with great pleasure that I offer a warm Edmonton welcome to delegates at the 16th International Conference on Language and Social Psychology.

ICLASP is an extraordinarily important initiative, which brings together a diverse, cross-disciplinary group of scholars from across the social sciences, engaged in dialogue about something that unites us all – communication and language.

In the Faculty of Arts, we greatly value opportunities to encourage and enable collaborative and multi-disciplinary research and activities that inspire discussion, innovation and promote the public good. In reviewing your conference program, I am pleased to see these values reflected in roster of outstanding researchers and scholars who will be presenting at this conference.

For those of you who have travelled to Edmonton from elsewhere, welcome to our city! I hope that you are able to find some time to enjoy what Edmonton and our surrounding communities have to offer, including our beautiful river valley, above which this university sits.

Thank you for attending this important social science conference, and my very best wishes for its success.

Dr. Lesley Cormack, Dean, Faculty of Arts
Letter From the President

Dr. Maggie Pitts
2016-2018 IALSP President

Welcome “Home”

On behalf of the International Association of Language and Social Psychology (IALSP) Executive Board, I am pleased to welcome you to the 16th International Conference on Language and Social Psychology ICLASP16-Edmonton. We unveiled Edmonton as our 2018 conference destination in 2016 at ICLASP15-Thailand. The Association has been humming right along in the interim 2 years revising our Mission Statement and duty statements, revitalizing our social media presence, restructuring our membership platform, and other organizational tasks. I am pleased to say that the Association continues to be doing well thanks to the incredible work of an amazing and dedicated Executive Board. Thanks also to our loyal IALSP members, many of whom jump in at any chance to help out with Association tasks. Toward this end, I invite all ICLASP participants to attend the Annual General Meeting and Breakfast which will be held Saturday morning from 7:30-9:00am. Please join us as we celebrate Association Awards, vote in a new Executive, and discuss future directions.

While IALSP has been busy with Association tasks, Kim Noels and her dynamic ICLASP Organizing Committee kicked it into high gear to plan this engaging conference. True to its fashion, this ICLASP has all of the qualities our members and participants have come to expect: Intellectual expression, camaraderie around shared meals and social events, opportunities to network with international and interdisciplinary colleagues with an interest in research on language and social psychology. This year the Organizing Committee has added new features to the conference that we hope will continue in the future with invited symposia to diversify content and participation in our programming, pre-conference workshops for emergent and senior scholars, and opportunities built into the program to participate in salon-style discussions or just find a moment to retreat to a quiet space and write. Kim and the Organizing Committee are to be commended for putting together such a diverse and interdisciplinary set of scholars from around the globe addressing issues from animal communication to gestures, from group vitality research to language motivation, and much in between. Keynote speakers address a range of issues including intersections between culture and interpersonal communication, consequences of living within multilingual and multicultural contexts, considerations of bilingualism from a lifespan approach, and examinations of contemporary social challenges and crises from intergroup and media discourse perspectives. New this year, we feature Howie Giles as our spotlight plenary speaker who will give his retrospective. In the art world, a retrospective is an exhibition devoted to an artist who has achieved international recognition for a significant body of work produced over time. I can’t think of a more fitting tribute to a scholar who has accomplished this thrice over!
Finally, I invite you to set your intention for this conference. Be present in each moment, each new relationship, and each opportunity to learn that is offered to you. Seek out what is novel about this conference, these participants, and this local space. Savor conversations with students, peers, colleagues, and legends in our field. I use the term “boutique conference” to describe ICLASP because it is exceptional and rare in its ability (our ability) to transcend disciplinary, methodological, national, and career path/rank boundaries. In the four days you will spend with us, I hope you will understand what I mean when I say to you “welcome home.” IALSP is my academic home and I offer it gladly to you. So, make yourself at home this conference. Mi casa es su casa. Fais comme chez toi.

Thank you for the privilege of serving you as IALSP President.

In gratitude,

Maggie Pitts
2016-2018 IALSP President
Letter From the Conference Chair

Dr. Kimberly Noels
ICLASP16 Conference Chair

Since the last ICLASP meeting in Thailand, I and the dynamic, enthusiastic group of people that I’ve been privileged to work with, have had a lot of fun planning the 16th International Conference on Language and Social Psychology (ICLASP16) in Edmonton, AB, Canada. We are delighted to welcome you to Edmonton for several days filled with stimulating intellectual conversation, collegial conversation and collaboration, and explorations of the cultural and natural surroundings of Edmonton, Alberta. We will do our very best to make sure that your visit meets or exceeds your expectations.

It is an honour to host this meeting of the International Association of Language and Social Psychology (IALSP). IALSP brings together researchers from diverse disciplines who draw from social psychological theories and research to understand group and individual language behavior in society. This diversity is reflected in the attendees of ICLASP16: We have people from 19 countries representing over 20 disciplines. Consistent with previous ICLASPs, we have engaging plenary speakers and innovative paper sessions, on topics as diverse as swearing and sarcasm to ethnolinguistic vitality to the learning of Latin. This year we tried a few new formats as well. We organized some pre-conference workshops, to provide delegates with an opportunity to develop (or brush up on) their writing and data analytic skills. We have a series of invited symposia on topics from gesture and language, to medical communication, to human and nonhuman communication (just to take us out of our comfort zone a bit!). We also have two interactive poster sessions, and three “Science Salons”, where we can discuss topical issues in theory development, research findings, and applications in the social psychology of language. And we organized a post-conference writing retreat on knowledge translation and mobilization to develop our capacity to share our scholarship with a broader audience. We think these various formats will facilitate the sharing of ideas and collaboration on new research initiatives.

As many of you know, the decision to host the conference in Edmonton was a difficult one, in no small part because we faced “fierce competition” from our neighbour, the world-renowned site of Banff, AB. But Edmonton has its own delights. I hope during the conference you will be able to enjoy the 22km of parkland in the North Saskatchewan River Valley, which winds its way through the middle of the city. For a more cosmopolitan feel, visit our Arts and Ice Districts, Edmonton’s downtown centre for the arts, sports and entertainment. Stroll down bustling Whyte Avenue, with its boutiques, unique restaurants, lively bars, and, on Saturdays, a farmers’ market. Explore the Alberta Legislature grounds just a short walk across the High Level Bridge, where The Works art and design festival is taking place. Those of you who signed up for the ICLASP16 excursion will also have a chance to travel outside Edmonton to visit Elk Island National Park and the Ukrainian Heritage
Village. And in the end, Banff and the many other spectacular places in the Canadian Rocky Mountains is within a half-day drive; I hope you will have a chance to see this beautiful part of the world before or after the conference (perhaps during our post-conference writing retreat!).

Planning a conference truly requires a collective effort, and I am deeply grateful for all the advice, hard work, fellowship, and comic relief that so many people provided. I want to acknowledge the sage counsel of the IALSP Executive Committee, particularly its President, Dr. Maggie Pitts, who coordinated our post-conference writing retreat. We have a tremendous local organizing committee with members from across many departments with interests in language; likewise our student volunteers come from diverse disciplines with a common passion for language. A special mention goes to Dr. Dayuma Vargas, whose organizational skills, attention to detail, and good cheer are beyond compare, and to the graduate students in my lab who continue to inspire me with their clever ideas, willingness to help, can-do attitude, and humourous perspective. And I would like to acknowledge our numerous sponsors: the Departments of Psychology, Linguistics, East Asian Studies, and Sociology; the Faculties of Arts and Science; the U of A International; the Kule Institute for Advanced Study; and the City of Edmonton; and of course IALSP. A special thanks goes to my departmental colleagues who helped with the many administrative and technical jobs involved in holding a conference: Deborah Beaver, Jan Boulter, Paul Croome, Al Denington, Lil Dick, Liuba Gonzalez De Armas, Tom Johnson, Isaac Lank, Phil May, and EJ Meneses. Finally, I want to thank the plenary speakers, invited symposium organizers, saloniers, and all of our presenters, who are our raison d’etre.

Again, we are delighted that you could join us in Edmonton, and we look forward to a stimulating and enjoyable conference. Welcome to ICLASP16!

Kimberly Noels
ICLASP16 Conference Chair
Plenary Speakers

Spotlight Plenary Speaker

Dr. Howard Giles
University of California, Santa Barbara

Howard “Howie” Giles (Ph.D., D.Sc., University of Bristol) was previously Head of Psychology at the University of Bristol, and is now a Distinguished Research Professor of Communication at the University of California, Santa Barbara and Honorary Professor in the School of Psychology, at The University of Queensland, Brisbane, Australia. His research interests embrace many areas of intergroup communication. He has been the recipient of many Awards, including the International Communication Association’s Inaugural Career Productivity Award in 2000, is Past President of the International Communication Association and the International Association of Language and Social Psychology, past Editor of Human Communication Research, and Founding Editor of both the Journal of Language and Social Psychology and the Journal of Asian Pacific Communication. Giles now works with the Santa Barbara Police Department as their Director of Volunteer Services.

Resurrecting and California Dreaming…

... find out more at the talk on June 23.
Presidential Address

Dr. Liz Jones

Griffith University

Liz Jones is Director of Organisational Psychology and the Work and Organisational Resilience Centre at Griffith University. She is President-elect for IALSP, having been an Executive member since 2008. From 2010-2013 she was Co-chair then Chair of the Intergroup Communication interest group for the International Communication Association and a Board member of International Communication Association. Her research interests are an intergroup approach to health and organisational communication, as well as how people effectively manage life and organisational transitions. She has an active role as an organisational consultant in these areas to a range of industries. Her publications span communication, psychology, medical, nursing and organisational behaviour journals.

Can an Intergroup Communication Approach Solve Wicked Communication Problems?

Intergroup communication has its roots in the 1970s in the work of Howie Giles’ speech accommodation theory and Henri Tajfel’s social identity theory. Early on, much of the research on intergroup communication was undertaken in social psychology, but more recently communication scholars have also adopted this approach. Early intergroup communication research was also primarily in intercultural communication, but the field quickly expanded to include research on gender, aging/intergenerational, organizational communication in a range of settings, and mass media communication. The field has continued to embrace new contexts and new methodologies, while continuing a range of theoretical developments. There has also been some move to consider how an intergroup approach may inform interventions to address communication problems. This talk will review the history of intergroup communication before moving to consider challenges in the future to ensure that an intergroup approach realises its potential to enhance communication across a range of settings.
Culture, Context and Interpersonal Relations: Synergistic Insights from Pragmatics and Social Psychology

There is increasing acknowledgement by psychologists and interculturalists (e.g. Fischer, 2011; Smith, 2003) that the ways in which culture influences people’s behaviour is likely to be affected by characteristics of the situation. In line with this, the almost exclusive focus on the impact of fundamental values on behaviour has recently been questioned (e.g. Fischer & Schwartz, 2011; Leung & Morris, 2015). Within pragmatics (a branch of linguistics), the impact of context on communication is regarded as fundamental. There is extensive evidence that numerous aspects of language use and interpretation vary according to variables such as type of communicative event, participant relations, and participants’ role rights and obligations. However, within pragmatics there has been little or no unpacking of the ways in which culture may influence perceptions of such variables.

In this talk, I aim to bring together research from the two fields, with particular reference to culture, context and interpersonal relations. I start by considering the concept of face and explore the ways in which the various conceptualisations of types of face within both pragmatics and communication studies can be mapped onto Schwartz’s (e.g. Schwartz et al., 2012) continuum of values. I then turn to the notion of context, and examine ways in which people’s perceptions of the various features of the context (e.g. type of communicative event; participants’ role rights and obligations) can be affected by cultural factors. My overall goal is to demonstrate the synergistic insights that can be gained by bringing together concepts and research findings from the fields of pragmatics and social psychology.
Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of Second Language Acquisition and Multilingualism. He has published over 200 papers and chapters, published 2 books, co-edited 6 books and 6 special issues. He is President of the International Association of Multilingualism, Convenor of the AILA Research Network Multilingualism, and former president of the European Second Language Association.

He is General Editor of the International Journal of Bilingual Education and Bilingualism. He won the Equality and Diversity Research Award with Beverley Costa from the British Association for Counselling and Psychotherapy (2013) and the Robert C. Gardner Award for Outstanding Research in Bilingualism (2016) from the International Association of Language and Social Psychology.

**The Social and Psychological Consequences of Multilingualism and Multiculturalism**

Learning languages and absorbing new cultures changes people in varied and unexpected ways. Research suggests that the effect of multilingualism and multiculturalism extend beyond the purely cognitive level. Indeed, the acquisition of a new language “alters the second language user’s mind in ways that go beyond the actual knowledge of language itself” (Cook 2002: 7). This process of conceptual change or (emotional) acculturation is neither inherently “good” nor “bad” but it may cause moments of frustration because of unexpected pragmatic and cultural challenges (Dewaele & Salomidou, 2017) and cause anxiety about not yet, or no longer fitting in (Sevinç & Dewaele, 2017). Sustained exposure to new languages and cultures do seem to affect individuals’ personality and their ability to communicate emotions in different languages (Dewaele, 2016).
Bilingualism Across the Lifespan:
How Minds Accommodate Experience

All our experiences contribute to the way our minds and brains develop, but intense experiences have a special role in shaping our cognitive systems. As humans, no experience is more intense or pervasive than our use of language, so a lifetime of learning and using (at least) two languages has the potential to leave a profound mark on human cognition. A large body of research conducted with people at all stages in the lifespan, from infancy to old age, shows that the experience of being actively bilingual reshapes the mind and brain. Research with infants and children shows more precocious development of essential cognitive processes for bilinguals. The most dramatic findings, however, are found in older age where bilingualism protects cognitive function in healthy aging and postpones symptoms of dementia and other neurodegenerative diseases. This talk will review the evidence from these studies and propose an explanation for how exposure to and use of two languages leads to these cognitive and brain consequences.
Keynote Speaker

Dr. Antonis Gardikiotis
Aristotle University of Thessaloniki

Antonis Gardikiotis is Associate Professor of Social Psychology and Mass Media, at the Department of Journalism and Mass Media Studies, Aristotle University of Thessaloniki, Greece. He is the director of the Social Media Lab of his department and has been a NIDA INVEST Research Fellow (2013-14) at Claremont Graduate University, USA. He has studied Psychology in Greece (University of Crete) and completed his graduate studies in United Kingdom: Mass Communication (University of London, LSE) and Social Science Research Methods (Cardiff University, UK). He received his PhD in Social Psychology and Mass Media from Cardiff University. He has published in a number of scientific journals such as Media Psychology, Communications: The European Journal of Communication Research, Psychology of Music, European Journal of Social Psychology, Personality and Social Psychology Bulletin, Social and Personality Psychology Compass. His research interests concern topics such as intergroup communication, social media use, health communication, social influence and persuasion, etc.

The Effects of Media Discourse on Social Psychological Processes Within a Context of Crisis

The talk discusses how media discourse provides interpretative frames that guide people’s thoughts, preferences and behavioral intentions within the context of deep national crises such as the economic or the refugee crisis. By presenting a number of experimental studies, it examines how media frames affect people’s intentions to act, from helping the refugees, to supporting critical national policies, and to assuming collective behavior. The frames examined, mostly derived from content analyses of actual mass media discourse, provide ways of understanding and interpreting the economic and the refugee crises. The focus is also on the psychological processes that underlie these framing effects and concern people’s understanding of their social context, collective efficacy, emotions, social identity, and cultural ideology. The talk concludes by discussing the importance of focusing on the interaction between communication and psychological levels of analyses to social psychological theorising.
Pre-Conference Workshops

**Workshop 1**

**Dr. Robert V. Kail**

**Purdue University**

Robert V. Kail received his PhD from Michigan’s developmental program in 1975 and spent most of the ensuing 40 years at Purdue University, where he is a Distinguished Professor of Psychological Sciences. His research focuses on the causes and consequences of developmental change in speed of information processing during childhood and adolescence. Kail is editor of Child Development Perspectives and editor emeritus of Psychological Science. He received the McCandless Young Scientist Award from the American Psychological Association, is a fellow of the Association for Psychological Science, and received an honorary doctorate from his alma mater, Ohio Wesleyan University. He is the author of Scientific Writing for Psychology: Lessons in Clarity and Style and Children and Their Development (7th edition). These and his other books have been translated into six languages.

**Clear, Concise, and Graceful Scientific Writing**

This workshop will consist of several lessons designed to help participants learn to write clearly, concisely, and gracefully. The workshop will be highly interactive: each lesson is organized around a single theme (e.g., how to convey emphasis) in which heuristics are presented and participants practice those heuristics in an anonymous chat room.
Webs of relationships: An Introduction to Social Network Theory, Research, and Analysis

Social network theory and research show that people are embedded in webs of relationships, and that the structure of these relations strongly influences individual actors within it, in domains ranging from language learning to national security or public health. The role of social networks in people’s lives is multifaceted. For example, in addition to the provision of social support, social networks are also essential for the transmission of information, cultural values, language practices, and people’s sense of belonging and social identities. To date, few studies have adopted a social network approach in psychology, but there is a growing interest in how such an approach can shed new light on human functioning.

This workshop provides an introduction to researchers interested in studying social networks, with a particular emphasis on egocentric networks (analyzing an individual’s personal network in contrast to a complete bounded network such as a class or a corporation). The first objective is to offer a primer on social network theory and terminology. The second objective is to provide an overview of the research methods involved in collecting social network data. The third objective is to help participants develop basic skills in social network data analysis in R. Lab exercises will allow participants to apply the information learned and practice the procedures presented during the workshop.
Ryan L. Boyd is a social psychologist/computational social scientist at the University of Texas at Austin. His research primarily focuses on how language can provide insights into a person’s personality, including their values, experiences, and motives. He has taught several workshops on language analysis, machine learning, and research methods. Ryan is currently a member of several research labs at the University of Texas at Austin and is a data scientist for the ShadowLAB project, as well as Receptiviti. His work has been featured in places such as CNN, the BBC, and NPR, and he is widely recognized as a leading expert in the area of automated psychological language analysis. Ryan is also the developer/designer of several software applications for text analysis, including the Meaning Extraction Helper, LIWC2015, and TAPA, to name a few. His favorite food is pizza, he loves coffee, and he has a dog that is objectively the best dog in the universe.

Foundations and Practice in Computerized Language Analysis Techniques

The analysis of language has long been a mainstay of mainstream psychology. Recently, fields as diverse as psychology, medicine, and the computational sciences, to name a few, have begun to adopt psychological language analysis to better understand human psychology in the real world. Furthermore, incredible advances have taken place in psychological analysis of language in the past 2 decades, particularly in the field of automated techniques for psychological measurement. As our field progresses into the worlds of big data and more rigorous methods, language analysis is perhaps more relevant now than ever before.

This workshop will provide a foundational, hands-on training in modern computerized text analysis techniques. Core concepts of automated language analysis will be covered, including data acquisition, preparation, and “rules of thumb” for applying these methods to your own work. Topics covered may be subject to change, but are planned to include data acquisition, cleaning, and organization; top-down analyses ("the dictionary approach"); bottom-up analyses (i.e., topic modeling/meaning extraction); visualizing results; and more advanced analyses, if time allows. This workshop will include several hands-on practice sessions with (mostly) free, open-source software. Most of the software is geared towards Windows computers, however, participants are still invited and able to participate/follow along even if they do not currently own a machine running Windows. Ultimately, the goal of this workshop is for you to be able to start using these techniques immediately, allowing you to get the most from your workshop experience.
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Performance

Sila Singers

A musical performance at the opening ceremony will feature Inuit throat singing, or katajjaq, performed by the Sila Singers. The Sila Singers are Jenna Broomfield and Malaya Bishop, two Inuit women originally from Nunatsiavut and Nunavut, Canada, respectively. The duo performs both traditional and newly composed songs. Don’t miss this dynamic cultural experience of some of Canada’s Indigenous music and musicians.

For more information, see their website: http://silasingers.wixsite.com/katajjaq
Reception

Meet up with old friends and make new ones in the lobby of the Timms Centre for the Arts.

Light refreshments will be served.

Cash bar.

Thursday, June 21, 2018

Newcomers’ Breakfast  7:30 - 9:00 AM  |  Telus Atrium

Breakfast is served to welcome students and first-time ICLASP attendees. The Tamar Muracher Best Student Paper Award will be presented.

About the award: In 2013 the International Association of Language and Social Psychology developed a new award in honor of Tamar Murachver. Dr. Murachver was an active member of our Association, serving enthusiastically for several years on the Executive Board. Dr. Murachver is remembered for her generosity, kindness, and sharp intellect, especially by the many students she supervised and mentored over her years as a scholar. The inaugural Murachver Student Paper Award was given at ICLASP 14 in Honolulu, Hawaii. The Murachver Student Paper Award is now given biennially to recognize excellence in student work in the many areas that constitute Language and Social Psychology. Award winners will demonstrate excellence in writing, socially significant research, and clear distinctiveness of her/his contributions separate from her/his graduate mentor.
Presidential Address

Dr. Liz Jones, Griffith University

Chair: Maggie Pitts

Can an Intergroup Communication Approach Solve Wicked Communication Problems?

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Break

10:00 - 10:30 AM | Telus Atrium

Session A

10:30 - 12:10 PM

Invited Symposium 1

Using the Language of Groups to Divide and Unite

Chairs: Dr. David Rast III, University of Alberta, and Dr. Amber M. Gaffney, Humboldt State University

Group members communicate normative information in a variety of ways, including rhetoric and use of group-specific language, as well as highlighting specific normative information through the use of sharing data that is specific to trends within the group. This type of communication defines the social self in terms of who we are and also who we are not. In this symposium, four speakers discuss different ways language can influence the way people about themselves and their in-groups, as well as their interactions with out-groups. In the first paper, Wilson, Parker, and English present four studies, with the Trump vs Clinton election as the backdrop, showing that dissimilar cross-group definitions of words (e.g., feminism) enhances the partisan divide between liberals
and conservatives. Next Gaffney and colleagues present four studies showing how social identity leader rhetoric (affirmational vs negational) impacts followers’ support for extremist leadership in times of uncertainty. Third, Rast and colleagues present three studies outlining how elections can communicate consensual perceptions of group norms, allowing members to coalesce behind non-normative leadership. Finally, Gardikiotis and Lipourli present evidence that people communicating and thinking about multiculturalism resulted in worsened intergroup attitudes toward refugees when depending on whether participants thought and wrote about refugees with a concrete or general construal abstraction. These four presentations showcase how language and the communication of group norms both divides and unites groups and electorates.

1. Definitions that Divide: Partisan Rifts in the Very Meaning of Words
   Anne Wilson, Victoria Parker, Jaslyn English, Wilfred Laurier University

   Political polarization goes beyond mere opinion differences. Partisan differences in definitions of concepts may further bifurcate liberals and conservatives along party lines. For example, liberals tend to define feminism as the quest for gender equity; conservatives define it as the quest for female domination over men. In 4 studies (total N = 500), we examine how liberals and conservatives define concepts including racism, sexism, feminism, sexual violence, and political correctness, and investigate convergence and divergence in definitions. Cross-partisan attitudes move decrease when partisan opponents evaluate a common definition. We consider the role of public rhetoric in producing divergent definitions, and report evidence that some of these definitional divides predicted Trump vs Clinton support prior to and following the US election.

2. The Rise of Non-normative and Extreme Leaders through Rhetorical Strategies
   Amber Gaffney, Humboldt State University; David Rast, University of Alberta; and Michael Hogg, Claremont Graduate University

   Group members generally support group prototypical leaders who are moderate with respect to societal norms. However, contextual factors that communicate identity needs and normative behavior might drive groups toward ideological extremism. In four experiments (total N = 535) we suggest that when group members experience conceptual uncertainty, they are more supportive of extremist leaders who employ social identity affirming (e.g., who we are) vs. negating rhetoric (e.g., who we are not). This support occurs through a process of identification with a group that affirms its identity through this rhetorical strategy. We discuss implications for how leader rhetoric can create a sense of inclusion among followers, which might translate to voting for and supporting non-traditional and even extreme leaders.

3. Elections Communicate Consensual Views of Leadership and Identity
   David Rast, University of Alberta; Amber Gaffney, Humboldt State University; Lily Syfers, Humboldt State University; Yunzhu Ouyang, University of Alberta; and Michael Hogg, Claremont Graduate University
A leader’s ability to mold and change the identity of a group relies on collective buy-in from group members. Three studies suggest that democratic elections communicate group norms by creating perceptions of voter consensus and empower a new leader with the ability to change the group’s identity. Data collected before and after the 2016 U.S. election suggests that Republicans (N = 279) increased their perceptions of Trump’s ability to represent them after he became president. Two laboratory experiments (total N = 200) further demonstrate that group members are more willing to support and coalesce behind a newly elected leader who deviated from group norms than a deviant candidate (before election results were communicated).

4. Levels of Construal Abstraction and Attitudes Toward Multiculturalism
Antonis Gardikiotis, Aristotle University of Thessaloniki, and Eleni Lipourli, University of the Aegean

The present study examines how the way people talk and think about refugees affects attitudes toward multiculturalism, an ideology promoting peaceful coexistence and collaboration within ethnic and cultural diversity. The level of social cognitive construal abstraction was manipulated so participants (N = 400, of various age groups) were asked to describe in writing either at a general level, why harmonious relations with refugees are important, or at a concrete level, how these relations can be achieved. Stereotypes of, and emotions toward refugees, as well as, perceived threat (realistic and symbolic) were measured. Results show that intergroup processes (stereotyping, emotion, threat) are related to multiculturalism depending on the level of construal abstraction.

Invited Symposium 2
TEL 134

Language-Based Prejudice: Individual Differences, Contextual Influences, and the Impact on Non-Native Speakers’ Well-Being
Chair: Nigel Mantou Lou, University of Alberta

Language discrimination is prevalent in society; non-native speakers often receive unfair treatment because of the way they talk (Lippi-Green, 1997). This interdisciplinary symposium brings together researchers from Social Psychology, Communication, and Applied Linguistics to examine the individual and contextual factors that influence the perceptions and experiences related to language-based prejudice, particularly accent prejudice. Specifically, the first paper by Dragojevic and Goatley-Soan on Americans’ attitudes and categorization accuracy towards foreign accents demonstrates that not all foreign-accented speakers are equally denigrated. The authors also find that biases towards accented speakers are linked to national identification and belief in the standard language ideology. The second paper by Hansen and Birney highlights socio-cultural influences on the perceptions of non-native speakers. This cross-cultural investigation demonstrates that negative perceptions of non-native speakers are not universal; while in the UK non-native speakers are discriminated, in Poland they are perceived to be more competent and warm than native speakers. The third paper by Lou and Noels shows that language-based discrimination is partially rooted in language mindsets. Those who believe language ability is fixed are more likely to avoid contact
This verbal-guis experiment examined Americans’ attitudes toward Standard American English (SAE) and nine foreign accents commonly heard in the U.S. Participants (N = 267) listened to a male and female speaker of each variety. SAE speakers were attributed more status and solidarity, rated as easier to understand, and elicited more positive affect than foreign-accented (FA) speakers. However, not all FA speakers were equally denigrated, with some (e.g., German, French) consistently rated more favorably than others (e.g., Arab, Farsi). Categorization accuracy for FA speakers was generally poor (<50%), except for Hindi-, Mandarin-, and Vietnamese-accented speakers. Identification with America and belief in the standard language ideology were positively associated with FA speaker bias. Effects of categorization/stereotyping and listener fluency will be discussed.

1. Americans’ Attitudes Toward Foreign Accents
Marko Dragojevic and Sean Goatley-Soan, University of Kentucky

This verbal-guis experiment examined Americans’ attitudes toward Standard American English (SAE) and nine foreign accents commonly heard in the U.S. Participants (N = 267) listened to a male and female speaker of each variety. SAE speakers were attributed more status and solidarity, rated as easier to understand, and elicited more positive affect than foreign-accented (FA) speakers. However, not all FA speakers were equally denigrated, with some (e.g., German, French) consistently rated more favorably than others (e.g., Arab, Farsi). Categorization accuracy for FA speakers was generally poor (<50%), except for Hindi-, Mandarin-, and Vietnamese-accented speakers. Identification with America and belief in the standard language ideology were positively associated with FA speaker bias. Effects of categorization/stereotyping and listener fluency will be discussed.

2. Perceptions of non-native speakers in Poland and the UK: A cross-cultural investigation
Karolina Hansen, University of Warsaw; and Megan Birney, University of Chester at University Centre Shrewsbury

With globalization, linguistic diversity in many countries is increasing. Nevertheless, nonnative speakers are evaluated less competent and hirable than native speakers. In two experiments, we investigate this phenomenon in Poland and the UK. In Poland, the nonnative speaker was perceived more competent and warm than the native speaker, a difference explained by an appreciation of the speaker’s effort to learn Polish (Experiment 1). In the UK, the non-native speaker was less hirable than the native speaker, but in Poland there was no advantage of speaking natively (Experiment 2). The speaker’s perceived assimilation mediated hirability effects in the UK, but not in Poland. Negative perceptions of non-native speakers may not be universal and should be considered within the specific cultural context.

3. Language mindsets predict attitudes towards non-native English-speaking immigrants in Canada
Nigel Mantou Lou and Kimberly Noels, University of Alberta

Previous research demonstrated that migrants who held incremental mindsets (i.e., beliefs that language ability is changeable) were less anxious when using their second language than those who held entity mindsets (i.e., beliefs that language ability is fixed; Lou & Noels, 2017). This research investigates whether and how language mindsets influence Anglo-Canadians’ attitudes towards non-native English-speaking immigrants. Study 1 showed that entity (vs. incremental) language
mindsets predicted contact avoidance towards immigrants. Study 2 demonstrated that those who were primed with entity (vs. incremental) mindsets were less likely to believe that immigrants could improve their language competence and therefore showed more avoidant tendencies towards them. This research suggests that language-based prejudice towards immigrants is partially rooted in a fixed mindset about language.

4. Psychological and Acculturative Wellbeing of Hispanic/Latinos in the U.S.:
Analyzing the Effects of Linguistic Competence, Ethnolinguistic Pride, and Stigma
Gretchen Montgomery and Yan Bing Zhang, University of Kansas

Communication research asserts the role of language competence in the acculturation process (Imamura, Zhang, & Shim, 2012; McKay-Semmler & Kim, 2014), but language attitudes research demonstrates the stigmatized nature of speaking English with a nonnative accent (Gluszek & Dovidio, 2010). Guided by ethnolinguistic identity theory (Giles & Johnson, 1987) and stigma management communication (Meisenbach, 2010), the study examines the relationship between Hispanic/Latino nonnative English speakers’ perceptions of their accentedness and English linguistic competence, and whether perceived ethnolinguistic pride and accent stigma are significant moderators of this relationship. Second, the study also tests the direct and indirect effects of nonnative English speakers’ linguistic competence and accentedness on their life satisfaction and sense of belonging in the U.S. through intergroup communication anxiety.

Paper Session 1

Communication Education

1. Pragmatics of analyzing Professional Communication
Rajinder Singh Ahluwalia, Guru Nanak Khalsa College, India

Most of the language training programs for teaching professional communication fail to deliver because these are based on the course designer’s intuitive interpretation of learners’ target communication needs. These programs usually offer target language in terms of lexis, grammar, functions, etc. which do not interest professionals who would like to use language holistically and tactically in specific communication scenarios, to achieve their professional goals. A pragmatic way of designing a high surrender value communication training program should analyze professionals’ target communication episodes in the light of standard professional practices available in each profession. For example, for analyzing sales encounters there is plenty of sales communication literature which tells us how professional sales encounters are conducted. In my paper I would like to demonstrate how it becomes easier to design and deliver a training program for Sales Executives if curriculum decisions are informed by an analysis of actual Buyer-Seller interaction as well as insights from relevant literature on effective sales negotiations. By analyzing an actual buyer-seller interaction in the light of a psychological construct AIDA (Attention, Interest, Desire and Action), I shall demonstrate that we not only get a clear idea of its prototypical structure and list of commonly
2. Engaging learners in programmatic change: Enacting TBLT in higher education

Xavier Gutierrez, University of Alberta, Canada

Despite the prominence of Task-based Language Teaching (TBLT) in Second Language Acquisition (SLA), few studies have investigated the implementation of entire TBLT courses, particularly from the learners’ perspective (McDonough & Chaikitmongkol, 2007; Norris, 2015). Learners’ perceptions about language learning strongly influence the actions and behaviours that learners display in their learning (Kalaja & Barcelos, 2003; Woods, 2003), and can be a useful source of information for program evaluation purposes (East, 2017; Narcy-Combes & McAllister, 2011). This paper explores L2 learners’ perceptions in relation to the implementation of a TBLT approach in the Spanish language courses at a Canadian university. Data were collected by means of a questionnaire and focus-groups. The quantitative analysis of the questionnaires (N = 344) shows an overall positive perception of TBLT, as well as regarding aspects such as integration of content, skills and formal aspects, opportunities for practice, exposure to input, real life applicability, pedagogical materials, learning-by-doing, collaboration, and learner progress. The qualitative analysis of the focus-groups (N = 65) provides a more nuanced picture regarding the learners’ perceptions about TBLT, revealing other emerging themes such as student engagement, challenges and frustrations, the participants’ learning styles, and their motivations. Furthermore, this analysis exposes deep-seated learners’ beliefs about language learning in general and how they affect their perceptions of TBLT. This presentation will discuss how the participants’ perceptions play a role in the decision-making processes regarding curriculum development and classroom language learning activities. Implications for the implementation of TBLT in foreign language contexts will also be discussed.

3. Relationship between University Educators’ Communication and Learning Styles

Lucille Mazo, MacEwan University, Alberta

Minimal research has been conducted in the area of university educators’ communication and learning style preferences and how these preferences affect the development of lesson content, the selection of learning materials, as well as the communication of this content when delivered in the classroom. While there has been significant research conducted in the areas of communication styles and learning styles, what is challenging to acquire is critical information on how communication style and learning style preferences are applied by university educators when they are engaged in the three main lesson activities: developing, delivering, and debriefing. Understanding the relationship between these two styles provides important insights into the ways that university educators apply their learning styles and how they use their communication styles during lesson activities. Examining this relationship also provides knowledge that can be used to inform university educators on communication and teaching approaches. This study involved 72 university educators from MacEwan University, Edmonton, Alberta, Canada who participated in completing an
inventory that identified how they applied their communication and learning styles during the three main lesson activities. The results provided important information about how professors and instructors apply the ways that they utilize their communication and learning style preferences in teaching and learning situations.

4. Digital Exclusion and Inclusion on Campus: Learner Inequity and Related Identity in Higher Education
Catherine Brooks, University of Arizona, USA

Disadvantaged populations face a variety of digital inequities around the globe, and studies of race, class, and national policies have been drawn into conversations about technological access. Though a large number of studies have addressed the ‘digital divide’ and related societal concerns, a dearth of literature interrogates the subtle differences in technological barriers as experienced by ‘similar’ actors within a sector. This project casts a distinct view on issues of digital inequality for educators, exploring how students at a highly-connected research university in the U. S. bring with them differing technical barriers to learning experiences.

Though students require comparable educational achievement to access institutions of higher education, they attend for a variety of reasons (e.g., athletic programs, disability support, location, disciplinary strengths). Despite similar educational performance they also bring with them varying amounts of financial and structural support. One might expect digital literacies comparable to educational plans, but these findings based on qualitative data analyzed interpretively suggest inequities among seemingly advantaged learners. Some students experience technical stress and a lack of access compared to their better-connected peers on the same campus. Students also distinctly frame those technological challenges and problems of access linguistically in relation to their own identities as students at an esteemed learning institution.

This project contributes to conversations about technological access, considering the subtle exclusionary barriers impacting a group of students today, and how those challenges get shaped in relation to learner identity. In doing so, this work augments and complicates existing conceptualizations of digital inequity.

Paper Session 2

Linguistics, Discourse, Culture

1. Manipulative Figurative Linguistic Violence (MFLV) of National Anthems: A Socio-Cognitive Critical Discourse Analytical Perspective
Samson Olasunkanmi Oluga, The Federal Polytechnic Ede, Nigeria

It is ironical that the national anthems of many nations that are in the forefront of the global condemnation of violence of all forms have portions or expressions that propagate various forms of linguistic violence which advocate attacking opponents, going to war, shedding blood and sacrificing lives. These diametrically contradict contemporary yearnings for global tranquility.
and the ideals of the United Nations established for the maintenance of international peace and harmony aimed at making the world a safe haven for all and sundry. The linguistic violence of many national anthems is manipulatively constructed/presented via the instrumentality of the figurative or rhetorical language. This helps to linguistically embellish the violent ideas communicated and makes them sound somehow better or logical to the target audience with the possibility of cognitively manipulating them to accept or rationalize such violent ideas. This paper, therefore, presents the outcome of a linguistic exploration/examination of national anthems which reveals elements or cases manipulative figurative linguistic violence in the anthems of twenty-one (21) nations. The paper details a Socio-Cognitive Critical Discourse Analysis of the manipulative figures of comparison, contrast, indirectness, association, and sound used to convey the linguistic violence of the identified national anthems. Finally, the paper advocates the need for linguistic overhaul of affected anthems so that the language/contents of anthems which epitomize nations can be pacific and in tandem with contemporary global trends.

2. Positioning Theory as a Discursive Approach to Understanding Peace Negotiations: The Bangsamoro Peace Process in the Philippines

Marshaley Baquiano, University of the Philippines Visayas, Philippines

A major challenge for research and practicing psychologists is to better understand and help solve intergroup conflicts, including in non-Western societies. This study uses quantitative and qualitative methods to explore intergroup dynamics between the Government of the Philippines (GPH) and the Moro Islamic Liberation Front (MILF), as they attempt to reach a peace pact. The utterances of both parties as found in the media, were first text mined using the RapidMiner software, then analyzed qualitatively through the application of Positioning Theory. Mathematical models successfully classified bag-of-words that belong to GPH and MILF. Principal components analyses show that while the two parties’ utterances revolve around the peace agreement, GPH highlights the importance of having a draft final peace agreement that is faithful to the Philippine constitution, and MILF underscores the establishment of a Bangsamoro state which will put an end to injustices against the Moro people. Qualitative analysis complements the mathematically derived themes as results consistently show the two parties expressing the same sentiments. GPH positions itself as pursuer of peace for the Filipinos, while MILF positions itself as championing peace for the Bangsamoro. Findings point to GPH as articulating nationalistic narratives and MILF as voicing ethno-nationalistic rhetorics. This research demonstrates the illuminative power of mixed methods and the value of Positioning Theory’s focusing on discursive practices in explaining intergroup relations and intergroup dialogue. Implications for applied psychology in non-Western contexts is discussed.

3. English, Development, and Public Safety: Considering the Linguistic Landscape of Yangon Shopping Malls

Mark Fifer Seilhamer, National Institute of Education, Nanyang Technological University, Singapore

Advertisers and businesses in developing countries commonly utilize the indexical connotations of the English language in signage, even when only a small segment of their clientele is proficient in the
language. This is the case with many new establishments in Yangon, Myanmar. After emerging from decades of isolation, Yangon has seen frenzied development, with developers rushing to provide shopping malls for the city’s rising middle class, which, aspiring for cosmopolitan identities, is attracted to the English environments offered in these establishments. A recent rash of fires in several Yangon malls, however, has sparked concern among investors, shop owners, and consumers, casting attention on problematic building design, shoddy construction, lax safety codes, and a lack of bilingual signage.

In this talk, the presenter will discuss this situation, highlighting data from an ongoing Yangon linguistic landscape study. Among the shopping malls examined, the emergency and cautionary signage (as well as the linguistic landscape in general) at malls targeting middle class consumers was found to be overwhelmingly monolingual English (along with some pictograms), seemingly intended for foreign residents and tourists, in spite of the fact that the clientele consisted overwhelmingly of local Myanmar. At Yangon’s most upscale mall, however, Myanmar language (formerly known as ‘Burmese’) was found to have a far greater presence, perhaps reflecting a clientele more secure in its bilingualism (echoing the findings of Labov’s seminal New York City department store study). This situation highlights the frequent necessity of prioritizing the informational functions of language(s) over indexical functions.

4. Latin in a contemporary setting: A thematic analysis of motivation to learn the classical language
Joshua Katz, Kimberly Noels, and Amanda Fitzner, University of Alberta, Canada

Few studies have examined why people learn classical languages, and none have grounded learners’ reasons within theories of motivations for language learning. We conducted interviews with 12 intermediate to advanced-level Latin learners (M = 39.58, SD = 4.11) to investigate why they chose to learn the classical language. A thematic analysis of interview transcripts revealed nine themes. Some themes were consistent with self-determination theory, including the themes “intrinsic interest” (intrinsic motivation), “sense of prestige” (introjected regulation), and “program requirements” (external regulation), while other themes were consistent with notions of Gardner and Lambert’s model of language learning (e.g., “transferable language benefits” and the instrumental orientation). Other themes have not been addressed in motivational models, and seem specific to learning classical languages like Latin. Some themes addressed by extant motivational models were not evident in the transcripts, or necessitated a reinterpretation of extant constructs (e.g., the integrative orientation). Given these findings, it would appear that motivation to learn classical languages can be explained using theories of motivation to learn modern languages, however, we did find themes that did not align with characteristics of these theories. For example, “methodological approach to learning” describes facets of Latin that enable people with specific personality characteristics to more easily learn the language. The results of this study are discussed in terms of contemporary theories’ ability to predict motivation to learn classical languages.
Giles, Bourhis & Taylor (1977) defined vitality as that which makes ethnolinguistic groups likely to behave as distinctive/active collective entities. Demographic, institutional control and status factors measured using census and sociolinguistic indicators make-up the objective vitality of minority/majority language communities in contact. Subjective vitality are perceptions of how language groups perceive the relative strength of their language communities using the subjective vitality questionnaire (SVQ; Bourhis, Giles & Rosenthal, 1981). Objective/subjective vitality is used to account for a broad range of behaviours including language attitudes, additive/subtractive bilingualism, code switching, linguistic mobilisation, language maintenance/shift/death. Smith, Ehala & Giles (2017) noted that 1,900 articles published in 180 journals across 40 years have used the vitality framework, with 45% of such publications using variants of the SVQ. In this symposium, Bourhis offers a classic vitality account of how three French Canadian communities mobilized in favour of their owngroup vitality using the Ego-vitality scale while monitoring how they perceive French vs English internal migrants as contributing or not to owngroup vitality using the Contribution to vitality scale. Sachdev proposes the Vitality of Urban Multilingualism (VUM) framework to help account for the individual plurilingualism flourishing in world cosmopolitan cities. Ehala reviews key theoretical issues related to the vitality construct and proposes the Extended subjective vitality model as an emerging unified theory of vitality. As discussant, Giles reviews the Web Model of intergroup settings and proposes fruitful directions for the theoretical/empirical development of the vitality framework.

1. **Perceptions of French Canadians toward English vs French inter-provincial migrants contributing to in group vs outgroup vitality**  
   **Richard Y. Bourhis**, Université du Québec à Montréal

Questionnaires were completed by French Canadian (FC) undergraduates: majority Québécois Francophones (n=204), minority Acadians (n=227) and Franco-Ontarians (n=227). All FC
respondents identified positively as Francophones while declaring stronger language skills in French than English and using more French than English. On the Ego-Vitality scale, FCs were more willing to personally mobilise to improve their own vitality than outgroup English Canadian (EC) vitality. FCs in each province felt more threatened by the presence of EC than FC migrants and much preferred FC migrants than EC migrants. On the Contribution to Vitality scale, Francophones from each provinces felt that FC migrants contributed much more to their own group vitality than did EC migrants who were seen as bolstering rival outgroup vitality.

2. Towards a Vitality of Urban Multilingualism
Itesh Sachdev, SOAS, University of London

Multilingualism, an overlooked ancient phenomenon, remained so until the growth of modern nationalism and one-nation-one-language ideologies. Recent increases in the mobility of internal/international migrants, especially to urban centres, has refocused attention on urban multilingualism. The Vitality of Urban Multilingualism (VUM) is defined as the degree to which societal multilingualism and individual plurilingualism are able to thrive and flourish in urban conglomerations. VUM is introduced and discussed under three main headings: demography, status and institutional support. Data on multilingualism in reports from the LUCIDE project (www.urbanlanguages.eu) are discussed using the VUM framework. These data suggest that a more explicit intergroup analysis may be warranted given the “us” vs “them” perceptions concerning VUM obtained in key European Union cultural settings.

3. Towards a unified theory of vitality
Martin Ehala, University of Tartu

According to Sign Theory of Identity (Ehala 2018), members’ emotional attachment to their collective identity is a key variable that influences group’s readiness to engage in collective action. The actualization of this mobilization is affected by acculturation expectations, the perceived strength of outgroups, perceived intergroup discordance and objective/subjective vitality. Recent theoretical elaborations have been proposed to explain these interactions including the Web model of vitality (Ehala, Giles, & Harwood, 2016). Despite substantial research devoted to understanding vitality, the theory remains to be consolidated. This presentation analyses alternative theoretical models of ethnolinguistic vitality, focusing on their commonalities and points of disagreement with the aim to create a ground for the emergence of a unified theory.

4. Group Vitality Research: future trends
Howard Giles, University of California Santa Barbara

Based on a review of research on group vitality, social identity and self-categorization theories, the Web model proposes that high subjective vitality is the consequence of high levels of six psychological parameters. These are emotional attachment to group identity, boundary impermeability, ethnocentrism, perceived strength of ingroups, perceived illegitimacy of intergroup power relations and perceived level of intergroup distrust. The Web model predicts that high levels
IALSP and AASP (The Asian Association of Social Psychology) have a long term agreement to mutually present symposia at each others' conferences. This agreement was initiated by Professor Sikhung Ng who was an active and influential member of both associations. This year’s AASP symposium is an eclectic mix of papers from AASP members focused on the intersection between culture and language, and spanning a wide range of interests from narrative text analysis of intergroup relations (Liu) to social psychological analyses of intergenerational communication (Zhang), to the impact of language constructions in the difficulty of learning Japanese (Inoue), and neurological analysis of false beliefs (Guan). The studies highlight the range and complexity of research interests spanning AASP, today a large organization of more than 1000 members, with strong interests in culture and social psychology.

Invited Symposium 2

Asian Association of Social Psychology Symposium on Culture & Language

Chair: James Liu, Massey University, New Zealand

IALSP and AASP (The Asian Association of Social Psychology) have a long term agreement to mutually present symposia at each others’ conferences. This agreement was initiated by Professor Sikhung Ng who was an active and influential member of both associations. This year’s AASP symposium is an eclectic mix of papers from AASP members focused on the intersection between culture and language, and spanning a wide range of interests from narrative text analysis of intergroup relations (Liu) to social psychological analyses of intergenerational communication (Zhang), to the impact of language constructions in the difficulty of learning Japanese (Inoue), and neurological analysis of false beliefs (Guan). The studies highlight the range and complexity of research interests spanning AASP, today a large organization of more than 1000 members, with strong interests in culture and social psychology.


James H. Liu, Massey University; Tibor Polya, Hungarian Academy of Sciences; and Eva Fulop, Hungarian Academy of Sciences

Scientific Narrative Psychology (pioneered by Janos Laszlo) integrates quantitative methods into the study of identity through grammatical sentence structures that allow inferences about meaning (through Narrative Categorical Analysis, NarrCat). NarrCat is a tool for machine-made transformation of sentences in text to psychologically relevant narrative categories. Whereas previous work has been on texts in Hungarian, we present here analysis of an English language corpus, Speeches from the Throne for New Zealand 1854-2014 (163 speeches), setting the legislative agenda for a new government. We describe how NarrCat modules are able to provide detailed analysis of agency, emotion and emotion expressed in the speeches by the Crown (government), Maori (the indigenous inhabitants of New Zealand), and European Settlers over the course of time.
2. South Korean Young Adults’ Attitudes Toward Older Adults: Exploring the Direct and Indirect Effects of Contact Experiences
Yan Bing Zhang, University of Kansas

From the theoretical perspectives of communication accommodation and intergroup contact, this study examined South Korean young adults’ perceptions of their communication experiences with a frequently-contacted grandparent, as well as attitudes toward older adults. Findings indicated that the participants’ attitudes towards older adults were positively predicted by contact frequency with the grandparent and negatively predicted by perceptions of the grandparent’s nonaccommodative communication. Analyses of indirect effects revealed that while young adults’ intergroup anxiety explained these direct associations, filial piety only explained the positive association between contact frequency and attitudes. Furthermore, high age salience blocked the generalization of individual-level intergroup communication experiences to group-level attitudes. Results are discussed in terms of intergenerational communication and culture, and theories of intergroup contact.

3. It is not only morphologies which make it difficult to acquire Japanese intransitive sentences: cultural and social norms in Japan
Yumi Inoue, Chinese University of Hong Kong

Japanese language is known to possess many intransitive-transitive paired verbs, such as “aku-akeru” (open) and “nukeru-nuku” (pull out). As there are 9 regular-fixed morphological patterns, in addition to some irregular patterns, acquiring these types of verbs becomes a challenge for Non-Native Speakers(NNS). Recently more studies have reported that intransitive verbs are more difficult to acquire. Japanese prefer to describe an event as “naturally occurred” using intransitive verbs even when there is a human factor, and when covering up mistakes as a socially acquired norm. This paper argues that not only morphologies, but difficulties of acquiring Japanese cultural and social norms may affect NNS’s wrongly choosing a transitive verb in a situation where an intransitive verb is a natural choice.

4. Oscillatory Brain Activity Differentially Reflects False Belief Understanding and Complementation Syntax Processing
Yao Guan, University of Florida

False belief understanding (FBU) enables people to consider conflicting beliefs about the same situation. While language is a demonstrated correlate of FBU, there is still controversy about necessary conditions for FBU. We tested an important notion from the debate in developmental psychology proposing that complementation syntax task is redundant to false belief measures. To do so, we examined electrophysiological correlates of false belief, false complementation, and their respective true conditions in 44 adults using electroencephalography (EEG), focusing on indices of oscillatory brain activity and large-scale connectivity. The result of divergence in beta (13-20 Hz) oscillatory activity and in connectivity between false belief and false complementation does not support the redundancy hypothesis.
1. The Effect of Tears as a Visual Signal of Sadness
Kenichi Ito, Chew Wei Ong, and Ryo Kitada, Nanyang Technological University, Singapore

Research on nonverbal communication has advanced our understanding of body language such as facial expressions, body posture, gestures, eye gaze, or touch. However, little research is conducted to investigate the effect of tears. Anecdotal evidence suggests that people infer sadness when they see a weeping person, but people also report to see a person who shed tears of overjoy. Thus, we hypothesized that confusing cues such that emotions of portrayed facial expressions are miscategorized by observers more frequently than facial expressions without tears. On the other hand, we also hypothesized that tears would intensify the strength of perceived emotions that observers would infer higher intensity of emotions from a person with tears than a person without tears. Testing these hypotheses, we added tears on sad, angry, disgusted, fearful, surprised, happy, and neutral facial portraits, then we asked participants to categorize (Study 1) or evaluate the intensity of (Study 2) facial emotions exhibited by the portraits with tears or without tears. The results showed that facial expressions with tears were less accurately categorized than facial expressions without tears. We also found that participants evaluated the intensity of sadness exhibited from tearful faces higher than no-tear faces across different facial emotions. Implications for these findings on social bonding will be discussed.

2. Swearwords or sentence enhancers? The social and product inferences made from swearwords
Katherine Lafreniere, and Sarah G. Moore, University of Alberta, Canada

Prior work suggests that swearwords are antisocial and offensive. Yet, they are used more often than ever before. This research investigates the social and product inferences that people make from swearwords. The framework suggests that swearwords are not simply offensive words that may have negative social effects. Rather, swearwords are useful to listeners because they help convey meaning. Specifically, swearwords function as mixed-meaning expressions and therefore convey both expressive meaning about the speaker’s attitude and descriptive meaning about the proposition. Listeners then use these meanings as an input for judgment and choice. This research focused on the most common type of swearword: swearword intensifiers (e.g., dinner was fucking tasty). It used both field data and laboratory experiments to test the underlying role of descriptive and expressive meanings by comparing the presence of a swearword in online communications (e.g., product reviews) to its absence as well as to the presence of a non-swearword synonym (e.g., dinner was super tasty). It was theorized that swearwords convey stronger meaning than non-swearword synonyms because of their etymological underpinnings as some of the most negative words in language. The results indicate that when people read reviews containing swearwords, descriptive and expressive meaning increased, which in turn increased the usefulness of the review and the attractiveness of the product. This effect was moderated by diagnosticity factors (e.g., the presence of other information which rendered the swearword’s meaning redundant). Overall, swearwords appear to be a useful linguistic device that can positively affect social and product inferences.
3. The poetics and politics of slam poetry in South West and Inner West Sydney

Rosalie Atie, Western Sydney University, Australia

This paper explores the ways in which slam poetry acts as a site of contestation, at the front line of institutionalised literary forms and essentialised understandings of the body and of being. Through its blend of form and influence, and its embodied mode, slam challenges both established modes of expression and hegemonic discourse. Drawing on interviews with performers at three key slam sites in Sydney, and through analyses of their performed poetry, this paper argues that the tensions presented by slam with regard to linguistic and literary conformity, coupled with its liveness and corporeality, allows slam to not only convey difference but, highlight the fault lines that limit expression, both aesthetically and politically. By pointing to the limitations of such hegemonic modes, slam has the potential to create a space for new meanings to arise.

Science Salon

Accent-Schmaccent: An Applied Linguist’s View of L2 Pronunciation

Led by: Tracey Derwing
University of Alberta, Simon Fraser University, Canada
(1 hour)

The last two decades have seen a tremendous growth in research on second language (L2) pronunciation, in terms of factors contributing to accentedness, pedagogical practice, and social implications of a foreign accent. However, Munro and Derwing (1995) have argued that accent in and of itself is not a very interesting dimension of speech; intelligibility (whether or not speakers are able to transmit their intended meanings) and comprehensibility (the degree of effort required on the part of a listener to understand a speaker) have far more impact on successful communication. These two speech dimensions are related but partially independent of accent. Thus some individuals who have heavy accents may also be fully intelligible and easy to understand. Derwing and Munro (2015) suggest that second language teaching should take this more nuanced approach to pronunciation instruction. Unfortunately, most language teachers have access to very little or no training on how to identify which features of an L2 accent have deleterious effects on intelligibility and comprehensibility, and as Thomson (2014) has shown, they tend to avoid incorporating pronunciation in their classrooms. Some entrepreneurs (typically with less linguistic and pedagogical knowledge than qualified instructors) have recognized a void, and have established a thriving “accent reduction” industry, using scare tactics, and promises of accent elimination. In fact, some of these charlatans make their clients less intelligible. The current state of affairs will be explored and recommendations made.

Break

3:10 - 3:40 PM | Telus Atrium
When studying how communication occurs in interpersonal communication, researchers have often focused exclusively on speech. However, when people speak, they also gesture (or move their bodies in meaningful ways, including hand, arm, shoulder, and head movements). The present studies bring together work on speech in naturalistic contexts, including conversations between health care providers and patients, conversations between international students meeting for the first time, and interviews. These studies show that the meaning expressed by speakers does not come from speech alone. Speakers use gestures for a variety of functions, including to express the unexpressible (e.g., pain), to engage interlocutors in interactions, and to communicate a stance on a topic. Gesture performs complex communication tasks, from establishing or repairing mutual understanding to foreshadowing information that would be contributed later, and contrasting past and present emotions or attitudes. Speech and gesture can be used to convey different and complementary parts of the message. These findings have implications for applied issues. For example, does an interpreter translate only the speech or also the meaning conveyed by gestures? And should foreign language teaching include the instruction of gesture use and interpretation?

1. **Gesture use in health care interactions: A semiotic resource for participants, an elucidating setting for researchers**  
   Jennifer Gerwing, Akershus University Hospital

When patients and health care providers speak to each other, they integrate visible bodily action with their speech. I review research on gesture use, using examples from actual clinical dialogues, and drawing out both practice-relevant implications. Patients speaking about pain tend to gesture, indicating relevant body regions, demonstrating movements or positions, or enacting metaphorical aspects of their pain experience. Semantic feature analysis has shown that gesture conveys information about the location and size of painful sensations and speech conveys its intensity, effects, duration, cause, and awareness. In interpreted interactions, physicians and patients used gestures to provide information not conveyed in speech, yet interpreters repeated those gestures less than half the time, with implications for the quality of translation.

2. **Gesture use in conversations of international students**  
   Jiwon You, Elena Nicoladis, and Xiaoting Li, University of Alberta

Previous studies used cartoon retell tasks to elicit gestures. This study tested whether speakers use gestures in a cartoon retell in the same way as in a conversational setting. International students...
talked informally in a group. They also watched a cartoon and told back the story. Both interactive and topic gestures were coded. Interactive gestures engage the interlocutor; topic gestures refer to the conversation topic. Our analyses thus far have been on the frequency of gestures (i.e., percentage of words accompanied by gestures). On average, speakers used more gestures overall (16%) in conversations than in retelling a cartoon (8%), for both interactive and topic gestures. Speakers’ gesture use in a cartoon retell may not generalize to other discourse contexts.

3. The embodied marking of discourse navigation
Jennifer Hinnell and Sally Rice, University of Alberta

A growing body of research within gesture studies investigates linguistic contexts that fall under the rubric of STANCE – a term that encompasses a speaker’s intersubjective viewpoint, attitudes, or judgments (Debras 2017, Schoonjans 2014, Stec and Sweetser 2013, Wehling 2018). This multimodal literature includes the study of posture, gaze, facial expression, shoulder and head movement that accompany face-to-face interaction. In this study, we focus on ways in which speakers of NA English signal with their bodies that they are at a juncture in their discourse. We examine a range of expressions such as anyways, anyhow, and at any rate, and demonstrate the use of co-speech behaviour that frequently accompany these expressions. Using the first 25 useable (i.e., the speaker’s body is visible and the speech is interactive and unscripted) returns per expression from the Little Red Hen database (Steen & Turner 2013), we coded each video clip for a range of factors according to established coding schemas (Bressem et al. 2013). We observed a degree of embodiment of 70-90% depending on the expression, and observed a subset of co-speech behaviour being conventionally used across these discourse junctures: e.g. speakers marked anyhow predominantly with the upper body (head tilt and brow raise) while so anyway is most frequently articulated with both manual gesture and upper body movement. We provide new evidence to support the claim that expressions such as these discourse navigators are reliably and conventionally marked in the body, and that linguistic analysis needs to be conceptualized as a multimodal endeavor, with verbal, prosodic, and kinesic form accompanying the particular semantic and pragmatic meanings that inhere (cf. Cienki 2015, Zima & Bröne 2015).

Invited Symposium 2
Gender and Language
Chair: Katy Chaffee, University of Alberta

Gender and language has recently become a headline issue in Canada due to the government’s decision to change the national anthem to use gender-fair language. Research shows how language and gender may interact in a variety of complex ways; gendered language may shape our perceptions of the world, as suggested by proponents of Canada’s anthem change, and people of different genders may take different approaches to language use or language learning. This symposium brings together researchers examining different facets of these intersections. Focusing
on how gender can influence individuals’ approaches towards language, Katy Chaffee will present research into how stereotypes of foreign language study as a feminine domain deter men from learning new languages and lead to gender imbalances in foreign language classrooms. Gendered stereotypes about communication styles may also influence individual people’s self-presentation; Adrienne Hancock will describe the influence of cultural gender stereotypes on voice and communication training for transgender speakers. Kate Blackburn will discuss how certain words appeal to women who read romance novels and how these word preferences reveal information about women’s mate values. Finally, Magdalena Formanowicz will discuss her research into what factors affect the implementation and effectiveness of reforms promoting gender-fair language, such as Canada’s recent change to its anthem. This symposium brings together research about how gender stereotypes affect language behavior with research about gendered linguistic interventions that might promote social change, highlighting new understandings of problems and solutions in language and gender.

1. Understanding men’s underrepresentation in foreign language classes
Kathryn E. Chaffee, Nigel Mantou Lou, and Kimberly A. Noels, University of Alberta

Speaking a foreign language is a useful skill that opens up career and communicative opportunities. However, there are marked gender differences in who chooses to pursue foreign language learning, with men underrepresented in elective foreign language study across many countries. This talk summarizes a program research investigating possible reasons for this disparity. Our results suggest that gender stereotypes are an important factor explaining men’s underrepresentation in foreign languages. Although threats to men’s linguistic competence relative to women had little effect, threats to their masculinity led certain men to disavow interest in language learning. Both stereotypes of language as feminine and ideologies of traditional masculinity appear to play a role in deterring men from foreign language study.

2. Transgender People Navigate Communication Choices
Adrienne B. Hancock, George Washington University

Can strategies for feminizing/masculinizing communication capitalize on stereotypes of gender-linked language? Assertiveness is typically associated with masculinity, which presents a conundrum for transgender females. Can she be both assertive and feminine? “L.A.”, a 15 year-old transgender female, was experiencing bullying and was terrified to speak, saying she wanted to sound strong, smart, and more feminine. Audio samples and data collected across the year of speech-language pathology services demonstrate the progression of her speech to sound feminine and confident. This case demonstrates how person-centered assessment and collaborative goal planning considers the speaker’s many roles and overall communicative function. Unique challenges for transgender people are discussed in context of the general process model explaining the gender-linked language effect (Mulac et al, 2013).
3. The benefits and pitfalls of language change – the case of gender-fair language use
Magdalena Formanowicz, University of Bern

Gender-fair language (GFL) is a symmetric linguistic treatment of women and men. To create GFL, two principle strategies can be deployed. Neutralization means that gender-unmarked forms (police officer) are used to substitute the male-biased (policeman). Feminization, implies that feminine forms of nouns are used systematically to make female referents visible. This presentation summarizes the results of a comprehensive European research program that systematically examined what affects the usage of GFL. In general, studies indicate positive effects of GFL. However, negative effects of reformed usage were also reported specifically when GFL is novel. Overall, I aim to shed light on how to introduce a social change via linguistic means taking into account the potential setbacks preventing linguistic reforms to be effective.

Paper Session 1

Positive Communication

TEL 143

1. The Language and Social Psychology of Savoring Across Cultures
Maggie Pitts, Sara Kim, Jian Jiao and Holman Meyerhoffer University of Arizona, USA

Following Pitts’ 2016 Presidential Address to ICLASP, in which she presented a typology of communication savoring in a North American context, we examined savoring from a multicultural standpoint to determine the cross-cultural validity of savoring as a positive language and social psychology construct. Based on our deep review of literature on savoring in diverse cultural contexts and our empirical examination of savoring across cultures, we argue for a broader definition of savoring more inclusive of multicultural philosophies. In Western cultures, savoring predominantly refers to the ability to recognize, maintain, and enhance positive life experiences – to experience pleasure beyond pleasure (Bryant & Veroff, 2007). This approach emphasizes pleasure as the focus and intent of savoring and precludes possibilities of savoring other affective experiences. While Pitts (2016) was the first to identify communication savoring as a distinct form of savoring, her model was developed from a narrow U.S. American sample thereby limiting the scope of her findings. Therefore, we sought to extend Pitts’ communication savoring study using a multinational sample to test the cultural parameters of the original typology. Specifically, we used qualitative thematic analysis to explore responses to an open-ended, narrative-style, questionnaire about savoring distributed to English as a second language learners and international students. This presentation reports on the state of savoring as a multicultural construct based on our analysis of the literature on savoring across cultures and supported with our empirical findings. Our presentation bridges Western and Eastern approaches to savoring and extends the communication model of savoring.
2. Cross-Cultural Expressions of Gratitude: A Review and Critique of Past Research on Self, Culture, and Gratitude

Jeanna Chi, University of Hawaii at Manoa, USA

In the past two decades, sociological and psychological approaches to studying gratitude have dramatically increased. Furthermore, gratitude is now an emerging area of interest in positive communication. Thus far, researchers have conceptualized gratitude as a mood, a state, and a moral motivator with positive implications for life satisfaction and well-being. However, a majority of the data in gratitude research has been collected from people in Western, independent cultures. Previous cross-cultural research on gratitude has found that people from non-Western, interdependent cultures like Japan use words such as “sumimasen” to convey both gratitude and apology. Additionally, a majority of gratitude research in non-Western contexts focuses on the link between expressions of gratitude (e.g. “sumimasen”) and feelings of obligation, and generally does not discuss implications for life satisfaction and well-being. In this paper, I review past research on self, culture, and gratitude and discuss how gratitude statements such as “thank you” may be universal, but the function and utility of gratitude expressions may differ depending on cultural context. Based on this review, I argue that in order to have a more complete understanding of gratitude’s impact on life satisfaction and well-being, culturally bound meanings of gratitude expressions must be examined.

3. Multitasking and Communicating Social Support

Pamela Kalbfleisch, Hamed Alghamdi, Amanda Pasierb, Tanja Eisenschmid and Haseon Park
University of North Dakota, USA

This study examines social support communicated during multi-tasking. Previous research has found less empathy in research participants who multi-task. This study extends this research looking a specific verbal behavior reflecting social support. In this study design, a confederate and a research participant were seated at two computers. In the control group, the computers had a screen saver, in the first experimental group the computers had a puzzle to solve. In the second experimental group the computers had a puzzle to solve and the sound track to Hamilton playing. For all groups the confederate prompted conversation by telling the research participant about a dog that was not feeling well. Data analysis indicates that research participants experiencing the highest level of multi-tasking communicated the least social support.
Social Dynamics and the Fostering of Resilient Communities of Practice in Indigenous Language Revitalization

Led by: Jordan Lachler
Director, Canadian Indigenous Languages and Literacy Development Institute
Department of Linguistics, University of Alberta
(1 hour)

While linguists have often been at the forefront of the academy’s response to the global crisis of language loss, the process of language revitalization is much more a social phenomenon more than a linguistic one. Language documentation and analysis have an important role to play in enabling revitalization, but experience has taught us that the essential component is the fostering of communities of practice that can undertake the long, slow work of reintroducing the language into the daily life of the community. Such communities of practice have dynamic and evolving social structures, with members playing various roles from activists to advocates to affiliates to allies. An understanding of how these roles interact in the formation and maintenance of healthy communities of practice is important for both short-term and long-term community language planning, laying the foundling for language revitalization as an inter-generational and multigenerational social project. In this talk, we will discuss current insights into the social dynamics of these communities of practice, with a focus on Indigenous language revitalization in Canada, and how academic training sites such as the Canadian Indigenous Languages and Literacy Development Institute (CILLDI) at the University of Alberta aim to equip students with a range of skills they can employ to protect, promote and pass on their languages.

Plenary Speaker

5:00 - 6:00 PM | TEL 150

Robert C. Gardner Award Recipient for Outstanding Research in Bilingualism

Dr. Jean-Marc Dewaele, Birkbeck College, University of London

The Social and Psychological Consequences of Multilingualism and Multiculturalism

Chair: Richard Clément

Learning languages and absorbing new cultures changes people in varied and unexpected ways. Research suggests that the effect of multilingualism and multiculturalism extend beyond the purely cognitive level. Indeed, the acquisition of a new language “alters the second language user’s mind in ways that go beyond the actual knowledge of language itself” (Cook 2002: 7). This process of conceptual change or (emotional) acculturation is neither inherently “good” nor “bad” but it may cause moments of frustration because of unexpected pragmatic and cultural challenges (Dewaele & Salomidou, 2017) and cause anxiety about not yet, or no longer fitting in (Sevinç & Dewaele,
Sustained exposure to new languages and cultures do seem to affect individuals’ personality and their ability to communicate emotions in different languages (Dewaele, 2016).

Friday, June 22, 2018

Gudykunst Memorial Lecture 8:30 - 9:30 AM | TEL 150

Culture, Context and Interpersonal Relations: Synergistic Insights from Pragmatics and Social Psychology

Dr. Helen Spencer-Oatey, University of Warwick

Chair: Tracey Derwing

There is increasing acknowledgement by psychologists and interculturalists (e.g. Fischer, 2011; Smith, 2003) that the ways in which culture influences people’s behaviour is likely to be affected by characteristics of the situation. In line with this, the almost exclusive focus on the impact of fundamental values on behaviour has recently been questioned (e.g. Fischer & Schwartz, 2011; Leung & Morris, 2015). Within pragmatics (a branch of linguistics), the impact of context on communication is regarded as fundamental. There is extensive evidence that numerous aspects of language use and interpretation vary according to variables such as type of communicative event, participant relations, and participants’ role rights and obligations. However, within pragmatics there has been little or no unpacking of the ways in which culture may influence perceptions of such variables.

In this talk, I aim to bring together research from the two fields, with particular reference to culture, context and interpersonal relations. I start by considering the concept of face and explore the ways in which the various conceptualisations of types of face within both pragmatics and communication studies can be mapped onto Schwartz’s (e.g. Schwartz et al., 2012) continuum of values. I then turn to the notion of context, and examine ways in which people’s perceptions of the various features of the context (e.g. type of communicative event; participants’ role rights and obligations) can be affected by cultural factors. My overall goal is to demonstrate the synergistic insights that can be gained by bringing together concepts and research findings from the fields of pragmatics and social psychology.
Invited Symposium 1

Contemporary Language Motivation Theory: 60 Years Since Gardner and Lambert (1959)

Chairs: Ali H. Al-Hoorie, The English Language Institute, Jubail Industrial College, and Peter D. MacIntyre, Cape Breton University

This symposium celebrates the legacy and continuing influence of Robert C. Gardner, the father of the second language (L2) motivation field, at the 60th anniversary of the seminal paper by Gardner and Lambert (1959). Gardner’s contributions go beyond the one-dimensional integrative–instrumental dichotomy. A group of distinguished scholars were invited to contribute to this symposium, each addressing a dimension of Gardner’s contributions that links directly to contemporary developments in second language acquisition (SLA) theory and research. The topics come from diverse disciplinary perspectives, instantiating the extensive influence of Gardner’s work. The presentations feature issues spanning macro-level processes of intergroup relations and social harmony to micro-level processes of intra-individual development and emotional reactions. Few SLA theorists have had such far-reaching influence.

Each presentation takes Gardner’s work in a new direction. Taylor discusses the role of language in collective identity as opposed to the popular individual difference approach. Clément and Rubenfeld explore the motivation to learn a second language and how it can become a cultural mediator in conflict situations. Noels and colleagues offer an update on the Language Learning Orientations Scale, while Dewaele discusses his research findings in relation to willingness to communicate. Finally, MacIntyre and Ross discuss the relationship between Gardner’s model and the important question of emotions. This inspiring collection of papers will be a unique experience for the audience, taking the field toward exciting new directions, even as we celebrate the first 60 years of Gardner’s contributions.

1. Social Psychology and Second-Language Learning: How I tried to convince my supervisor to change the question
   Donald Taylor, McGill University

My supervisor (Gardner) along with a cadre of his extremely bright graduate students were immersed in successfully building models of second language learning. I couldn’t escape concepts such as instrumental and integrative motivation, the rigours of their measurement and how they interacted in complex statistical models. As the junior student at the time, and a quiet one at that, my
argument was that all these models focussed on individual differences when we should be focussed on the crucial role that language plays for collective identity, especially for disadvantaged groups. I may not have convinced my colleagues, but a gracious supervisor at least allowed me to thrive.

2. An early influence on the social psychology of language: The socio-educational model of second language acquisition
Richard Clément, University of Ottawa, and Sara Rubenfeld, Government of Canada

Gardner’s research was articulated around a conjecture of motivation to acquire a second language (L2) stemming from intergroup attitudes and identification. This paper will explore aspects of the legacy of his model. Among the many ramifications, some have dealt with societal contexts showing, for example, that the status of the language learner and of the target language group impact the outcome of L2 acquisition. Further studies have sought to delineate its impact on the social adaptation of the learners. More recent studies have pushed the social agenda further by studying aspects under which the L2 speaker is likely to become a cultural mediator in conflict situations. These findings are discussed within the context of current approaches to L2 motivation.

3. Attitude towards the FL as the main predictor of Willingness to Communicate in the FL Classroom
Jean-Marc Dewaele, University of London

Research on Willingness to Communicate (WTC) in SLA has been shaped by MacIntyre, Dörnyei, Clément & Noels’ (1998) highly influential pyramid model. They described WTC as a state influenced by the interplay of linguistic, communicative and social psychological factors. The present paper identifies the strongest predictors of WTC in the French FL of 189 British pupils from two London secondary schools. Regression analyses showed that WTC was most strongly predicted by attitude to the FL, followed by both Foreign Language Enjoyment and Anxiety in the FL classroom, the linguisticcommunicative factor of FL mastery, and the socio-biographical factor of age. The findings confirm MacIntyre et al (1998) and Gardner (1985) on the crucial role of learners’ attitude towards the FL.

4. How emotional is the socio-educational model?
Peter MacIntyre, and Jessica Ross, Cape Breton University

In this presentation we will review key theoretical, measurement, and empirical implications of developments in the study of emotions for the SE Model. First, theoretically, we will argue that the relevant processes are so intertwined that emotion is motivation. Second, although measurement of concepts has been a particular strength of the SE Model over time, developments in emotion theory suggest additional interpretation is needed for the measurement strategy of using balanced item keying. Finally, to solidify the augment that emotions are central to the SE model, data from three studies will be presented to show the breadth and strength of the empirical relationships between various emotions and elements of the SE Model.
Cross-border mobility is a defining and contentious feature of life in the 21st century. Latest UN statistics suggest that there are currently more than 200 million ‘international migrants’ in the world, a figure that includes refugees, asylum seekers and those described as ‘economic’ migrants. Motivations for mobilities vary. Some cross borders voluntarily to pursue an education, or to improve their economic situation and seek a better life. Others are on the move against their will to escape poverty or armed conflict. Cross-border mobility can be stimulating and rewarding, but it can also be an uncertain, even dangerous, experience that involves learning new skills, coping with an unfamiliar environment, and negotiating complex interpersonal and intergroup relations.

This symposia explores, from a socio-psychological perspective, the intercultural and communicative processes involved in cross-border mobility, and their effects on mobile individuals (past and present) and on the societies that host them. The papers include both theoretical and methodological perspectives, and cutting-edge empirical research on a range of mobile groups, including migrant workers (Ladegaard) and refugees (Tsetsi), and communication challenges faced by health professionals in the host country (Sheeran).

1. **Identity Transformation During a Time of Resettlement: A Case Study of Refugee Identity Reformation in the United States**
   **Eric Tsetsi**, and **Maggie Pitts**, University of Arizona

This case study gives voice to two refugees displaced by war and instability in Iraqi Kurdistan and the Central African Republic. Data were collected through interviews, participant observation, and document analysis and analyzed using social identity theory (SIT) and the communication theory of identity (CTI). This study focuses on refugee experiences of acculturation and resettlement in a U.S. border state (Arizona) where relationships are often strained. These stories provide important contributions to the international conversation regarding the massive forced migration taking place globally. Both refugees sought to establish new group affiliations within their host country while creatively interweaving their established identities. New group affiliations, however, often emerged through distancing from other refugee communities in the host culture, even familial connections.

2. **Reinventing the Self: Voice and (In)Visibility in Domestic Migrant Workers Returnee Narratives**
   **Hans J Ladegaard**, The Hong Kong Polytechnic University

Every year, large numbers of women from rural areas in Indonesia and the Philippines leave their families to become domestic helpers overseas. This paper draws on a large corpus of domestic migrant worker returnee narratives recorded in rural areas in Indonesia and the Philippines. The women talk about their migration experience working under gruelling conditions, and their experiences of coming home as radically changed individuals. The paper considers why some
women gain increased visibility through migration, while others lose their voice and suffer from the employers’ demeaning discourses. Voice and visibility are related to the women’s access to a dominant language (English), and the paper discusses how language training and other forms of empowerment may help migrant women gain visibility.

3. Communicating with LEP patients in Australia: How do health professionals decide what should be communicated and by whom?  
Nicola Sheeran, Griffith University; Liz Jones, Griffith University; Rachyl Pines, University of California, Santa Barbara

Australia hosts a range of migrants for whom communication can be problematic, as Australians are typically monolingual and English speaking, while migrants vary in their English language proficiency (LEP). This is particularly challenging in healthcare where compromised communication between health professionals (HP’s) and LEP patients may result in poorer outcomes. Typically, an interpreter is required, though not always used. Our study used Communication Accommodation theory and heuristic systematic processing theory to investigate how HP’s assess an LEP patient’s need for an interpreter. Verbal protocol interviews with 69 HP’s were thematically analysed. HPs’ goals for the interaction, stereotypes, and beliefs about their role influenced their decision making. Doctors and allied health workers used more systematic processes while nurses used heuristics more.

Paper Session 1  
TEL 143

Language Pragmatics and Communication Competence

1. Politeness in Job Search Rejection Messages for First-Time Job Seekers  
Stephanie Smith, Virginia Tech, USA

Graduating college and entering the workforce comes during a time of great transition for students. It is an overwhelming but exciting time filled with possibilities. A major factor in effective job searching is self-efficacy. It is reported that the typical job seeker applies to over 50 jobs before accepting an offer. Rejection in the job search is an expected outcome, but it has negative self-efficacy implications. The goal of this study is to understand how polite typical rejection messages are and how those messages are shared with job seekers, as well as understanding how rejection messages are interpreted by job seekers, the effect these messages have on self-efficacy, and how job seekers would prefer to be notified of rejection. Politeness theory is used in this study to first understand how employers communicate messages of rejection with job seekers, using an openended survey method. The rejection messages were coded to determine how much facework is used when rejecting job seekers. Then, a sample of college students completed a survey used to evaluated the rejections of employers to determine the impact that those messages would have on their self-efficacy. Finally, job seekers crafted their ideal rejection messages, which were coded for politeness strategies and messages. The findings of this study illuminate typical job search rejection messages but also suggest potential rejection messages that are politer and have a smaller negative
effect on selfefficacy. These findings provide implications for hiring managers and job seekers alike. Implications are discussed.

2. The importance of clear definitions: the impact of misunderstanding on a social enterprise in rural India
Ann Rogerson, University of Wollongong, Australia

This paper discusses some outcomes from a field observation of a student immersion program – 40KGlobe- a social impact enterprise centre on Bengaluru (Bangalore) India. Australian undergraduate students pay to participate in a 4 week program where they live in local housing while working on community issues related to education and health. Supported by a local intern who acts as interpreter, issues are identified by some teams (using a needs analysis) or other teams implemented a solution to a problem identified by a previous group.

As part of the study on the language and processes used in project handovers, the final team presentations were observed and recorded for later analysis with additional data gathered via exploratory interviews with team leaders. One team presented their survey data on water quality and supply which led to an interesting interaction between the student team, the local representatives for 40K and Australian based personnel. What became apparent was the confusion on terms surrounding water supply, with each group having a different interpretation of what the terms in the standard survey meant. The implications of this confusion were quickly realised. The data gathered in the field by students may not be interpreted the same way by local or Australian based 40Kglobe personnel leading to misunderstandings of what the real needs were in local communities.

The findings indicate the importance of shared understanding of terms within organisations and between interviewers, interpreters and operational staff. The consequential actions by 40KGlobe are discussed.

Martha Foschi, University of British Columbia, Canada; André Ndobo, Université de Nantes, France; Alice Faure, Université de Nantes, France

This paper is based on a review that we are currently conducting of experimental research on double standards for competence (Foschi-Ndobo-Faure, in progress). Many everyday situations involve the performance of a task and the inference of competence from the results. A double standard occurs when two or more performers who differ on social status show equivalent, objectively assessed task-results and yet different competence requirements are applied to them (stricter for those who are perceived as of lower status) (Foschi 2000). To date, we have identified seventeen experiments on this topic. Here we focus on the six that replicate a hiring situation and where language (type-of-question) effects can be assessed. Each experiment involves making decisions about a pair of candidates with either the same or equivalent qualifications for a given job, and who differ in either sex category or skin colour. Further, the assessors have low accountability for their decisions. All six studies involve a question about competence as well as others about related attributes (e.g., suitability, credibility, dynamism, hireability). Differences
between the answers to the competence-question, as opposed to those about the other attributes, were reported in, e.g., Doerer-Webster-Walker (2017), Ndobo (2009), and Foschi-Valenzuela (2015). Our interpretation is that, overall, the narrow question about competence elicits a response that is close to the applicants’ qualifications, whereas the other, more open questions, make it easier for the participants to use either sex-category or skin-colour biases - often against, but in some cases, favouring - those generally seen as of lower status.

4. Did I Offend You or Did It? Agency Assignment in Interpersonal Apology
Yiwei Wang and Matthew McGlone, The University of Texas at Austin, USA

When people apologize to the victim of a transgression, they may assign the agency for harm to themselves (“I’m sorry I offended you”), to the act (“I’m sorry it offended you”), or omit agency altogether (“I’m sorry you were offended”). They also may acknowledge or question the victim’s harm by the choice of conjunction used to introduce an explanatory subordinate clause (“I’m sorry that you were offended” vs. “I’m sorry if you were offended”). We conducted an experiment to examine the effects of agency assignment and conjunction choice in apologies on victims’ impressions of transgressors. Participants (N = 1,114) in an online survey read about a scenario in which someone commits a transgression (e.g., breaks a promise) and then apologizes for it. They were randomly assigned to read one of 12 versions of the scenario created by independently manipulating the degree of offense (minor or major), apology agency assignment (transgressor, transgression, or omitted), and conjunction choice (“that” or “if”). Results indicated that apologies assigning agency to the transgressor or transgression invited more favorable perceptions of the transgressor than others omitting agency. However, there was not a reliable main effect nor interactions involving subordinating conjunction choice. Our findings demonstrate the impact of strategic word choice in apology on victims’ perceptions of transgressors.

Paper Session 2

Intergroup Communication

1. Communication Accommodation and the Reduction of Interability Prejudice: Testing the Mediator and Moderator Effects
Gabrielle Byrd and Yan Bing Zhang, University of Kansas, USA

Guided by intergroup contact theory (Brown & Hewstone, 2005; Pettigrew, 1998), this study tested a series of mediation and moderation models (Hayes, 2013) to explain the relationship between interability communication and the reduction of intergroup prejudice. Participants (N = 266) were people without a disability and were asked about their most frequent contact with a person with a physical disability and their stereotypes and attitudes toward people with disabilities in general. Extending contact research to the context of disability and supporting our hypotheses, the current study revealed that participants’ reported communication accommodation in interacting with their contact had a significant negative direct effect on stereotypes and a positive direct effect on
attitudes. Mediation analysis also revealed that communication accommodation had a significant indirect effect through two parallel mediators of relational solidarity and intergroup anxiety on stereotypes and intergroup attitudes. Furthermore, disability salience moderated those indirect effects in that the effects were stronger when disability salience was high, indicating consistency with research in other intergroup contexts. These findings provide insights in understanding of the relationship between interability communication and the reduction of prejudice and biases toward people with disabilities.

2. The effects of group membership and stereotypes on responses to accumulated nonaccommodation
Jessica Gasiorek, University of Hawaii at Manoa, USA; and Marko Dragojevic, University of Kentucky, USA

Recent studies have found that as people experience accumulated nonaccommodation (i.e., repeated instances of inappropriately adjusted communication), they infer less positive motives for speakers’ behavior and these inferences influence overall evaluations of speakers and speakers’ communication. This study replicates and extends these findings, exploring the role of social group membership and stereotypes in these processes. We hypothesized that the social group membership of a (otherwise anonymous) speaker would predict recipients’ initial perceptions of speakers’ motives and accommodation via group stereotype content. We also anticipated that stereotype content would indirectly affect evaluations of the speaker through its effects on motive inferences. Participants (N = 229) engaged in three tasks in which they received underaccommodative (i.e., insufficiently informative) instructions from another individual, ostensibly a young adult or an older adult. After each task, participants provided perceptions of speaker accommodation and motive; after the third task, they also provided overall evaluations of the speaker and task. Consistent with hypotheses, speakers’ social group membership (i.e., younger vs. older adult) predicted stereotype content, which in turn predicted inferred motive (directly) and perceived accommodation (indirectly) for the initial task. Group membership also had an effect on overall evaluations of speaker warmth and task satisfaction. Stereotypes best predicted motive and accommodation inferences in the initial task; their influence diminished as people gained greater experience with the speaker in subsequent tasks. However, an indirect effect of these initial impressions was still visible in evaluations after the last task.

3. Towards of a Model of Intergroup Interdependence
Matthew Giles and Rachyl Pines, University of California, Santa Barbara, USA

This paper expands the theoretical base of intergroup communication by proposing a new model of interdependence between interacting social groups. Referencing ethnolinguistic identity theory (ELIT) (Giles & Johnson, 1987), this model of interdependence addresses when and why some members of a group accentuate or accommodate their language behavior due to reciprocally interwoven group relationships. Historical and contemporary uses of the concept of interdependence are briefly reviewed across a range of different disciplines and research fields to demonstrate the current state of interdependence research. Defining interdependence in terms of the embedded nature of groups,
the foundations of a new communicative model of intergroup interdependence are introduced.

We propose four propositions which articulate how intergroup independence is associated with a variety of communicative outcomes. Drawing upon the model of Linguistic Intergroup Bias, (Maass, et al., 1989), Social Identity Theory, (Turner and Brown, 1978), and Language Attitudes (Dragojevic, 2016), these propositions provide insight into the character of intergroup relationships. These outcomes include those relating to language attitudes, communication accommodations, and linguistic biases, together with the moderating conditions shaping the extent of these behavioral consequences. Recognizing how ethnolinguistic vitality has historically been used to investigate the way that groups behave in distinctive manners in intergroup situations (Giles, Bourhis, and Taylor, 1977), this framework of interdependence investigates how group behavior can demonstrate the nature of intergroup relationships. Finally, a diverse array of research questions that could fruitfully guide the future development of the model are suggested for future research.

4. “We don’t want to associate with them”: Health Implications for Intergroup Comparisons of Young Adult Cigarette Smokers to the Novel Outgroup Electronic Cigarette Users
Samantha Stanley, University of Maryland, USA; and Margaret Pitts, University of Arizona, USA

Cigarette smoking continues to negatively impact public health in the United States. Some public health practitioners advocate electronic cigarettes as harm reduction tools for current cigarette smokers. Advocating current cigarette smokers use e-cigarettes for harm reduction does not account for the social identity of cigarette smokers. Focus groups and interviews reveal that many young adult cigarette smokers hold a social identity informed by their smoking. Their communication suggests intergroup tension with e-cigarette users whom they attempt to positively differentiate from via social creativity strategies emphasizing group differences in sociability not healthiness. Considering social identity theory, these findings suggest the emergence of e-cigarettes may induce cigarette smokers to identify more strongly with their in-group and decrease their likelihood of smoking cessation. These findings have implications for the extent to which health messages should encourage young adult cigarette smokers to use e-cigarettes to reduce their smoking.

Excursion
12:00 PM | Telus Centre Main Entrance

12:00 PM - Bus Departs for Ukrainian Village and Elk Island

Ukrainian Village
Experience the Canadian Prairies from the perspective of turn-of-the-century Ukrainian settlers at this open-air museum with costumed period interpreters. While there, enjoy a traditional Ukrainian meal prepared by one of Edmonton’s top chefs.

For more information, visit: https://ukrainianvillage.ca/
Elk Island National Park

Enjoy a beautiful national park that is home to two types of bison as well as elk, moose, and over 250 species of birds.

For more information, visit: https://www.travelalberta.com/ca/places-to-go/national-parks/elk-island-national-park/

Annual General Meeting 7:30 - 9:00 AM | TEL 150

Breakfast will be served.

Plenary Speaker 9:00 - 10:00 AM | TEL 150

The Effects of Media Discourse on Social Psychological Processes Within a Context of Crisis

Dr. Antonis Gardikiotis, Aristotle University of Thessaloniki

Chairs: David Rast and Amber Gaffney

The talk discusses how media discourse provides interpretative frames that guide people’s thoughts, preferences and behavioral intentions within the context of deep national crises such as the economic or the refugee crisis. By presenting a number of experimental studies, it examines how media frames affect people’s intentions to act, from helping the refugees, to supporting critical national policies, and to assuming collective behavior. The frames examined, mostly derived from content analyses of actual mass media discourse, provide ways of understanding and interpreting the economic and the refugee crises. The focus is also on the psychological processes that underlie these framing effects and concern people’s understanding of their social context, collective efficacy, emotions, social identity, and cultural ideology. The talk concludes by discussing the importance of focusing on the interaction between communication and psychological levels of analyses to social psychological theorising.
Human and Nonhuman Animal Communication: Are they actually different beasts?

Chair: Chris Sturdy, University of Alberta

Human communication researchers often overlook nonhuman animal communication as making useful contributions to our understanding of human communication, or, at the very least, to not treat the two as related, much less equivalent, sharing common mechanisms. In fact, talks in this symposium, and the related discussion, are aimed at changing this perception. (If it needs changing! If you are among the converted - welcome!) Here we have talks with taxa from insects to mammals, including humans, to birds, serving as the subjects of our experiments. You will see common themes, and in some cases, direct comparisons. In these comparative studies, commonalities and differences are obvious and striking. Please make yourself comfortable and enjoy the symposium. All animals are welcome.

1. Emotional perception in humans and birds
Jenna Congdon, University of Alberta

Humans and black-capped chickadees are both vocal learners and may have similar abilities. Evidence for acoustic universals (i.e., vocalizations indicating state of arousal) was recently demonstrated in humans as they can identify arousal in vocalizations produced by multiple species across three classes: Amphibia, Reptilia, and Mammalia (Filippi et al., 2017). In this study, stimuli included conspecific and heterospecific vocalizations from nine animal groups: frogs, alligators, ravens, elephants, pandas, pigs, macaques, chickadees, and humans. Our results indicate that both humans and chickadees can discriminate between vocalizations of high and low arousal on similar operant discrimination go/no-go tasks. This evidence that both humans and birds perceive emotional content in vocalizations produced by multiple species provides additional support for acoustic universals.

2. What can squirrel communication tell us about language?
Shannon Digweed, MacEwan University

A key feature of human language is its referential system; the ability of words to refer to specific events or objects. When exploring the relationship between human language and animal communication researchers have historically focused on potential referential systems across species.
I will explore the extent to which tree squirrels communicate within a referential based system across several domains, antipredator communication and communication regarding territory ownership. Moreover, if these signals are referential, do they convey the same kind of ‘information’ that language does? I will complete this exploration into squirrel communication with the concept of ‘information’ in animal signals and whether it is useful line of research in relation to language and communication generally.

3. **Insect communication**  
**Kevin Judge**, MacEwan University

Insects are the most diverse taxonomic group on Earth, and they have a bewildering array of sensory modalities and modes of communication. I will review ways in which male and female insects communicate during the breeding season, and then focus on my own research on the fall field cricket, Gryllus pennsylvanicus. Like males of most field crickets, male G. pennsylvanicus sing by rubbing their forewings together. Male song conveys information about male age as well as quality, and females use male song to adjust their investment in offspring – increasing reproductive investment when they perceive their mate to be of high quality. I will end by discussing some potential directions of future work.

4. **Similarities and differences between the syntax of bird songs and human language**  
**Richard Hedley**, University of Alberta

One feature common to human language and bird song is that the structure of acoustic sequences is highly non-random, governed by syntax. Drawing on my prior work with a songbird, Cassin’s Vireo, and other published literature, I will contrast the syntax of songbirds and humans. For example, the order of vocal elements conveys information in some bird species, paralleling how the order of words or phonemes alters meaning in human utterances. In other species, such as Cassin’s Vireo, the order of songs does not itself appear to convey information, but has other roles in communication. I will emphasize the diversity of bird song syntax and the multitude of research opportunities it affords.

**Paper Session 1**

**Deception and Distrust**

1. **(De)humanization and (Dis)trust: Representations of Muslims in UK Newspapers Following the July 7th London Bombings**  
**Reeshma Haji**, Laurentian University, Canada; **Shelley McKeown Jones** and **Alex Matthews**, University of Bristol, United Kingdom

The impact of media discourse on intergroup relations has attracted much research, but little research in this area has been driven by social psychological theory with clear predictions about the nature and implications of outgroup portrayals. Dehumanization and political psychology perspectives
informed our research on media discourse about an outgroup. We expected that (de)humanizing content in media coverage about a stereotyped outgroup would be linked to (dis)trust of that group, and would also be linked to political orientation of the media source in predictable ways: We expected that a rightwing news source would have greater dehumanizing and distrustful content, whereas the left-wing news source would have greater humanizing and trustful content about the outgroup. The research was situated in the real world context of newspaper discourse about Muslims in the immediate aftermath and 10 years following the 2005 July terrorist bombing in London, UK. Online UK newspaper articles were collected from a right-wing source, The Daily Mail, and a left-wing source, The Guardian. Articles were thematically coded for (de)humanizing and (dis)trustful discourse. We hypothesised and found that dehumanizing and distrusting discourse was more frequent than humanizing and trusting discourse. Whereas dehumanization was significantly correlated with distrust only in The Daily Mail, humanization was significantly correlated with trust only in The Guardian. Implications will be discussed in terms of the potential impact of dehumanizing and humanizing content, and how to optimize discourse about outgroups to promote more favourable intergroup relations.

2. The Influence of Lying and Machiavellianism on Memory
Todd Williams, and Isaac Simon, Grand Valley State University, USA

Past research has demonstrated that lying about an event interferes with one’s later recall of that event (Pickel, 2004; Chrobak & Zaragoza, 2008). This study examined the extent that individual differences in Machiavellianism (Christie & Geis, 1970) moderated the effect of lying on memory. Participants were asked to either truthfully recount or lie about the events depicted in a film clip. One week later, in face-to-face interviews, participants recalled the actual events of the film clip. Results showed that lying led to a decrease in the number of events and details that participants were able to recall. This effect was moderated by participant’s level of Machiavellianism such that low levels of Machiavellianism were associated with less memory bias than higher levels of Machiavellianism. These results suggest that individuals low in Machiavellianism are better able to differentiate between self-generated fabrications and actual events than their more manipulative counterparts. Discussion will focus on the differences in communication styles among high and low Machiavellians and the influence of these styles in telling lies and remembering past events.

3. The Third Party’s Communication During the Deceptive Event
Giovanni Vila, University of Hawaii at Manoa, USA

This study investigated whether relational closeness can influence a third-party to deceive for a deceiver during a deceptive event. Participants in this study observed a set of five scenarios. Participants had either a close or a not close relationship with the deceiver in these scenarios. Participants were then asked how he or she would respond to each scenario, choosing from a list of six statements. These statements are based on the information manipulation theoretical framework. Five statements were different deception types whereas the sixth statement was a truth response. This study found that in some situations, the closeness of the relationship predicted use of more deceptive messages than truthful messages. It was also found, that in some situations, deceptive messages
crafted as a quantitative violation was used more often than other forms of deception. These results demonstrated that the degree of relational closeness a third party has with a deceiver might predict whether the third party engages in deception. These results also provide evidence for what type of deception the third party may use.

**Paper Session 2**

**Health Communication**

1. **Intergenerational Communication at the Local Pharmacy**
   **William Hoffman**, University of Kansas, USA

Pharmacist-patient communication comprises an important yet overlooked communication event in health, aging, and intergroup literature (Chevalier et al., 2016). In this project, I applied the communication accommodation theory (CAT) (Giles, Coupland, & Coupland, 1991) framework to fill the existing gap in prior studies. While episodes of interaction are only intermittently the foci for deeper personal reflection, such encounters can impact behaviors, including health behaviors. This research adds to the communication discipline, specifically in the area of group attitudes, age, and health related contexts. There is further importance in that pharmacist should have clear communication with patients, in order to increase compliance and efficacy when taking a medicine as instructed. My pilot study employed a 2 (convergence/divergence) x 3 (age group: young/middle/senior) design to examine communication accommodation in this context. In each scenario, a pharmacist explained a new medication to a patient. Pharmacist/patient age and communication accommodation were randomly manipulated in the study. The dependent variable, communication satisfaction, was tested as an outcome from the independent variables ‘age category’ (young adult, middle aged adult, senior adult) and ‘communication style’ (i.e., accommodation: convergence/divergence). Participants took pre-test/post-test surveys to assess intergenerational communication perceptions. In the experiment, each participant read a script from an encounter at a local pharmacy. Following the pilot, my study will further endeavor to examine significant relationship factors around age groups, intergenerational talk, stereotypes, and identity salience on the interlocutor’s language selection (i.e., accommodation) during medication counseling conversations.

2. **Understanding health practitioners’ use of records in bilingual and monolingual contexts: The impact on communication**
   **Ivan Chang, Renata Meuter** and **Julia Hocking**, Queensland University of Technology, Australia

Research Aim: When practitioners use patients’ records this so can have either a negative effect on communication (patients become less elaborative; Newman et al., 2010) or facilitate patient-centred communication (Johnson et al., 2008). We explored how practitioners’ use of records impacts on their communication with patients, whether language and cultural barriers play a role. We focused on a dietician-patient context, and consultations by a Mandarin Chinese first language (L1) multilingual dietician and an English monolingual dietician with monolingual English-speaking
Method: Four consultations were recorded, two each from the Chinese L1 and the English L1 dietician. Each practitioner conducted two consultations in a hospital setting, each with a monolingual English speaking patient. Audio/video recorded conversations were qualitatively analysed using Communication Accommodation Theory (Giles et al., 1991) and visualised using Discursis.

Findings: Analyses revealed that the Chinese dietician was patient-centred, used records engagingly and allowed patients time and space to talk. By contrast, the English dietician appeared distracted by the records, which negatively affected her communication. The type of record and the room setup also impacted on communication.

Implications: Dieticians’ communication style, and not necessarily the congruency of their language background in relation to the patient, drives effective practitioner-patient communication. This finding has implications for how best to use records in consultations.

3. Pharmacy student self-reported attitudes, beliefs and behaviours about communicating with patients: impact of theory-based communication tutorials

Bernadette Chevalier, The University of Queensland, Australia; Bernadette Watson, The Hong Kong Polytechnic University, Hong Kong; Neil Cottrell, The University of Queensland, Australia

Research Aim

To investigate the impact of communication accommodation theory (CAT) based communication skills tutorials on pharmacy students’ self-reported attitudes, beliefs and behaviours in patient communication.

Methods

Final year pharmacy students completed on-line surveys administered before and after the delivery of three CAT-based communication skills tutorials. We present interim results only, as a third survey will be completed in students’ intern training year. Surveys included 30 statements based on CAT strategies (approximation, interpretability, discourse management, emotional expression and interpersonal control) using a 7-point Likert scale to indicate level of agreement, as well as demographics and survey specific questions. Before/after surveys were matched, differences in scores compared using Wilcoxon rank signed test, and level of agreement (Agree/Strongly agree) descriptively analysed. Responses to questions were thematically analysed.

Findings

Participant response rate for completing both surveys was 66% (113/171 eligible students). Statistically significant increases in before/after responses occurred in 50% of CAT-based statements. Of note were increases related to approximation (4/6 statements) and interpersonal control (5/6 statements). Most students (74%) indicated that tutorial participation will positively affect how they approach future conversations with patients. Students provided rich exemplars to
illustrate how the tutorials helped them in communicating with patients.

Implications

Students’ comments reflected their growing awareness of and knowledge gained in using CAT strategies. Invoking CAT provided insight into why communication behaviours occur, why miscommunication is common, and will inform students’ learnings in many types of professional interactions.

4. Lifestyle communication in medical interactions: Data from China

Ying Jin, The Hong Kong Polytechnic University, Hong Kong

Scholarship on medical conversations has acknowledged the importance of lifestyle discussions in medical interviews. Information about patients’ diet, sleep, and physical exercises is valuable in the judgment of patients’ health problems. While much of the earlier studies focus on the interactional patterns of lifestyle communication or the activity types through which lifestyle is discussed in western medical (WM) practices, a similar investigation has yet not been carried out in traditional Chinese medicine (TCM). Given the differences between TCM and WM in terms of diagnosis and treatment, plus the recent trend to combine both practices within one hospital, this presentation reports findings on the similarities and differences between these two approaches to medicine in terms of the extent to which lifestyle talk is involved in medical interviews and how it is initiated and closed. A total of 69 interviews were observed. Participant utterances were coded. The findings show that (1) while lifestyle communication occurs in all the TCM conversations, it only occurs in less than half of the WM conversations; (2) TCM interviews tend to close by lifestyle discussions, which is not observed in any of the WM interviews; (3) longer sequence is observed in TCM encounters when patients’ lifestyle is discussed. The results indicate that participants in TCM encounters engage more actively in lifestyle communication than people in WM encounters do.

Paper Session 3

Home Culture and Heritage Language Comparisons

1. The rooted L2 self promotes flow experiences in Gaelic language and music

Heather Sparling, Cape Breton University, Canada; Susan Baker, University of Queensland, Australia; Peter MacIntyre, Cape Breton University, Canada; Jessica Ross, Cape Breton University, Canada

The Rooted L2-Self, undergirded by heritage passions and convictions, is a newly theorized concept reflecting deep-seated feelings of connection to past speakers of one’s heritage language. The Gaelic language, once thriving in both Scotland and eastern Canada, has declined in use. However, traditional “Celtic” music has survived and flourished in local settings, maintaining popularity with international audiences, providing a potentially strong motive for language learning. Prior research has reported strong connections between Gaelic language and music learning that help create a sense of rootedness. The present study draws on Csíkszentmihályi’s flow theory to
examine the processes of learning traditional music and Scottish Gaelic. Flow embodies descriptions of particularly intense motivation, desirable states of consciousness, and absorption in optimally challenging activities that also are indicative of heritage passions and convictions.

The present mixed-methods study analyzes data from 54 participants with considerable experience in Gaelic and traditional music. Respondents to the online survey were primarily from Canada and Scotland. Quantitative results show strong positive correlations between willingness to play traditional music and self-perceived competence in music, as well as between willingness to communicate and self-perceived competence in communication in Gaelic. Additional evidence shows, for the first time, a relationship between flow while speaking Gaelic and self-perceived competence in traditional music. Qualitative results describe ways in which music-based flow experiences influence the passion for Gaelic language learning and the Rooted L2 Self. Results are interpreted using flow theory, emphasizing the intensity of motivation needed for sustained language learning in this context.

2. Invisible heritage language maintenance struggle: A case study of an Arabic-speaking immigrant family
Morad Alsahafi, King Abdulaziz University (KAU), Saudi Arabia

Research on immigrant linguistic minorities has consistently shown that an immigrant group language, as a lower status language compared to the dominant language in the host society, becomes gradually influenced either linguistically, sociolinguistically or both by the dominant language. In such language contact settings, maintenance of the heritage language becomes one of the major challenges faced by immigrant families in their host country. This paper is based on a case study of a family with two children who migrated to New Zealand from Iraq. It was found that within a few years, Arabic was substituted by English among the children. This presentation retraces this change in patterns of language use in this family. It examines how this language-minority family describes barriers to and support for heritage language maintenance; what language decisions are made, and how such decisions are linked to the family’s perceived symbolic importance of Arabic as a key marker of ethnic and religious identity. The findings are discussed in terms of the role played by the family (in particular the parents) and in terms of the family’s language background.

3. Maintaining One Language while Learning Another: Moroccan Children in Belgium.
Graziela DeKeyser, KU Leuven, Belgium; and Gillian Stevens, University of Alberta, Canada

Whether children in migrant households maintain proficiency in their heritage language strongly affects their attachment to their cultural heritage, while the extent to which they acquire proficiency in the new language of their destination strongly conditions their success in the country’s educational and occupational institutions. In this paper, we investigate the extent to which children of Moroccan heritage living in Antwerp, Belgium, learn and speak Dutch and the extent to which they maintain their proficiency in their parents’ heritage language. Our research design draws from family language policy to consider how elements of the children’s family background, language practices by the parents and siblings, attitudes towards the heritage language and Dutch, and language
management, affect the children’s levels of proficiency in each language. Based on data for over 300 children, the results show that the children’s proficiency in their heritage language is strongly affected by whether the parents value the heritage language, the mother is proficient in, and uses, the heritage language and by opportunities to use the heritage language outside of the household. In contrast, the children’s proficiency in Dutch is affected by the mother’s proficiency in Dutch and by the languages used by the other children in the household.

4. Culture Shock and its Ethnocentrism: Roots of Language and Miscommunication Revealed
Ray T. Donahue, Nagoya Gakuin University, Japan

A case of culture shock reveals how language—not only conceptualizations—but also orthography of Japanese contributed to a recent internet firestorm over the (mis)identity of a popular Japanese comic character. Previously identified worldwide as an animal character, its Japanese producer shocked the world by claiming it was not animal but human.

Feeling betrayed, many fans voiced angst at this news, some of whom succumbed to making ethnocentric and racist slurs against Japanese in general for being perceived as from the “outer world” or another planet. “How could the same graphic drawing be seen by Japanese so oppositely from us?” was a conundrum. Mistranslation however was not the culprit.

The roots of this conundrum go much deeper in complexity involving semantics, of course, but also lax news journalism, different customs, and unique features of Japanese orthography—different even from Chinese—and surprisingly overlooked by Japanese media let alone foreign in this case. Most important, however, was violation of basic principles of communication by the principals involved, particularly the original American journalist and cultural expert on the scene.

Empirical findings are presented through discourse analysis of the news reportage, supported by surveys and interviews of native Japanese about the case. This research aims to provide a window on the psychology of culture shock, illustrate the mechanism of stereotyping, as well as illuminate principles of intercultural communication.

Lunch & Poster Session
12:10 - 1:30 PM | Telus Atrium

Communication and Pragmatics Poster Session: see page ## for poster titles, presenters, and abstracts.
Invited Symposium 1

Overcoming language barriers in healthcare: Towards safe and effective communication

Chairs: Bernadette Watson, Hong Kong Polytechnic University

Miscommunication in the health sector can be life-threatening. The increasing number of migrant patients and foreign-trained staff in the health sector mean that communication errors are more frequent, yet there is little research internationally that addresses this issue systematically. Three of the papers presented in this symposium form part of a research grant funded by the Australian Research Council (grant to Meuter, Gallois, Segalowitz, & Ryder, 2013-2016). We conducted foundational studies in Australia and Canada, examining language barriers involving native and non-native speakers (of English, Mandarin, and French. In addition, we examined the potential of communication accommodation theory as an educational tool via role play. These three papers all provide evidence to build policy and practical solutions for intercultural and interprofessional communication training, and they offer an agenda for future research. The fourth paper complements the previous presentations because it investigates participants’ perceptions of a doctor’s use CAT strategies during consultations. The paper provides insights as to why certain communication strategies are regarded more favourably than others by participants in doctor interactions.

1. Judgements of likelihood in health contexts: Are ‘possibly’ and ‘presumably’ interpreted similarly by bilingual and monolingual English speakers?
Renata Meuter, Queensland University of Technology (QUT); Norman Segalowitz, Concordia University; Marina Doucerain, Concordia University; and Julia Hocking, Queensland University of Technology (QUT)

Increasingly, patients and health practitioners negotiate language barriers to communicate about health concerns, making miscommunication more likely. Linguistically, one means of expressing the degree of doubt and certainty is through epistemic adverbs (e.g., evidently, obviously). We compared (1) Canadian Anglophone and Francophone bilinguals, and (2) the Canadian Anglophone bilinguals with Canadian English monolingual speakers. All speakers performed the task (understanding of epistemic adverbs) on the same English sentence pairs. We analysed the ratings using a combination of cultural consensus analysis, weighted-data classical-MDS, and cluster analysis. Our data show subtle differences in the representation of epistemic adverbs, impacted by the type of bilinguality (bilingual speaker of English as a first or second language) (Study1), and by bilinguality per se (Study2).
2. Talking about risk in pregnancy: Impact of role and language in midwifery consultations
Danielle Ferndale, The University of Queensland; Renata Meuter, Queensland University of Technology (QUT); Bernadette Watson, Hong Kong Polytechnic University; and Cindy Gallois, The University of Queensland

We examined how risk shapes interactions between midwives and pregnant women in Australian public hospitals. Data came from recordings of 10 consultations between 8 midwives and 10 pregnant women. We explored the ways in which risk was discussed, through rhetorical strategies, practices of looking for the abnormal, and attempts to control the body. We found that pregnancy was constructed as a period of vulnerability and unpredictability, which is in tension with the public stance of midwifery associations that pregnancy is normal. Midwives asserted that women were capable of intervention-free pregnancy and birth. At the same time, in their consultations they helped assess a woman’s ability to give birth unassisted, as well as to assess the potential for an adverse event.

3. Applying communication accommodation theory to role-play for effective health communication training
Bernadette Watson, Hong Kong Polytechnic University; Julia Hocking, Queensland University of Technology (QUT); Renata Meuter, Queensland University of Technology (QUT); Vincent Tam, Queensland University of Technology (QUT); and Cindy Gallois, The University of Queensland

There is a critical need to improve the communication skills of health practitioners. We combined role-play with communication accommodation theory (CAT) in order to identify the communication strategies used in building rapport. 225 students role-played health practitioners and patients or clients. Some were audio recorded, so that verbal communication could be mapped onto CAT strategies. A multiple regression analysis revealed that students role-playing the practitioner rated emotional expression and level of interpersonal control as significant predictors of perceived rapport with their clients. In contrast, students role-playing the client rated interpersonal control and discourse management as significant predictors of achieving rapport. By identifying the communication strategies at work during simulations, educators can measure communication competence and provide feedback to students.

4. Informing me, involving me, professional, empathic- patient preferences for how their doctor communicates
Liz Jones, Griffith University; Bernadette Watson, Hong Kong University; Gordan Gan, Griffith University; and Daniel Barrett, Griffith University

Effective communication between doctors and patients is important for patients’ satisfaction and outcomes. We need to understand from the perspective of patients what they regard as effective communication. Using communication accommodation theory (CAT), we examined patient preferences for 3 CAT strategies (emotional expression, discourse management and interpersonal control). One hundred and forty-six participants completed an online survey where they were randomly assigned to either a vignette where they had melanoma or one where they had HIV.
Each participant rated 3 vignettes of an interaction with a doctor, which varied with respect to the communication strategy the doctor was using. Participants rated most favourably the specialist using discourse management. Qualitative responses revealed why participants rated different strategies more favourably than others.

Paper Session 1

Language Learning Motivation and Self

1. International Students’ Pursuing Goals in an ESL Academic Setting: Ordinary Magic or Ecological Resilience?
Andrea C. Valente, York University, Canada

This presentation discusses international students’ resilience in pursuing academic and learning goals in an English as a second language (ESL) classroom at a university level. Despite studies in second language acquisition (SLA) hold a robust literature on motivation and goal-setting tasks (Dörnyei, 2009), there is not much available in terms of learners’ resilience. A possible hypothesis is that most SLA studies are based on experimental research rather than on ethnographical methods. Yet, recent studies in resilience have focused not only on individual’s cognitive abilities to cope with stressors (“ordinary magic”), but also on individual’s interactions with the environment (Ungar, 2012). Thus, I argue that resilience is a complex, dynamic process that refers not only to learners’ cope mechanisms to deal with difficult events in a foreign language, but also to their interactions with the environment that might or not be sustainable for students’ goal pursuits. Here, I present a case study where I examine a group of first-year ESL undergraduates’ personal narratives of their planning and strategies to pursue their learning goals for a credit course in English studies. I analyze how students identify and create strategies to cope with difficult and stressful events while they attempt to keep engaged with their learning objectives. I also consider how students reflect upon their social interactions with agents in the academic environment that may offer resources to promote students’ resilience and self-efficacy. I rely on a rhetoric and discursive analysis within a framework of complexity studies (Larsen-Freeman and Cameron, 2008).

2. What’s in a name? Motivations for baby-naming in multicultural contexts
Jorida Cila and Richard Lalonde, York University, Canada

Names are an important part of language, one that follows us throughout our lives and has a prominent place in our individual identity. Importantly, names have the power to convey a lot of social and cultural information about its bearer. Our work shows that naming choices and preferences among bicultural individuals are informed by both identity and pragmatic concerns, or using Gardner’s (1959) terminology, integrative and instrumental motivations, respectively. We define biculturals as those individuals who identify with two cultural groups (heritage and mainstream Canadian) and internalize the norms and values associated with those identities. Across three studies we find that acculturation to heritage culture and one’s motivation to transmit
that culture to future generations are significantly associated with preferences and choices of ethnic names for one’s child. On the other hand, stronger acculturation to mainstream Canadian culture and concerns over negative consequences of ethnic naming are significantly related to preferences and choices of mainstream names. Thus, we find that while preferences and choices of ethnic names are underlined by integrative motivations, choices and preferences of mainstream names are underlined by both integrative and instrumental motivations. Furthermore, our qualitative data supports a conceptualization of integrativeness as being primarily driven by an affective, as opposed to a cognitive, component. In this context, individuals’ strong emotional connections to their heritage culture and language can emerge as key factors influencing naming choices, and can supersede the more practical (and often cognitive) reasons for choosing a mainstream name.

3. The Dynamics of Teachers’ Support and Students’ Self-Determination Throughout the Second Language Course
Dayuma I. Vargas Lascano, Université Laval, Canada; Kimberly Noels, University of Alberta, Canada; and Maya Sugita McEown, Université Laval, Canada

Abstract pending

Paper Session 2

Accents, Attitudes, and Awareness: Registers and Discrimination

1. “Siu siu la… it’s really not much of a big deal, I switch quite easily”:
Examining Cantonese-English code-switching using a mixed-methods approach
Odilia Yim and Richard Clément, University of Ottawa, Canada

Code-switching, the spontaneous switching from one language to another, shows unique structural and functional patterns in different bilingual communities. Though historically viewed as a negative act, it has been documented as an acceptable way of speaking in certain contexts, namely multilingual communities. As a result, the attitudes towards code-switching would not be associated with the prestige of each language itself, but the status of the languages used together. Such a shift in language use would, therefore, also have an effect on how it is employed as a marker of group membership. As a case in point, we investigated the implications of code-switching on bilinguals’ language attitudes and identities in Toronto, a distinctly multilingual and multicultural metropolis. Twelve Cantonese-English bilinguals participated in a semi-structured interview discussing their code-switching and language attitudes. Participants were on average 24.2 years old (SD=5.8) and they lived in Toronto for a mean of 19.0 years (SD=3.0). All learned English as their second language at a mean age of 4.9 years (SD=1.7). Interviews were analyzed using a social constructionist framework. Quantitative data were compiled using frequency counts and analyzed using a structural approach. The results suggest an association between code-switching and participants’ ingroup membership to the Chinese community. Despite bilinguals reporting a poor Cantonese proficiency and confidence, they had positive attitudes towards code-switching
and were comfortable using it. This was confirmed by participants’ actual code-switching, in their culture-specific references and usage of Cantonese in their speech. Results are discussed with respect to ethnic identity and intragroup communication.

2. Perceived Accent Discrimination Among Native and Non-Native Speakers: Consequences and Perceived Legitimacy as a Factor for Resilience.
Nathalie Freynet and Richard Clément, University of Ottawa, Canada

Prior studies suggest that accent stigmatization occurs among both native and non-native speakers and that it may lead to negative consequences. Research also suggests that the psychosocial processes for native and non-native speakers might differ (e.g. Gluszek & Dovidio, 2010; Jaspal & Sitaridou, 2013). Comparative studies in stigmatization experiences based on types of accents are, therefore, needed. Additionally, studies investigating the psychosocial consequences of accent stigmatization are warranted, as accents, or one’s way of speaking, reflect one’s identity (Freynet & Clément, in press). The objectives of this study are twofold: (1) to investigate the relation between perceived discrimination and (a) French identity and (b) French language confidence, as moderated by perceived legitimacy; (2) to verify whether these relations vary as a function of type of accent. Non-native (n=113) and native (n=225) French speakers were recruited as participants via the University of Ottawa’s Integrated System of Participation in Research (ISPR). Participants completed a series of questionnaires assessing perceived discrimination, actual and reflected identity, language confidence, and perceived legitimacy of discrimination. A series of moderated hierarchical multiple regression analyses were conducted using PROCESS. For both native and non-native speakers, these revealed that language discrimination is significantly and negatively related to identity and language confidence. However, for native speakers, legitimacy was found to moderate the relation between language discrimination and identity, such that this relation becomes positive when discrimination is considered less legitimate. Implications for future studies are discussed.

3. When you say something, I decide what you mean! The role of auditory gaydar on message interpretation
Fabio Fasoli, University of Surrey (UK) & ISCTE-IUL (PT), UK

Listeners process messages depending on speaker’s characteristics. Voice is one of these. Voice is also considered a cue of speakers’ sexual orientation. Across two studies, we examined whether voice conveying sexual orientation information affects the interpretation of the speaker’s message. In Study 1, participants listened to neutral sentences (e.g., my dog runs in the park) pronounced by gay- and straight-sounding speakers. For each sentence, participants received two pictures of the target object (e.g., dog) varying along gender stereotypes (e.g., typical for women: chihuahua vs. typical for men: German-Shepherd). Listeners indicated the likelihood that the speaker was referring to one of the two targets. Results showed that sentences pronounced by gay-sounding speakers were more likely to be interpreted as referring to the “feminine” object, but as referring to the “masculine” object when pronounced by a straight-sounding speaker. In Study 2, participants were exposed to ambiguous sentences describing a stereotypically feminine action, leaving open two interpretations, namely that the action was performed by the speaker or by another person.
Sentences were pronounced either by gay- and straight-sounding speakers. The feminine action was more likely to be interpreted as referring to the speaker when pronounced by a gay- rather than straight-sounding speaker. Thus, listeners disambiguated the sentences based on vocal information. Together these studies showed that voice affects message interpretation in line with stereotypes associated with the speaker.

4. A Narrative Discourse of Stigma Awareness: Exploring Scripts of Student Reflections on Anti-LGBT Stigma
Moniq Muyargas, University of the Philippines Visayas, Philippines; Eric Julian Manalastas, University of the Sheffield, England; Pierce Docena, University of the Philippines Visayas Tacloban College, Philippines

Learning about stigma as a social psychological construct provides an opportunity to understand varied scripts of the narratives of sexual minority groups. An advocacy symbol (I <3 Gay and Lesbian Rights pin) was used by students as an experiential learning tool to learn about anti-LGBT stigma. Students’ narrative discourse in their reflection papers revealed that upon wearing the advocacy symbol, they were perceived as part of a sexual minority group resulting to a change in their heteronormative scripts. Analysis of students’ reflection papers revealed themes related to the narrative of stigma awareness. From such narratives, the Stigma Scripts of microaggression, othering and heterosexism became patterns of their experiences. The Learning Scripts of intergroup empathy, stigma consciousness and allyship sentiments were the constructed patterns of their learning experiences. Our study may pose potential directions for reconstruction of scripts through experience-based learning, particularly in understanding social psychology concepts reflected in the narratives of sexual minority groups.

Science Salon

All We Need is Operant Conditioning

Led by: Christopher Sturdy and Elena Nicoladis
University of Alberta, Canada
(1 hour)

Songbirds are often used as a model system for understanding human speech acquisition. Both songbirds and humans used feedback from an adult of the species, learn during a critical period, and have dedicated brain areas devoted to vocal learning, perception, and production. We make the case that operant conditioning can effectively, and parsimoniously, be used to explain both human speech learning and songbird song learning. Operant conditioning might not operate in or explain all situations and phenomena, but serves as a parsimonious and unifying mechanism to explain vocal learning across diverse taxonomic groups.
Special Session 3:15 - 6:00 PM | TEL 150

Resurrecting and California Dreaming...

Dr. Howard Giles, University of California, Santa Barbara
(and respondents)

Introduction: Jane Giles

Chair: Maggie Pitts, University of Arizona, USA

Come to the talk to learn more!

Closing Banquet 6:45 - 6:55 PM | Telus Centre Main Entrance

Buses to Muttart Conservatory departs from Telus Centre (main entrance) between 6:45-6:55 PM.

Muttart Conservatory

Attendees at the Conference Banquet will have full access to Edmonton’s premier botanical garden, one of Edmonton’s best-known and most beautiful landmarks. The Muttart Conservatory features four greenhouse pyramids housing over 700 species of plants in arid, temperate, and tropical biomes, and a seasonal display entitled “Letters from Europe” including hydrangeas and geraniums. This iconic location served as the inspiration for the ICLASP16 conference logo. For more information, see their website: https://www.edmonton.ca/attractions_events/muttart-conservatory.aspx

Caricaturists: Gerry Rasmussen and Laurel Hawkswell

The conference banquet will also include the opportunity to be caricatured by local artists Gerry Rasmussen (http://gerryrasmussen.ca/) and Laurel Hawkswell (http://hilaurel.blogspot.com/p/caricatures.html).
1. *The Effects of YouTube Listening/Viewing Activities on English Learners’ Listening Comprehension*

Chang-Ho Ji and Li-Li Kuo, La Sierra University, USA

The purpose of this study is to examine the effects of YouTube video clips as teaching material for English education. To this end, it compares effects of employment of varied numbers of YouTube clips in three experimental groups with those in a control group where no clips are used. Specific numbers of YouTube video clips—two, four, or six—used for each group represents our attempt to discover how many clips optimize the results. One-hundred ninety-five college freshmen in a university located in Taichung, Taiwan, have participated in the 14-week experimental research. In view of the results, YouTube listening/viewing has significant and positive effects on listening comprehension performance. The more clips used, the greater improvement in listening comprehension. This finding implies that YouTube video clips provide an authentic native speaker setting that is beneficial to English learners. Equally noteworthy, a follow-up survey of the experimental groups show that student attitude toward English learning in general moderates the relationship between YouTube use and listening achievement.

2. *The role of English Use Anxiety, Ethnic Group Importance, and Ethnic Membership Self-Esteem on the Situated Ethnic Identities of International Students*

Ying Shan Doris Zhang and Kimberly Noels, University of Alberta, Canada

According to the Canadian Bureau for International Education (2016), there were 353,000 international students studying in Canada during the year of 2015, which signifies a 92% increase in size from the year of 2008. This study examines the identities of international students across four situational domains (family, friends, school, and public) and considers how language relates to patterns of situated identity. Specifically, this study explores the interactions of these situated identities with ethnic group importance, ethnic membership self-esteem, and English use anxiety. International students at a Canadian university (N = 109) completed a questionnaire online. A series of mixed model ANOVAs revealed that identification with one’s ethnic group is higher than identification with Canadians in private domains (e.g., with family and friends), but the converse held in public domains (e.g., in the university and community). This pattern was not modified by ethnic group importance or self-esteem; instead, significant two-way interactions indicated that international students beholding higher ethnic group importance and ethnic membership self-esteem identified more highly with their ethnic group and less with Canadians regardless of situational domains. Moreover, the patterns of situated identities were modified by English use anxiety, such
that confident students reported stronger Canadian than heritage identity in the school domain, but anxious students reported no difference between identities in this domain. The results suggest that more linguistically confident students acquire a second cultural identity more readily than less confident students, particularly in the school domain where they have regular, intensive contacts with English-speakers.

3. Vocal emotion recognition in a second versus foreign language
Yondu Mori, Xiaoming Jiang, and Marc D. Pell, McGill University, Canada

Previous research shows that listeners are better (more accurate and faster) at recognising emotions from a speakers’ tone of voice when exposed to their native language (L1), compared to ‘out-group’ emotional expressions in a foreign language (FL) or even their second language (L2). However, it is unknown whether the in-group advantage for recognising vocal emotions is a robust effect across cultures or whether these abilities depend on listeners’ language proficiency and/or familiarity with vocal expressions of emotion in out-group languages. To disentangle these factors, we recruited two distinct cultural groups, native speakers of Mandarin and Arabic, who were all bilingual in English (L2). Participants heard pseudo-utterances that conveyed basic emotions (anger, fear, happiness, sadness) in their L1 (Mandarin or Arabic), L2 (English) and in a foreign language (Mandarin or Arabic) and indicated which emotion they heard. An auditory gating procedure was used to simultaneously analyse the time point of emotion recognition in each condition. Mandarin listeners recognized emotions more accurately in Mandarin utterances than in English and Arabic utterances, which did not differ. There was no evidence of an in-group advantage for Arabic listeners, who displayed comparable recognition accuracy in all three languages. Also, the greater participants’ frequency of L1-L2 code switching, the greater their recognition accuracy. Results suggest that the ingroup advantage regarding accuracy in vocal emotion recognition is not as robust as previously reported and may be influenced in a more complex manner by related linguistic and cultural factors.

4. Language Use and Situated Ethnic Identity in Singapore
Jayasree Narayanan, University of Alberta, Canada; Kimberly Noels, University of Alberta, Canada; Mark Seilhamer, National Institute of Education, Nanyang Technological University, Singapore

Previous research indicates that greater usage and proficiency of a language is often positively correlated with a stronger identity in relation to that language. This study examined how the social situation impacts the relationship between language use and identity patterns of Singaporeans of different ethnic backgrounds. Singaporean participants from the Chinese, Malay and Indian ethnic groups (n = 103) completed an online questionnaire that consisted of measures of identity and language use across family, friends, work, school and community domains. We ran a set of pairwise t-tests to examine the mean differences in the Singaporean and heritage identities within each situation. A Bonferroni correction was used to adjust significance level to prevent type I error. For Chinese participants there was a significant difference between their ethnic and Singaporean identities in all situations except for the family domain. For Malay participants,
a significant difference was found only in the community domain. These findings imply that the differences between the groups could be due to the indigenous status of Malay Singaporeans. We conducted correlational analyses to evaluate the associations between identity and language use of participants in their heritage language and English in each situation. For all participants there were no correlations between the usage of their heritage language and ethnic identity across most situations. Using English was positively correlated with their Singaporean identity in the school situation for Malay participants. Overall, the results indicate that, the differences found among the ethnic groups could be due to perceived social status differences among ethnic groups.

5. Heritage language anxiety as a moderator for situational ethnic identity
Ferdose Mohamed and Kimberly Noels, University of Alberta, Canada

Language anxiety can affect people’s sense of belonging in an ethnolinguistic community. The present study examined how heritage language anxiety in people from non-English, immigrant families affects their sense of identification as members of their heritage ethnolinguistic group and as Canadians. Based on previous research, we expected that participants with low heritage language anxiety would identify less as Canadians. The opposite would be true for participants with high heritage language anxiety. Students at the University of Alberta (N=290) completed a questionnaire assessing their language anxiety and situated ethnic identity as Canadians and as members of their ethnolinguistic group. A mixed model ANOVA compared patterns of situated ethnic identity across four situational domains (family, friends, university and community), and two identities (Canadian and heritage), and heritage language anxiety (low and high). The results showed that participants with low heritage language anxiety identified more as Canadians only in the school and community domains. Unexpectedly, those with high heritage language anxiety identified more as members of their heritage group in the family domain. The results could help language instructors and settlement service providers better understand how language anxiety relates to patterns of identity acculturation.

6. Heritage Language Loss Across Generations
Charles Hill, Whittier College, USA

Immigrants to the USA are under pressure to speak English. While they might not have to in an ethnic neighborhood, their children must learn English in School. Their grandchildren often speak English only, although they might study their grandparents’ language as a foreign language in school. Loss of heritage language was studied using data from a Multiple Identities Questionnaire completed by 2020 students at a small college in a suburb of Los Angeles. English was the first language for 75%, both English and another language for 14%, while another language was the first language for 11%. Counting generations is complicated by the fact that immigrants often marry second or later generation heritage speakers as well as non-heritage speakers. For 21% of the sample neither parent was born in the USA, for 13% one parent was born in the USA, and for 67% both were. For 25% no grandparents were born in the USA, for 4% one was, for 19% two were, for 10% three were, and for 41% all four were. If no parent was born in the USA, 20% had only English as their first language, if one parent was born in the USA 61% had only English, and if two parents were
7. An approach to the study of motivation of Spanish as a foreign language migrant learners from a Self-Determination Theory perspective
Virginia Gründler, University of the Republic, Uruguay

At present, research in the area of Spanish as a foreign language (SFL) has been significantly developing since a lot of work has been done worldwide. In Uruguay, it is growing as well and yet not much has been deeply studied relating it to psychological well-being and effective human functioning. Thus, this study is in the field of learning SFL for migrant adult learners in a formal educational context in Montevideo. It aims at giving one of the first steps, approaching this research area in such context. On the one hand, by studying migrants’ motivational orientations as language learners in the light of self-determination theory, and, also by asking in-service L1/L2 language teachers and pre-service SFL teachers about including such in their educational practices. A study of different cases of a language learner group has been interviewed and a generation of preservice SFL teachers was individually consulted through open ended questions. It is believed that the use of a different methodology would not be appropriate considering the characteristics of migrant populations as well as the role the context plays in the study of academic motivation when learning a foreign language. Results showed different motivational orientations for participants towards learning SFL. And even though preservice SFL teachers accounted for the value learners motivational orientations may have in any context, most of them expressed their lack of inclusion in their educational practices due to varied reasons.

8. Cross-cultural adjustment and adaptation of Saudi Arabian international ESL students in the UK
Fatimah Alsaadi, Alina Schartner and Tony Young Newcastle University, UK

Increasing numbers of overseas students are studying in higher education outside their home countries and there is a significant trend towards study in English-speaking Western countries. Thus, there is a growing body of research and literature concerning the phenomenon of cross-cultural adaptation. Saudi international students, in particular, provide an interesting sample worthy of study as they make a transition from a gender-segregated to a mixed-gender educational environment. It is therefore of value to examine how this might affect their study abroad.

This study investigates the experiences of students enrolled in English as a second language (ESL) courses in the United Kingdom (UK), addressing the process of cross-cultural adaptation that they undergo as reflected in various psychological, sociocultural and academic dimensions. It aims to provide as complete a picture as possible to gain a better understanding of their experience and the effects on their study. In this longitudinal study, a mixed methods approach was adopted, implemented in two phases. First, quantitative data were obtained by administering self-report questionnaires to Saudi students: 177 in the first period of data collection in October 2016, followed by 110 students from the original sample who participated again in June 2017. The second
Language learning is an important factor for the cultural adjustment of students whose second language is English (ESL) in Canada. The purpose of this experiment is to determine whether a teacher’s feedback could influence beliefs about whether language intelligence is malleable or fixed in ESL students. Participants were international university students in introductory psychology. Experimenters who were native English speakers posed as English teachers and administered a difficult English test to 187 participants before providing them with three different feedbacks: consoling, constructive, or control. Consoling feedback implied a fixed mindset, while constructive feedback, a malleable mindset. The results indicated that participants who received the consoling feedback perceived the teacher to have more fixed mindsets and indicated less satisfaction with their basic psychological need in general (i.e., autonomy, competence, and relatedness) compared to participants who received the constructive feedbacks. However, the feedback did not influence students’ own language mindsets. The results reveal the impact and importance of how feedback is delivered to students in a learning environment.

Learning a new language is a formidable task for migrants and involves learning 1000s of new words, learning to recognize and reproduce new sounds, and mastering a new grammar. In this research project we first investigate whether the task is a bit easier for some migrants than others because their first language is closer to English. We use information from the Automatic Similarity Judgement Program (German Max Planck Institute for Evolutionary Anthropology) to measure the phonetic similarity of the migrants’ home language and English.

Recent research shows that age at migration, a proxy for age at onset of second language acquisition, is a strong predictor of ultimate attainment in English among immigrants in the U.S., possibly because of maturational constraints. We therefore also investigate whether linguistic distance (or phonetic similarity) matters less if the migrant begins learning English at a young age, when second language acquisition is easiest. The results of the statistical models, based on US census data for several thousand Asian immigrants speaking 30 different languages, support both hypotheses. Linguistic distance between the migrants’ home language and English is related to their level of proficiency in English but the effect is less for those immigrants whose language is closer to English.
Every language has its own structures, words, and grammars. It is taken for granted that each language reflects, shapes up, and influences its own worldview (weltanschauung). A worldview is never clearly stated but is considered to influence widely people and society; how people perceive the world, how people think about, what people value and believe, etc. Worldview is often confused with culture but they are not equal. Since the seminal paper on culture and self (Markus & Kitayama, 1991), numerous research has been carried out to analyze cultural psychology of people in different countries. Nevertheless, little attention has been on the language and its links to the worldview. We noted that the syntactic structures and roles of functional words are very unique in Korean language, compared to English and Chinese. Analyzing the way subjects in sentence is expressed in comparison with target words (objects), we come up with the hypothetical worldview of togetherness. While previously a similar concept of collectivism was heavily discussed with, we note collectivism is confined to human society. But the worldview of togetherness can extend the boundary of collectivity (woori the Korean vernacular meaning we-ness) to include every beings in the world, be it humans, animals, plants, and even elements in the eco-system. Psychology reflecting this worldview will be illustrated and a proposal of new morality based on togetherness will be discussed.

Ensuring that participants in research are truly informed and give consent freely has been an ethical imperative since the Nuremberg trials and has been formalized in the UNESCO Universal Declaration on Bioethics and Human Rights (2005). The requirement of ensuring that consent is informed raises legal, ethical, and linguistic issues, giving rise to a plethora of studies in a variety of settings. The focus has ranged from investigating the structure, content, language level, and modality of consent forms themselves to potential participants’ and researchers’ understanding of the process (e.g. Perrault & Keating 2018). The challenge of providing exactly the information that potential participants need to make an informed decision competes with requirements to cover various legal aspects and the interest that researchers have in maximizing enrolment rates. This is of pressing societal relevance in light of current discussions about so-called broad consent (cf. Richter...
et al. 2018), ownership of data, and privacy concerns. The crucial role of language in the informed consent process has been recognized by the Swiss Federal Office of Public Health (FOPH), which has included social scientists in its evaluation of the federal act on research involving human beings. In this presentation, we review current notions of informed consent and present the results from the first phase of a FOPH-funded project in which we are testing a model of the process that goes far beyond the simple transmission model of communication that seems to be assumed in much of the medical literature on the topic.

3. Mindreading to win (and keep) friends: Relational mobility predicts mentalizing ability
Andy Scott and Takahiko Masuda University of Alberta, Canada

Social orientation (Markus & Kitayama, 1991), dialectical thinking (Peng & Nisbett, 1999) and relational mobility (Yuki et al., 2007) were tested as predictors of mentalizing capacity, the ability to monitor and predict the thoughts and intentions of others in sociolinguistic contexts. Undergraduate students (N = 77, 54 females, 22 males) at a northern Canadian university read vignettes describing social scenarios and answered corresponding questions requiring the tracking of up to eight mental states simultaneously. Relational mobility, the extent to which individuals have opportunities to form new relationships and terminate old ones, was the sole predictor of performance on the mentalizing task (beta = .28, p < .05). This result held when controlling for memory capacity and gender, R2 change = .10, F(4,70) = 2.53, p < .05. The findings suggest that individuals in relationally mobile environments are capable of more complex mentalizing, possibly because these environments require that they are able to correctly infer the mental states of others in order to acquire and retain beneficial relationships.

4. Reducing Intergroup Anxiety through Exposure to Humanizing Discourse: A Social Identity Perspective
Samantha Stitt and Reeshma Haji, Laurentian University, Canada

North American mainstream media discourse has been extremely dehumanizing, condemning, and negative when referring to Muslim populations, especially in the aftermath of 9/11 and in the wake of rising Islamic extremist groups (Steuter & Wills, 2010). Evidence suggests that media plays an integral part in instilling and propagating negative attitudes toward Muslims (Saleem, Prot, Anderson, & Lemieux, 2017). Less research has empirically investigated how media discourse can be harnessed to promote more positive attitudes toward outgroups. The present research took a step toward addressing this gap by investigating the effects of exposure to humanizing discourse about Muslims (compared to a control condition) on outgroup attitudes. University student participants completed a scale measure ingroup cultural identity and then read a newspaper-style article that described Muslims in humanizing terms or a control article. The results of the preliminary analyses indicate that social identity is a significant moderator—those lower in ingroup identity reported less intergroup anxiety toward Muslims when exposed to the humanizing article than the control article. These findings are consistent with social identity theories. Given that individuals who have a lower identification with their ingroup should be less inclined to engage in ingroup bias, they also seem more readily influenced by humanizing portrayals of the outgroup. Implications will be described in terms of optimizing discourse manipulations as interventions for promoting favourable outgroup attitudes.
Katherine A. Collins, Concordia University of Edmonton, Canada; Yi-Tai Seih, National Taiwan University of Science and Technology, Taiwan; and Richard Clément, University of Ottawa, Canada

Linguistic abstraction has four levels, as outlined by the Linguistic Category Model (LCM; Semin & Fiedler, 1988), and has been used to define linguistic biases, which can be understood as the differential use of linguistic abstraction for members of different groups (Maass, Milesi, Zabbini, Stahlberg, 1995; Maass, Salvi, Arcuri, & Semin, 1989). Given that linguistic bias is the unintentional expression of beliefs, it is argued that the systematic use of linguistic abstraction is the mechanism through which beliefs are transmitted and maintained. In this study, 84 Canadian participants were exposed to a negatively or positively biased text about a fictional group member. After some distractor questions, participants were asked to describe the contents of the text as they would to a friend who is planning to visit the fictional country, with the goal of helping that friend know what to expect on their trip. Participants thus generated messages about the fictional group. It is expected that participants will express a bias that corresponds with the text to which they were exposed. The messages will be further investigated using an automated LCM analysis (Seih, Beier, & Pennebaker, 2017) and Linguistic Inquiry and Word Count. Preliminary results suggest that generated messages did not differ in the amount of linguistic abstraction. Further results will be discussed in terms of the characteristics of messages about groups and the use of linguistic abstraction as a mechanism of belief transmission.

6. Hella Dope, confident understanding mediates the relationship between slang and multiple belonging needs.
Benny Chu, Bryan Sherburne, Josue Rodriguez, Amber Gaffney Humboldt State University, USA

Verbal communication acts as a critical group identity marker. Consistent with communication accommodation theory, understanding ingroup specific rhetoric, slang, can provide group members crucial information regarding group norms. For example, regional slang allows people to view themselves as members of a distinct group categorized by particular geographic locations (e.g., Northern Californians and their use of the adverb “hella” as an intensifier).

Slang creates a shared identity by communicating prescriptive normative group information through which members may infer appropriate attitudes and behavior, enhancing group identification. Moreover, possessing ingroup specific knowledge may provide group members with a sense of superiority and/or power. The current work examines how slang constructs a shared representation of a social identity. Specifically, we predicted that confidence in one’s ability to define ingroup specific slang should influence the relationship between feedback response and feelings of power and understanding prototypical rhetoric. Participants (N = 89) first took a bogus exam on ingroup specific slang. We randomly assigned them to feedback conditions that indicated that understood the slang or did not understand it. We then measured their levels of confidence in their test responses and feelings of power.

Results suggest that ingroup members’ understanding of their group’s slang indirectly predicted feelings of power through confidence in their responses.
Findings suggest that feedback received on group membership provides individuals with a sense of meaning and belongingness that establishes a sense of a shared world-view. Understanding a group’s slang can confirm one’s group membership through normative perceptions of communicative behavior.

7. What’s in a name? How labels of online-encyclopedias attract (certain) users and foster or attenuate bias.

Ina von der Beck, Leibniz-Institut fuer Wissensmedien, Germany; and Aileen Oeberst, Johannes Gutenberg-Universitaet Mainz, Germany

Numerous psychological studies document that individual information processing is often biased. However, only few studies have examined the communication of biases or the development of biases in groups. Moreover, virtually no research exists about the combination: collaborative communication of biases. This phenomenon occurs when people collaboratively produce information that is to be consumed by others, for example in the online encyclopedia Wikipedia. Two studies were conducted to test the hypotheses, that a) online-encyclopedias with a specific agenda (conservapedia.com and rationalwiki.org) attract more like-minded users for collaboration and b) contain more bias in their articles than an online encyclopedia without a thematic agenda (wikipedia.org). In Study 1, contributions to talk pages from 1,528 online users across 21 controversial topics from three different collaborative online platforms were content coded for variety of opinions by 1,870 human coders, recruited via Amazon MTurk. Topics were e.g. homosexuality, abortion, or climate change. Contributions were also analyzed with automatic text analyses to explore objective indicators of bias (e.g., emotionality, swear words). In Study 2, the corresponding articles (N=84) were content coded by two raters (blind to article origin). As control and standard of comparison, articles from the Encyclopedia Britannica were included, too. The main dependent variable was the extent to which the article was opinionated. First results suggest that hypotheses were confirmed. The findings will be discussed with a particular focus on potential implications.

8. Go Pro Bono: Prosocial Language as a Success Factor in Crowdfunding

Agnieszka Pietraszkiewicz and Magdalena Formanowicz, University of Bern, Switzerland; and Brithe Soppe, University of Oslo, Norway

Crowdfunding enables fundraising of various ventures by collecting money from several donors. We argue that the inclusion of prosocial language contributes to success in this new domain of resource acquisition. In Study 1, we analyzed 164,056 projects from the online crowdfunding platform Kickstarter and found that the higher the percentage of prosocial words employed in a project’s description, the larger the number of investors and the greater the chances of reaching a funding goal. In Study 2 (N = 234), an experimental study, we documented that the use of prosocial words increases the support people thought they would give to a project. Our results indicate that people want to invest their financial resources in ventures that contribute to prosocial goals.
9. Greater Bilingual Language Experience Predicts Greater Sarcasm Use in Daily Life
Mehrgol Tiv, McGill University, Canada; Vincent Rouillard, Massachusetts Institute of Technology, USA; Naomi Vingron, Sabrina Wiebe and Debra Titone, McGill University, Canada

We investigated whether bilingual language experience impacts indirect language use in daily life, particularly with respect to sarcasm. Prior work suggests that language experience promotes metalinguistic awareness and executive control, which likely support our ability to engage in indirect communication. Thus, in this study, we predicted more frequent use of sarcasm among bilinguals vs. monolinguals, especially among more fluent bilinguals. To test these predictions, 116 adults (25 self-reported monolinguals and 91 self-reported bilinguals) completed the Sarcasm Self-Report (Ivanko, Pexman, & Olineck, 2004) and Conversational Indirectness Scales (Holtgraves, 1997), along with a language experience questionnaire. There were three key results: First, using principle component analysis, we found components relating to General Sarcasm, Embarrassment Diffusion, and Frustration Diffusion, partially replicating Ivanko et al. who studied individuals presumed to be monolingual. Second, using these component scores as dependent variables in multiple regression analyses for bilinguals alone, we found that components related to increased L2 proficiency (but not L2 age of acquisition) predicted greater general sarcasm use (i.e., more proficient L2 users used sarcastic language more frequently). Finally, we observed overall greater use of sarcasm (based on the same component scores) in bilinguals as a group compared to monolinguals as a group, where monolinguals reported comparable sarcasm use as low-medium proficiency bilinguals. Taken together, these results indicate that greater bilingual language experience is related to greater use of sarcasm in daily life. We are now investigating whether and how the relationship between bilingual language experience and sarcasm use manifests during online sarcasm processing.

10. The Role of Subjective Ethno-linguistic Vitality on Language Learning - A Look at Heritage and Non-heritage Learners.
Jiawen Chen and Kimberly Noels, University of Alberta, Canada

Abstract pending.
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