Dialog on Language Instruction

Editor
Jiaying Howard

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General Information

Call for Papers
Dear DLI Faculty and Other Readers:

Welcome to this exciting issue of *Dialog on Language Instruction*. On its pages you will see what your colleagues have been laboring over with joy and pain—both inherent aspects of completing a dissertation. The rich variety included here illustrates how truly diverse our faculty is. (Note: many of these dissertations are available at the AISO Library should one or more of them pique your interest. I know there are several that have caught my eye!)

The topics addressed are important for all those who teach DLI students. They are also fertile areas for further exploration; perhaps you will find a thread or related issue you may find applicable to your own dissertation.

Finally, I want to thank those teachers who have provided dissertation abstracts for inclusion here. Congratulations on completing a long and important journey toward those three special letters, be they Ph.D. or Ed.D., that will open more doors than you even knew existed, and thank you for sharing your work with your colleagues.

Happy reading, everyone!

BETTY L. LEAVER
Provost
Investigating Humanities Textbooks in Iran Based on Halliday and Matthiessen’s Systematic Functional Grammar

Dissertation Abstract
Maryam Alaee

In Systematic Functional Grammar (SFG), Halliday and Matthiessen (2004) stated that in all languages the clause has the characteristic of a message: some form of organization whereby it fits in with, and contributes to, the flow of discourse. In the Persian language, the clause is enunciated as the theme, which is combined with the remainder of a sentence so that the two parts constitute a complete message. Holliday and Matthiessen (2004) call this clause *textual metafunction*. Accordingly, this dissertation investigates *textual metafunction* in several humanities textbooks published by SAMT (a humanities textbooks publisher in Iran) within the framework of SFG. The method adopted is descriptive-analytic with an emphasis on content analysis. The results obtained from textual perspective suggest that metafunction is critical in the Persian language.

For this research, three books from different fields were selected, based on the following criteria: 1) They were original reference books, not translated from another language; 2) Since publication, they were reprinted more than three times since 2002; and 3) They had been categorized as a reference in their respective fields. The titles of the selected books were: *Fundamentals of Physical Education at Schools*; *Fundamentals and Principles of Guidance and Counseling*; and *Psychology of Individual Differences*. This research examined the following: 1) the manner of the writers’ interactions with the reader; and 2) the efficiency of the texts in conveying concepts on the basis of SFG. The major findings were as follows:

1. The rates of simple and multiple themes in *Fundamentals of Physical Education at Schools* are 42.5% and 57.5%, respectively; in *Fundamentals and Principles of Guidance and Counseling*, 58.5% and 41.5%; and in *Psychology of Individual Differences*, 47.5% and 52.5%.

2. In the Persian language, a theme may have a marked point. The rate of marked themes in *Fundamentals of Physical Education at Schools* is 33.5%; in *Fundamentals and Principles of Guidance and Counseling* 38.5%; and in *Psychology of Individual Differences* 22.5%.
3. There are two types of themes: textual and interpersonal. Textual theme contains continuative and conjunction words, adverbial groups, or prepositional phrases; interpersonal theme contains vocative, modal comment adjunct, and finite auxiliary verbs. The rates of textual theme and interpersonal theme in Fundamentals of Physical Education at Schools are 15.5% and 50.5%, respectively; in Fundamentals and Principles of Guidance and Counseling 38.5% and 7.5%; and in Psychology of Individual Differences 46.5% and 7.9%.

4. The findings illustrate the importance of a theme at the beginning of a sentence, which is critical in the Persian Language.

5. These findings also indicate that writing and language styles may be investigated by textual metafunction.

6. The rate of pro, which is a pronoun without phonological content, in Fundamentals of Physical Education at Schools is 28.5%; in Fundamentals and Principles of Guidance and Counseling 38.5%; and in Psychology of Individual Differences 20.5%. Because of the characteristics of the Persian language, the finding is meaningful. This finding is seen either as the English language’s influence on the Persian language through translation or as a more noticeable phenomenon in the scientific genre.

7. Polarity in the Persian language ranges from positive, negative, to moderate. The rates in Fundamentals of Physical Education at Schools are 80%, 15%, and 5%, respectively; in Fundamentals and Principles of Guidance and Counseling 92%, 7%, and 1%; and in Psychology of Individual Differences 82.5%, 12%, and 5.5%.

8. The rates of past, present, and future tense in Fundamentals of Physical Education at Schools are 17%, 89%, and 9.6%, respectively; in Fundamentals and Principles of Guidance and Counseling 23%, 74.5%, and 2.5%; and in Psychology of Individual Differences 24%, 72%, and 4%.

9. Declarative, interrogative, imperative, and exclamatory sentences were investigated, and the results are as follows: in Fundamentals of Physical Education at Schools the rates are 86%, 1.5%, 12.5%, and 0%, respectively; in Fundamentals and Principles of Guidance and Counseling, 95.5%, 0.75%, 3.5%, and 0.25%; and in Psychology of Individual Differences 98.5%, 0.3%, 0.9%, and 0.3%.

10. With respect to the above findings the most prevalent structure in the three textbooks is: positive, present, declarative sentences with non-inter subject.

11. Mood (as in the systematic functional grammar presented) is meaningful in the Persian language, useful for translating and compiling textbooks.

12. In compiling humanities textbooks, information is presented unilaterally and traditionally. The dominant patterns from high to low frequency are:
13. These textbooks transfer content inefficiently due to a lack of connection and interaction with readers. The percentage of declarative sentences is higher than that in the interrogative, imperative, exclamatory sentences in the three books. It shows that readers receive information without going through the process of interaction, thinking, or analysis of the given information. This is not a dynamic learning process but a passive one. See Figure 1.

Figure 1
Interaction in Declarative Sentences

14. A more suitable pattern for compiling textbooks, based on functional grammar, with emphasis on interpersonal metafunction is recommended. See Table 1 (Halliday & Matthiessen, 2004, p.107).

Table 1
Giving or Demanding, Goods & Services or Information

<table>
<thead>
<tr>
<th>Role in Exchange</th>
<th>Exchanged Goods &amp; Services</th>
<th>Exchanged Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving</td>
<td>“offer”</td>
<td>“statement”</td>
</tr>
<tr>
<td></td>
<td>Would you like this teapot?</td>
<td>He’s giving her the teapot.</td>
</tr>
<tr>
<td>Demanding</td>
<td>“command”</td>
<td>“question”</td>
</tr>
<tr>
<td></td>
<td>Give me the teapot!</td>
<td>What is he giving her?</td>
</tr>
</tbody>
</table>
In exclamatory sentences, a reader can accept or reject a goods-and-services offer. See Figures 2.

![Offering](image)

**Offering**

In imperative sentences, a reader can undertake or refuse a goods-and-services command. See Figure 3.

![Command](image)

**Command**

In interrogative sentences, a reader can answer or declaim information questions. See Figure 4.

![Question](image)

**Question**

*Interaction in Exclamatory Sentences*

*Interaction in Imperative Sentences*

*Interaction in Interrogative Sentences*
There is more bilateral interaction of information between the writer and the reader in interrogative sentences than in declarative sentences. In order to make the reader more active in the learning process, it is highly recommended to use various types of sentences, rather than applying declarative sentences only.

Note

1. The references are listed in the full text of the dissertation.

Author


Email: Maryam.Alaee@dliflc.edu
A Mixed-method Study Exploring Effective Learning Strategies that Contribute to Successful Acquisition of Arabic as a Foreign Language among Adults

Dissertation Abstract

Gorge Bebawi

Purpose

The purpose of this mixed-methods study was to explore the most effective strategies contributing to the success of language learners at the Defense Language Institute Foreign Language Center (DLIFLC). Through the Motivated Strategies for Learning Questionnaire (MSLQ) and interviews of the DLIFLC Arabic learners, foreign language learners were asked questions about learning strategies for the target language. The questions were related to motivation, self-efficacy, self-regulation, metacognitive strategies, and cognitive strategies—including those for listening, reading, speaking, and grammar. Based on the results of the study, the 12 most effective self-regulated language-learning strategies contributing to the success of foreign language learners were recommended.

Theoretical Framework

The self-regulated learning theory (SRLT) of Schunk and Zimmerman (2008)\(^1\) was the framework of this study. SRLT describes how learners regulate thoughts, emotions, actions, and the learning process to reach academic achievements and how they may improve performance by using systematic strategies of learning (Andrade & Bunker, 2009; Zimmerman, 1990). The SRLT views learning as a proactive activity initiated by the learner, not a reactive activity to teaching experiences. Via the SRLT, high achievers are self-regulated and take control of the learning experience (Bernat, 2009; Dörnyei, 2001). They achieve language acquisition by controlling emotions and overcoming negativity such as boredom and frustration. The SRL theory has been reflected in the sociocultural theory and the social cognitive theory.
Research Questions

Q1. Quantitative Question. Is there a significant difference in the use of self-regulated language learning strategies between the higher proficiency achievers qualified for 2+/2+/2 and above and the lower proficiency achievers qualified for 2+/2+/2 and below in the Arabic Basic Course at the DLIFLC?

Q2. Qualitative Question. How do higher and lower proficiency learners describe self-regulated language learning strategy usage in the Arabic Basic program at the DLIFLC?

Method

A mixed-methods approach was used to develop and increase conceptual understanding (Leech & Onwuegbuzie, 2007) and to gain a general sense of the phenomena being studied from the learners’ perspective (Baran, 2010; Creswell, 2009). The participants were from the Iraqi and Levantine dialects and the Modern Standard Arabic (MSA). They participated in the study after completing the Arabic Basic Course, the Defense Language Proficiency Test (DLPT), and the Oral Proficiency Interview (OPI). Quantitative data were collected through the Motivated Strategies for Learning Questionnaire (MSLQ) to 75 participants; that is, 65 higher achievers and 10 lower achievers; qualitative data was collected through semi-structured individual interviews with participants who had taken the MSLQ. The interviewees were asked to explain how they used self-regulated learning strategies to increase language proficiency levels. The study’s goal was to compare self-regulated learning scores of students who met the higher proficiency goal of 2+/2+/2 with the scores of those who did not.

The quantitative data were analyzed by means of the Statistical Package for the Social Sciences (SPSS), which included a t-test to determine if there was a significant difference in the students’ self-regulated learning strategies measured by the questionnaire scores, and the language achievement measured by the Defense Language Proficiency Test (Sunyoung, 2009). Three chi-square tests were also conducted to find if there was any difference in language proficiency levels based on age, gender, and previous educational level. The interviews were analyzed by means of Powell and Renner’s (2003) five steps of data analysis.

Results

Quantitative and qualitative analyses showed a significant difference between higher achievers and lower achievers in the use of self-regulated language learning strategies. The quantitative analysis showed a difference between higher and lower achievers in four constructs. Qualitative analysis showed that higher achievers were different from lower achievers in 11 constructs. Both quantitative and qualitative analyses showed that the higher
achievers were different from the lower achievers in using the following 12 self-regulated language learning strategies: intrinsic motivation, extrinsic motivation, task value, learner’s effort, self-efficacy, interaction with other language learners and speakers, listening strategies, reading strategies, speaking strategies, grammar strategies, vocabulary strategies, and self-regulation strategies.

Significance of the Study

This study answered the research questions that explored effective learning strategies needed for higher proficiency language achievement. It also helped determine if utilizing self-regulated learning strategies might significantly increase the students’ language proficiency achievement. Currently, the literature on self-regulated learning does not focus on foreign language learning despite its clear efficacy in improving achievement in other subjects such as online learning (Jin & Peck, 2013; Wang, Shannon, & Ross, 2013), physical education (McBride & Ping, 2013), elementary education (Abrami, Venkatesh, Meyer, & Anne, 2013), and mathematics (Ahmed, van, Kuyper, & Minnaert, 2013). It also tested whether the theory of self-regulated learning may be extended to Arabic language learning in the learning and teaching context of the DLIFLC.

Note

1. A complete list of references is in the dissertation. A hard copy is in the DLI library, and the digital copy is at: https://search.proquest.com/docview/1844998406

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The Acquisition of Wh-in-situ Constructions in Second Language Acquisition

Dissertation Abstract

Myong Hee Choi

This study investigated the interpretation of wh-in-situ expressions in Second Language (L2) Korean by adult native speakers of English. Previous L2 studies within a generative grammar framework focused on knowledge of constraints on wh-movement in languages such as English, and attributed non-native like outcomes to a failure by learners to select a strong uninterpretable wh-feature that is argued to parametrically distinguish wh-movement from wh-in-situ languages (Hawkins & Chan 1997; Hawkins & Hattori 2006). This dissertation, however, argues that such parameter resetting accounts are not sufficient to capture the nature of the learning problems facing native English speakers learning Korean.

In Korean, wh-in-situ words can receive multiple readings. Korean wh-lexical items do not seem to play a key role in the interpretation of wh-questions. Rather, Q-particles that bear a [+wh] feature lead to a question reading. For example, mwues ‘THING’ receives a question reading (‘what’) when it occurs with a question particle, but it has an obligatory indefinite reading (‘something’) when it co-occurs with rising intonation in matrix interrogatives or with a declarative particle in embedded clauses. Thus, Korean wh-expressions are variables which require particular licensing environments to be interpreted (e.g., S-W. Kim, 1989; Aoun & Li, 1993).

In this study, 47 native English speakers at high-intermediate and advanced proficiency levels of L2 Korean were administered two types of translation tasks along with a truth-value judgment task in order to explore their knowledge of Korean wh-expressions according to the contextual co-occurrence of relevant intonation patterns and sentential particles. Native speakers of Korean served as controls. This study focused on four central questions in the acquisition of the interpretation of Korean wh-lexical items:

1. Do adult English speakers have difficulty correctly interpreting L2 Korean variable expressions according to intonation?
2. Do adult English speakers have difficulty correctly interpreting L2 Korean variable expressions according to the contextual co-occurrence of sentential licensing particles?
3. Are native English speakers more sensitive to prosodic patterns (falling and rising intonations) than to morphological particles (sentential particles) or vice versa when interpreting Korean variable expressions?

4. If native English speakers have trouble interpreting Korean variable expressions correctly, is the correct interpretation ultimately acquirable by advanced Korean learners?

This experimental study found that the English-speaking learners of Korean had difficulty interpreting the L2 variable expressions in both licensing environments—intonation (falling vs. rising) and morphological licensors (declarative vs. question particles). English-speaking learners from both proficiency groups showed statistically better performance on the question reading than on the indefinite reading in both prosodic and morphological licensing environments. That is to say, although they had target-like interpretations in obligatory question contexts, the adult second language acquirers from both high intermediate and advanced learner groups were far from achieving target-like performance in the [−Q] type of the L2 variable expressions in obligatory contexts. Between-group comparisons revealed significant differences in the indefinite interpretation, indicating an increase in target-like responses with increasing proficiency. Nonetheless, non-target-like interpretations persisted among several advanced learners.

These findings suggest that the greatest difficulty for adult L2 learners is not parametric selection, because both L1 and L2 grammars select the relevant features generating wh-expressions. Instead, the divergent performance on both types of L2 wh-lexical items may be captured by two factors: (1) when [OP] and [VAR] features are conflated into wh-lexical items in the L2ers’ grammars due to L1 influence; and (2) when corresponding licensors for variable expressions in root and embedded clauses are misanalyzed by the L2ers. It seems evident that the source of variability in interpretation may be located in the assembly of features (rather than the selection part of syntax) and its language-specific manifestations. The L2 learners whose L1 wh-words are lexicalized with an operator and a variable together within a single lexical item appear to have difficulty in reconfiguring these features into a different L2 configuration in which wh-elements are variables and its licensors are realized on distinct lexical items.

This study implements a Feature Reassembly approach (Lardiere 2008) to best account for the L2 acquisition data. The learning problems confronting adult native speakers of English acquiring Korean involves teasing apart the relevant features from how they are assembled in the L1 English and reorganizing them in response to the target input. The research envisioned by the feature-reassembly approach encompasses a great many aspects of the theory of grammar. The current study demands a reassessment of the parameter resetting models to reflect this complexity.
Note

1. A complete list of references can be found in the dissertation.

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Processing Implied Meaning through Contrastive Prosody

Dissertation Abstract

Heeyeon Y. Dennison

Motivation and Objective

Understanding implicature—something meant, implied, or suggested, distinct from what is said—is paramount for successful human communication. Jokes, sarcasm, denial, or counter assertion are delivered indirectly rather than directly in many cultures. Although the questions of why people use indirect methods of communication and how different cultures use different methods for similar purposes have been discussed by researchers in various fields including pragmatics and social psychology (e.g., Brown & Levinson, 1987; Grice, 1989), the cognitive processing of implicature is not well understood.

This dissertation presents three distinct sets of psycholinguistic experiments examining the mental processes of understanding implicature. Its focus is an investigation of how adult listeners of spoken American English understand implied contrasts conveyed through prosodic information such as stress and sentence intonation. The goal is to delineate the ways in which intonation elements impact meaning activation and integration processes. Consider an example in (1) below, where a strong, contrastive pitch accent on WAS is followed by a slightly rising contour at the end of the clause. Whereas one of the implications drawn from this tune indicates that “the cookie jar is no longer full and it may be empty now”, the cognitive processes of interpreting such cues and meanings are underexplored. In order to piece together the precise mechanism of understanding this particular implication, this study compares the processing of implied meaning based on a lexical marker not that is used to indicate contrast or contradiction more explicitly.

(1) L+H* L-H%³
The cookie jar WAS full…

Implicature processing underscores the complex nature of language comprehension. The real-world example in (1) suggests that language understanding mandates an active role for the comprehender, who must engage multiple sources of information that are not only linguistic (e.g., lexical items, prosodic structure) but also non-linguistic (e.g., world knowledge) and make an inference from them. This complexity involved in language processing is often disguised because of the ubiquitous nature of implied meaning and the seeming
ease with which native speakers use it. However, once we place ourselves in a foreign language environment, we immediately realize how challenging it is to understand what speakers imply. In fact, the ability to understand implication is considered an integral part of becoming a high-level learner in a foreign language, which the Defense Language Institute Foreign Language Center (DLIFLC) strives to achieve in its programs.

Background

Previous studies provided insights into how prosodic information conveys abstract meanings, but there remains a paucity of empirical research, especially at the tune level. Lee’s (2007) claims for contrastive intonation contours (notated as L+H* L-H% in this dissertation) and those of Pierrehumbert and Hirschberg (and others) as well, were built upon examples reflecting researchers’ intuitions. A lack of behavioral data from large samples reduces the validity and generalizability of their claims. Ito and Speer (2008) and others have established empirical evidence for the contrastive function of the rising pitch accent (L+H*) with carefully controlled experiments. However, these studies have mainly focused on the role of the pitch accent, ignoring the role of edge tones in meaning perception, and have not experimentally explored the question of implied contradiction. This dissertation extends the previous experimental and intuitive results by placing the rising pitch accents (L+H*) in the rising end contours (L-H%), to examine how the combination of the pitch accent and end contour implies contrast and contradiction.

Experiments

This dissertation consists of three sets of psycholinguistic experiments, each set using distinct methodologies—Sentence Continuation, Picture Naming, and Visual World Eye-tracking—to investigate the nature of the implied meaning people perceive from the L+H* L-H% intonation contour and the exact processing mechanism as well as the time-course of constructing such meaning. In order to establish the baseline and to investigate differences in processing contrastive meaning from lexical cues, all experiments compare results from the target sentences spoken with a contrastive intonation (e.g., The cookie jar WAS L+H*full L-H%) to both affirmative and negative counterparts spoken with neutral intonation (e.g., The cookie jar H*was full H* L-L% or The cookie jar H*was not H* full H* L-L%). All experiments received approval from the institutional review board of the University of Hawai‘i Committee on Human Studies (CHS #15929, CHS #16314). This section briefly summarizes findings from each experiment (see Chapters 2-4 of the dissertation for more details about research hypotheses, experimental methodologies, data analyses, results, and discussions).

The Sentence Continuation studies show that adult native English listeners often infer both contrast and implicature from the example mentioned above (i.e., the jar is now empty), and that these meanings reflect an additive
effect of sub-tonal elements in the tune. The Picture Naming studies reveal that
the implicature is created approximately two seconds after the sentence offset.
However, this latency does not reflect a simple two-step sequential processing
where implicature is delayed due to the initial computation of the literal
assertion. The results instead indicate that listeners initially access alternative
meanings such as a full jar and an empty jar, and then select the dominant
implication. The degree of competition between multiple meanings depends on
the nature and accessibility of the alternatives. The Visual World Eye-tracking
studies show that when alternatives are subtly represented only as background
information, listeners initially attend to the asserted meaning before building an
implicature. However, when sentences contain contradictory predicates that
easily activate binary alternatives, an implied meaning is constructed from these
competing alternatives. Together, the findings have an impact upon
understanding how the mind maps information from tune, text, experiential
knowledge, and discourse context to generate implicatures.

**Intellectual Merit and Broader Impacts**

This dissertation provides the first empirical evidence on how the
contradiction contour (i.e., a contrastive pitch accent followed by continuation
rise) affects meaning computation, providing immediate value to researchers of
intonational phonology, semantics, and pragmatics. This study may also interest
cognitive linguists and psycholinguists by presenting experimental evidence on
the ways in which language is closely related to general cognitive and
communicative activities. It further informs second/foreign language educators
regarding, in particular, issues of English as a world language. Results on the
mapping between prosodic forms and their meanings are useful for teachers to
create empirically grounded instructional materials. This study’s results also
offer speech engineers improved prosodic models for automatic speech
generation and recognition, which may advance fields ranging from education to
national defense. Lastly, this dissertation project may be extended to investigate
the following: (a) at what point children or adult second language learners learn
non-word cues like prosody and map them with particular meanings; and (b) in
what way implicature perception is related to the development of general
cognitive skills for inference making. Obtaining knowledge in this area will
advance knowledge in the field of language acquisition, as well as in fields such
as psychology and cognitive science.
Notes

1. A complete list of the references is available in the full text of the dissertation.
2. This project was supported by the National Science Foundation’s (NSF) Doctoral Dissertation Improvement Grant (BCS-0921696).
3. To facilitate the discussion of spoken prosody, this dissertation utilizes a widely used tone annotation system for mainstream spoken American English (MAE) called MAE-ToBI (e.g., Beckman & Ayers, 1997; Beckman, Hirschberg, & Shattuck-Hufnagel, 2005). MAE-ToBI is based upon Pierrehumbert’s (1980) autosegmental theory of English prosody, of which essential claim is that an intonation contour is a string of categorically distinct tonal elements determined by the local pitch range (i.e., H: high tone and L: low tone). Current MAE-ToBI posits five types of pitch accents (H*, L*, L*+H, L+H*, H+!H*). The L+H* accent is a rising peak accent, where a preceding low tone sharply rises to the high peak within the accented syllable. This accent is known as a contrastive pitch accent because it emphasizes one member out of a set of known or inferable alternatives (e.g., Ito & Speer, 2008; Pierrehumbert & Hirschberg, 1990). A phrase tone (i.e., L- or H-) marks the boundary of a smaller, intermediate phrase, while a boundary tone (i.e., L% or H%) marks the larger prosodic unit of an intonation phrase. When the intermediate phrase coincides with an intonation phrase (e.g., at the sentence offset), the phrase tone and the boundary tone are stacked at the right edge, forming a sequence of edge tones (e.g., L-L% or L-H%). The L-H% sequence indicates a rising tune at the end of an intonation phrase, known as the continuation rise (Pierrehumbert & Hirschberg, 1990).

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Developing Leaders from Within:  
A Phenomenological Inquiry into Deans’  
and Associate Deans’ Leadership  
Development Experience at the Defense  
Language Institute Foreign Language Center

Dissertation Abstract

Grazyna M. Dudney

Problem Statement

With a projected 63 per cent retirement eligibility rate for its managers within the next five years, the federal government faces an urgent need for succession planning to prevent future leadership shortages (Mazur, 2014; Moyer & Winter, 2015).1 In spite of large expenditures on leadership development, most federal agencies are not prepared to meet the challenge (Carman, Leland, & Wilson, 2010; Kelman, 2007; Kerrigan, 2012; Maltempo & Robinson, 2014; Rothwell, 2010). Although research shows that leadership development is influenced by social interactions, resources, and tasks situated in the context of the leadership practice ((Bartol & Zhang, 2007; Paglis, 2010), little is known about how they influence leaders’ individual developmental trajectories (Day & Sin, 2011; Day, Fleenor, Atwater, Sturm, & McKee, 2014). This study addresses this research gap by gaining insight into the essence of the experience of transitioning from an employee to an organizational leader, at the dean and associate dean levels, of nine deans and associate deans promoted from within the Defense Language Institute Foreign Language Center (DLIFLC), a federal government language school in California. The following research question guided the study: How do the DLIFLC deans and associate deans promoted from within describe the experience of becoming organizational leaders?

Theoretical Framework

Due to its focus on exploring the experience of employees as organizational leaders within an organization, this study was guided by Lave and Wenger’s (1991) Situated Learning Theory (SLT). The key premise of SLT is that “learning cannot be achieved or looked at separately from the context in which it occurs” (Bell, Maeng, & Binns, 2013, p. 351) and that it occurs in
complex social environments consisting of individuals, situations, and activities (Stein, 1998). The study also employed Bandura’s (1977) self-efficacy theory, which posits that people’s actions, motivations, choices, and affective states are determined by self-efficacy defined as a system of individual beliefs about one’s capability to organize and effect courses of action needed to attain a goal (Bandura, 1986). Whereas SLT focused on explaining individual development through the prism of contextual factors such as resources, community support, problem solving and participation in practice (J. S. Brown & Duguid, 2001; Lave & Wenger, 1991), self-efficacy theory provided the lens for gaining insight into the individual agentic perspective on the process (Bandura, 2001).

Methodology

As the study sought to explore the experiences of individuals who transitioned from faculty to senior leadership positions at the DLIFLC, it utilized a qualitative methodological approach. More specifically, it employed Moustakas’ (1994) transcendental phenomenology method to uncover the essence of the participants’ experience of becoming organizational leaders. Its participants were nine DLIFLC deans and civilian associate deans promoted from within the institute, who had served in their positions for at least one year. Because the focus of phenomenology is on “core meanings” derived from a shared phenomenon, the participants were selected by a purposeful sampling strategy, as they must have experienced the phenomenon to be able to describe it in depth (Patton, 2015). Additionally, in keeping with the qualitative research goal of capturing multiple perspectives (Creswell, 2012), the study employed the maximal variation strategy to select the final nine from a larger pool of eligible DLIFLC deans and associate deans. Data collection included in-depth, one-on-one semi-structured interviews in the participants’ setting.

The researcher employed multiple strategies to ensure the validity and dependability of the study. She rigorously applied the phenomenological principles of epoché and bracketing by setting aside her “understandings, judgments, and knowings” about the phenomenon (Moustakas, 1994, p. 33). She used analytic memos and field notes throughout the study to maintain a detailed account of study methods, procedures, and decisions and to capture insights about participants’ reactions (Saldana, 2013). The researcher also used prolonged engagement with the participants and regular member checks by involving them in the verification and interpretations of data (Merriam, 2009). All interview questions and protocols were pilot-tested prior to data collection.

The researcher applied the phenomenological method of data analysis developed by Moustakas (1994) based on Van Kaam’s (1959; 1966) approach, as illustrated in Figure 1.
After importing verbatim interview transcripts into NVivo 11, the researcher applied Saldana’s (2013) First and Second Cycle coding procedures to analyze data. The First Cycle process involved reading each transcript line by line, rereading segments, reflecting on the content, and generating a preliminary code for each unit of meaning. In this stage the researcher used In Vivo as the primary coding strategy to generate codes using direct quotes from the transcripts to capture the essence of meaning through the language of participants (Saldana). Additionally, she applied a combination of Process and Description coding to “connote action in the data” through the use of gerunds (p.
and to identify an evolving topic category, respectively. The Second Cycle utilized *Pattern* coding by grouping initial codes into more “explanatory or inferential codes… that identify an emergent theme, configuration, or explanation” (Miles, Huberman, & Saldana, 2014, p. 86). Themes were finalized by using the *constant comparison method* by employing cyclical, interactive processes of rereading transcripts, comparing data categories, and recoding data components (Boeije, 2002).

**Findings/Conclusions**

The study resulted in the following conclusions: 1) Experiences and interactions within the job context shape employees’ interest in leadership and the development of their leadership self-efficacy; 2) Mastery experiences, vicarious experiences, and verbal persuasion play a significant role in the process (Bandura, 2001); 3) An increase in self-efficacy in different performance domains (teaching, leading projects) helps build employees’ leadership self-efficacy; 4) Current leaders play an influential role in shaping the leadership path of future leaders within the organization; 5) Supervisory mentoring is a critical mechanism in the process; and 6) A successful leadership path requires an increase in skills and a personal transformation involving a changed view of self in relationship to others.

Findings from this study supported multiple recommendations for educational practice focused on developing future leaders within the DLIFLC:

- Develop a comprehensive succession plan that supports developing leadership competencies in employees, recognizes the role of current leaders in facilitating the process, and invests in educating current leaders to fulfill that role;
- Increase professional development opportunities for current leaders involving collaboration and interactions with peers from other organizations;
- Educate current leaders on mentoring strategies that support employees’ self-efficacy development;
- Develop a systematic mentoring program at different organizational levels that provides
  - opportunities for shadowing successful leaders
  - participation in developmental tasks with regular feedback
  - opportunities for increasing awareness about the DLIFLC context;
- Provide informal leadership opportunities by fostering autonomy in task performance and going beyond current job assignments; and
- Ensure that professional development is not limited to skill-based training, but offers experiential activities with reflection and feedback.
Note

1. A complete list of references can be found in the dissertation.

Author

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Investigating the Relationship between Students’ Self-assessment and Ratings Obtained from a Formal Oral Proficiency Interview (OPI)

Dissertation Abstract

Salem Elfiky

This study developed and validated a self-assessment instrument that may be used to obtain a reliable estimate of the foreign language speaking proficiency of native speakers of English. A descriptive research design was employed, using a survey to collect data from students (n=350) who had completed a 63-week basic course in Category-IV languages (Arabic, Chinese, and Korean) at the Defense Language Institute Foreign language Center (DLIFLC) in Monterey, California.

The self-assessment was conducted via a questionnaire—a Can-Do-Scale (CDS) designed to enable native speakers of English to assess their foreign language ability in speaking. Participants in the study were asked to respond to 30 CDS items to determine how well they could perform speaking tasks in real-life situations. The instrument was designed to measure foreign language speaking ability from Level 0 to 3, including plus levels, on the Interagency Language Roundtable (ILR) Scale. The CDS ratings were then compared to student Oral Proficiency Interview (OPI) scores to investigate if there was a correlation between the self-assessment and the OPI ratings, thereby validating the self-assessment.

Research Method

A correlational research method was employed to examine the validity and reliability of self-assessment of speaking proficiency in Arabic, Chinese, and Korean as a foreign language, as measured by the self-assessment instrument that the researcher developed, with the OPI as the formal criterion test. The research questions were as follows:

RQ1: What is the relationship between student scores on a self-assessment survey and those on a criterion-referenced speaking proficiency test?

RQ2: What is the impact of various variables on the psychometric properties (validity, reliability, and accuracy) of a student self-assessment of second language speaking proficiency?
Research Design

A descriptive research design was used to collect data from students who had completed a 63-week basic course in one of the three Category-IV languages (Arabic, Chinese, and Korean) at the Defense Language Institute Foreign language Center (DLIFLC) in Monterey, California. The primary data collection method was through a self-assessment questionnaire. According to Burns (1999), a quantitative study can be used when the relationships among variables are identified objectively and the research variables are measured and/or controlled; thus, this method is suitable for this study, which examines which variables may be related to adult learners’ assessment of their foreign language speaking proficiency and their scores on the OPI test.

Findings

A Spearman’s rho correlation between CDS and OPI ratings was statistically significant \( r = .272, p < .05 \). Although the correlation was low, the researcher considered it strong enough to indicate that the CDS can be used as a diagnostic assessment tool to identify students’ strengths and weaknesses. The relationship between CDS and OPI ratings was also examined by calculating the extent to which the ratings were the same. The percentage of perfect agreement between CDS and OPI ratings was 58.3%; for the remaining students with discrepant ratings, the majority (34%) of the ratings were only a plus level apart. In other words, 92.3% of the students in the sample had a CDS rating that was either the same as their official, end-of-the-course OPI rating or very close to it—only a plus level above or below.

The percentage of agreement between CDS and OPI was calculated. As Table 1 shows, the percentage of perfect agreement between CDS and OPI scores was moderate: 204 out of the 350 students, or 58.3%, received the same score on both measures. In the case of the remaining students, who had discrepant ratings, the majority of the ratings were only a plus level apart.

Table 1
Language Summary AD-CM-KP (n=350)

<table>
<thead>
<tr>
<th>Language</th>
<th>Exact Agreement</th>
<th>Overestimating</th>
<th>Underestimating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>136/220 = 61.8%</td>
<td>54/220 = 24.5%</td>
<td>30/220 = 13.6%</td>
</tr>
<tr>
<td>Korean</td>
<td>37/65 = 56.9%</td>
<td>10/65 = 15.4%</td>
<td>18/65 = 27.7%</td>
</tr>
<tr>
<td>Chinese</td>
<td>31/65 = 47.7%</td>
<td>14/65 = 21.5%</td>
<td>20/65 = 30.8%</td>
</tr>
<tr>
<td>Total</td>
<td>204/350 = 58.3%</td>
<td>78/350 = 22.3%</td>
<td>68/350 = 19.4%</td>
</tr>
</tbody>
</table>
Three independent variables were significant predictors of exact agreement between CDS and OPI scores:

1) OPI scores at the ILR Level 2: members of the sample who had a better command of the target language (as indicated by a score of Level 2 or higher on the official OPI) were more accurate in their self-assessment;

2) Gender: males self-assessed their foreign language speaking proficiency more accurately than females; and

3) Military Branch: out of the four military branches that participated in the study—Army, Air Force, Marines, and Navy, students serving in the Army evaluated their foreign language speaking proficiency more accurately than students in the other branches.

In sum, stepwise and simultaneous multiple regression analyses showed that the predictors of exact agreement between the CDS and OPI scores were: an OPI score of level 2 or higher (p. = .000), gender (p. = .014), and military branch (p. = .047), indicating that this constellation of variables had the highest association in this model with the level of agreement between the CDS and OPI ratings.

Conclusion

This study developed and validated a self-assessment instrument, a Can-Do Scale (CDS), which may be used to obtain a reliable estimate of native English speakers’ speaking proficiency in a foreign language.

Note

1. The reference list is included in the full text of the dissertation.

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Salem A. Elfiky, Ed.D. (Argosy University). Associate Professor, Proficiency Standards Division, Language Proficiency Assessment Directorate Defense Language Institute Foreign Language Center. Specializations: language assessment, test development, tester training, faculty development, teaching English as a second language, teaching Arabic as a foreign language. Email: salem.a.elfiky@dliflc.edu
The Effect of Sequent Input on Speech Accuracy and Fluency in Adults at the Intermediate Level

Dissertation Abstract

Salah Farah

To help students achieve their potential, input/feedback must be sequenced by complexity that matches the actual developmental level. Effective input/feedback has to follow a set of suggested rules that represent basic criteria for the development of communicative competence. This study made these criteria explicit by converting them into ready-for-use input/feedback specifications. These allow instructors to provide effective corrections for particular interlanguage errors. Thus, it is important that instructors understand how to sequence input/feedback to target students differentially in response to varying proficiency levels.

The study was based on the pretest–posttest, control-group design with 15 participants in each of the experimental and control groups. The intervention treatment for the experimental group was provided through sequenced inputs (SI), whereas the control group was not.

The posttest findings revealed that the intensity of speech inaccuracy in the experimental group showed a statistically significant difference from the control group in word-order errors and lexical-choice errors. However, there was no significant difference in the intensity of disfluency (total pausing time, length of run, and speech rates), before and after the intervention, between the experimental and control groups. These results suggest SI may be used as an instructional methodology to develop communicative competence.

Insights gleaned from the data analysis are made accessible in the form of (a) capsulated text typology providing familiarity with various input contexts, and (b) an analogical-reasoning method indicating trends of how certain interlanguage errors are often treated, based on gaining insights into possible treatments from existing facts in the same or dissimilar contexts. The key contributions from this work are (a) an empirical data set of input/feedback specifications to target students differentially in response to their actual developmental levels; (b) an insightful comparison of SI feedback on the basis of detailed text-typology criteria; (c) documentation of SI feedback correlated with detailed text-typology criteria; and (d) documented input feedback insights.
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The Role of Technology in Language Education: The Views of European and Latin American (UEL) Teachers

Dissertation Abstract

Ivanisa Rublescki Ferrer

Instructors can offer second language learners various approaches for language study through the use of technologies (Domalewska, 2014). Pellerin (2014) added that the use of digital technological devices could increase engagement and motivation during language learning activities. However, the effectiveness of the technology depends on how it is implemented and how confident instructors feel about using it (Kalfa & Yalcin, 2013).

The adoption of technological tools in language classrooms means transitioning from teacher-focused to student-centered environments. Learners understand what and why they are learning in an active student-centered environment that encourages meaningful interactions not only among students but also with course materials and teachers. Sabzian, Gilakjani, and Sodouri (2013) found that teachers who frequently use technology for learning enhancement trust and integrate learner-oriented ideas in their teaching.

Collaborative learning environments demonstrate how learning can happen through dialogue and feedback, and not just questions from instructors. Collaboration is vital for the development of communities that use higher level thinking skills. Taatila and Raij (2012) explained that teachers should provide space for students and facilitate knowledge-construction processes in relation to practical experience. Teachers and students are partners in learning, acting together, and discovering new ways of thinking.

Likewise, Kriek, and Stols (2010) asserted that instructors are the ones who decide how to integrate technology in the language classroom and adopt student-centered teaching practices. Teachers’ attitudes and pedagogical beliefs about emerging technology represent the most critical issues facing educators (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur & Sendurur, 2012). Dedicated teachers immerse themselves in technology-driven learning environments to enrich learners’ education (Yu, 2013). Technology integration may be linked to teachers’ beliefs about effective ways of supporting learning and instruction (Kim, Kim, Lee, Spector, & DeMeester, 2013).

Given that teachers’ views may influence technology integration, there is a need to examine how teachers are using technology and their views about its efficacy as a pedagogical tool. This case study employed interviews to explore
teachers’ views of factors affecting their use of technology at the European and Latin American School (UEL). Twelve teachers from various language programs at the UEL participated. In this study, the term technology refers to digital technologies such as Macbook Pro, iPads, and similar devices, as well as Web 2.0 tools.

The research questions were as follows:

Q1. What are the UEL teachers’ views about the role of technology in classroom instruction?
Q2. How do the UEL teachers’ views influence technology adoption in the classroom?
Q3. How are the DLIFLC teachers using technology for classroom instruction?

Theoretical Framework

Contemporary educational technology includes the exploration of teacher knowledge for the integration of technology in many different areas (Hofer & Swan, 2008). The theoretical framework of reference for this research is based on Schulman’s (1987) work, in which the complexities of content knowledge and pedagogical strategies were discussed, and on the Technological Pedagogical Content Knowledge (TPCK) model (Mishra & Koehler, 2006). TPCK explained the complexity and interconnected nature of content knowledge, pedagogical strategies, and technology. Teachers must understand content, pedagogy, and educational technology, and how these elements interact. Mishra and Koehler (2007) asserted that to understand teachers’ knowledge for technology integration, there must be a conscious consideration of the intersection between content, pedagogy, and technology. As an example of using technology to teach grammar, the teacher must know the structure of the language (Content Knowledge); how to navigate the topic in the native language (Technological Knowledge); and how to design a learning experience conducive to learning (Pedagogical Knowledge). Although teachers’ TPCK seemed to be a strong predictor for effective technology integration, the framework clarified why teachers with sufficient technology expertise use technology in different ways. Some teachers with access to an interactive whiteboard use it to share content but others do so to support collaborative and interactive activities (Hall, 2010).

Method

A qualitative case study method was selected over other methods because it provided details that would lead to a thorough understanding of teachers’ views about the use of instructional technology and the role these views play in making decisions for incorporating technology into the curriculum. (Patton, 2002). The qualitative data analysis provided ways of examining, comparing and contrasting, and interpreting emerged themes.
Among qualitative methods, case study research has become an established standard method investigating social phenomena (Madrigal & McClain, 2012; Yin, 2009). The researcher developed a questionnaire and conducted in-depth semi-structured oral interviews with participants. Questions sought to determine how comfortable teachers were with instructional technology, how motivated they were in integrating technology in instruction, and the strengths and weaknesses of technology use in language teaching.

**Outcomes**

The results suggested that participants were pleased with their use and comfort level of technology for language education and believed technology could contribute to autonomous learning. Lifelong language learning has become important for personal and professional development. The challenge for language acquisition is to facilitate learning that allows students to construct and reconstruct knowledge, and to control a body of knowledge and proficiencies relevant to their careers (Otting, Zwaal, Tempelaar, & Gijselaers, 2010). Participants appreciated the technology that allowed them to develop engaging lessons to motivate students to become more self-regulated. Classroom technologies, combined with the Internet, enable language learners to work collaboratively in various classroom activities (Junil, Hee-Kyung, Myongsu, & Yunkyoung, 2014). Participants believed technology could support student-centered environments for greater learner autonomy and increased language proficiency.

Participants’ responses confirmed that teachers used various tools, programs, and applications, and they relied on technology for everyday teaching. Recurring comments indicated that teachers were not reluctant to use the resources available at the Institute, but they noted barriers to the use of these technologies because of too many choices—teachers could learn a new application every day. Participants were concerned with the time and effort necessary to reconcile their teaching and administrative responsibilities with learning required to employ technology effectively in the classroom.

Participants’ comments implied that by using new applications teachers might even reduce valuable classroom time because of the learning curve associated with technology tools. Including technology in a lesson might not enhance learning objectives. All participants mentioned the advantage of using SMART technologies to create engaging interactive learning experiences. They identified technology as an important partner in implementing preferred teaching philosophies, but recognized deterrents to integrating technology into the curriculum; i.e., the learning of tools and the pace at which technological resources were supplanted at the Institute.

Participants agreed that technology offered advantages and disadvantages, but were overwhelmingly positive in their perceptions of technology use. Interview results supported teachers’ perceptions that
technology is vital in the presentations of lessons. A constant assessment of the mission, learners, teaching methods, technology tools and learning objectives is a key to success.

Acknowledgment

I would like to express my gratitude to my UEL colleagues for their willingness to share their experiences and participate in this study.

Note

1. A complete list of references can be found in the dissertation.

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This dissertation research is situated at the intersection of language, identity, and power and describes how these phenomena meet and play out within the historical context of colonialism and the contemporary context of globalization. For decades, these phenomena have been viewed and represented through the historical lens of Euro-American colonialism and its parallel theoretical frames. But, in the postcolonial, globalizing world, such concepts as North and South, center and periphery, colonizer and colonized are no longer stable referents. Theoretical models based on center-periphery relationships have been useful in accounting for power differentials among a variety of linguistic and cultural identities, yet their explanatory power has limitations as globalization proceeds (Appadurai, 1996). As a result of worldwide migration, global electronic communication, and other forces catalyzing rapid demographic transformations, scholarship that addresses issues of power and identity must account for multiple centers and multiple peripheries—both literal and figurative.

Research Question

How, then, is identity—national, cultural, racial/ethnic, and class—being negotiated in language at a time when global flows of culture and capital jeopardize center-periphery models of power relationships? In other words, how does language use instantiate global tensions and contradictions surrounding issues of identity and power? This research focuses on the cultural phenomena occurring within and around the nation-defining borders of the United States. Specifically, I examine: (1) African-American Vernacular English (AAVE) as it comes into contact with Standard American English (SAE) in urban classrooms of the United States, and (2) Spanish and English, along the US/Mexico border, as they are invoked to authenticate, convince, contest, and challenge questions of nationality and national allegiance.
Methodology

This research featured a distinctive multi-sited ethnographic method that contextualized the auto ethnographic narratives (Ellis & Bochner, 2000), ethnographic interviews, and critical analyses of discourse presented in each case study. Ethnographic “thick descriptions” (Geertz, 1973) are infused with broad historical overviews of people, places, and events relevant to the narratives, interviews, and discourse analyses. This method draws thematic connections across time and space by systematically placing binary discourses—local/global, micro/macro, and modernist/postmodernist—into conversation. Linking the particulars of each case study to a larger set of sociocultural and political-economic forces makes the historical trajectory of certain discourses more transparent and provides a logic with which to understand how legacies of the past—both empowering and debilitating ones—continue. The effort to produce an integrated archaeology of discourses (Foucault, 1972) and narratives of lived experience (Denzin, 1997) makes this method distinctive among other multi-sited ethnographic projects.

A Theory of Acoustic Identity

Early in this project, I defined acoustic identity as the negotiation of sociocultural identity based on speech, such that in situations where the co-occurrence of two stereotyped identities in a speaker are perceived by the listener as clashing, the listener may experience cognitive disorientation, or a perceived “lack of fit.” As research continued, I found the term useful for representing several other related phenomena. I deployed it as a metaphor for capturing auditory and visual performance practices that crosscut power relationships and disrupt hegemonic epistemes of race/ethnicity, social class, language, culture, and the nation. Acoustic identity marked the moment of performance (Austin, 1962; Derrida, 1967; Butler, 1990) where ruptures in paradigmatic identity profiles occurred to capture the auditory reality and fidelity of sound associated with identity. The term represents the productive and interpretive aspects of communication as well as the contingent and constructed realities of identity, both self and social. At a macro level of analysis, the term encompasses a play of echoes—of the past, present, and future—around linguistic performances of identity while underscoring the redeployment of discourse in the name of liberation.

Emerging Themes and Observations

There are multiple ways to interpret the material featured in this case study. Although the lived experiences of the individuals represented in each case are distinct, similarities may be identified across all the studies presented. The following themes may be found throughout this research and support a theory of acoustic identity as it has been defined above.
1. Standard American English (SAE) is not neutral, but very clearly associated with a professional, educated, “white,” US-American, middle-class experience.

2. Even more so than grammatical knowledge, the mastery of an accent (i.e., phonological repertoire) suggests lived experience, or “native-speaker” status, which in turn suggests the “authenticity” of a speaker’s identity.

3. Code-switching may be understood as both a sociocultural credential and liability.

4. “White/whiteness”—as a social identity—is not monolithic and does not necessarily refer to skin color. It also operates as a metaphor for indexing privilege within a complex set of possibilities.

Implications: Where now? A Policy Agenda

A theory of acoustic identity informs contemporary debates and discussions about public and cultural policy in sectors that include education, government, and industry. In K-12 education, teachers need preparation in understanding the significance of the relationship between language and identity. Such teacher training is crucial for educators who work with students from non-dominant social groups. This situation in schools continues to grow increasingly common as white dominance of the US population decreases and people of color become the new majority. As the cultural and linguistic diversity of the citizenry becomes more established and politically recognized at institutional levels, the need for policy changes in the teaching of second languages/dialects is evident. Traditional methods and curricula in second language education must be expanded to encourage young Americans to become proficient in more than one language/dialect.

In the Age of Information, a theory of acoustic identity has other implications within the purview of US public and cultural policy: the need for government agencies to adequately prepare their citizens and officials for the ongoing changes being brought about by processes of digitization and globalization in areas such as trade/commerce, politics, immigration, and law enforcement. Not only is it critical to ensure the economic wellbeing of the US, but national security is a daunting priority in a post-9/11 world, where crucial progress in international and intercultural relations is set back by fears of terrorism and illegal immigration, both real and imagined. As such, it is imperative to adequately prepare and train personnel—within the Border Patrol, FBI, CIA, Departments of State, Defense, and similar policing/intelligence-gathering agencies—to be culturally and linguistically savvy.

With increasing global trade and average consumer contact with diverse international cultures, the demand across social sectors for knowledge workers in the United States who are competent communicators—not just in English, but also major world languages such as Arabic (both the Modern Standard Arabic and the dialects), Mandarin Chinese, Hindi, Korean, and
Spanish—is far greater than the current supply. Besides its usefulness in addressing communication and cultural challenges in global trade relationships, a theory of acoustic identity has critical implications in the industrial sector, especially in the domain of voice recognition technologies. Whether in commercial applications (e.g., telecommunications, the Internet, computer software design, etc.) or national security interests (e.g., biometric identification), research and development in such technologies would benefit from an informed critical analysis of the sociocultural impacts of face/voice identity profiling.

Note

1. A complete list of references can be found in the dissertation.

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Discourse Functions of and Gender Variations in the Use of Korean Sentence Endings ~(u)n/nun keya and ~ta

Dissertation Abstract

SooJin Jung

That men and women are essentially different is a predominant view of gender: men are workers, women are talkers; men are active pursuers, women are passive observers; men are realists, women are idealists; men are individualists, women are collectivists. These assumptions about gender differences echo what Lakoff (1975) describes as women’s communication style: hesitant, tentative, weak, trivializing, and hyper-polite. In her book, Language and Women’s Place, Lakoff explained that women’s sense of inferiority and insecurity is due to their secondary status in society and accounts for a propensity to use women’s language.

Many writers have criticized both Lakoff’s analysis and Gray’s (1992) generalizations. It is still debatable whether “gender” differences are real. In spite of differences in perspectives on gender and performativity in discourse, most scholars seem to agree that “gender” is a social variable that impacts language construction in context-specific as well as general practice. In accordance with this theoretical standpoint, the research presented in this dissertation investigates how “gender” as a social identity is constructed and negotiated subjectively and intersubjectively, using two specific sentence endings in Korean: declarative ~ta and ~(u)n/nun keya. Declarative ~ta and ~(u)n/nun keya are the objects of this study because they are understudied in spite of the frequency of their usage in face-to-face interaction to convey affective and epistemic nuances. In addition, they occur frequently in narrative. Based on its analysis of the pragmatics of men’s and women’s utterances of these two sentence-ending forms and their contextual environments in these interactions, this study claims that Korean men and women show variation in stance-taking strategies in the unfolding development of action and in narrating experiences.

The purpose of the current research is twofold. On one hand, it seeks to explore the discourse functions and meanings of ~ta and ~(u)n/nun keya, using the participant-oriented, action-based micro-approach of discourse analysis. On the other, it seeks to contribute to studies of language and gender by exploring previously uninvestigated language-specific phenomena (i.e., gender variation in stance-taking strategies), and at the same time showing how talk-in-interaction
in a non-Western language may display the same systematicity observed in many Western languages.

The dissertation’s structure is as follows: In Chapter Two, previous studies on language and gender are addressed. Since Lakoff’s (1975) work, gender and its role in language construction has been studied in the light of her rather rigorous perspective in conjunction with anthropology, social sciences, psychology, and linguistics. Such studies often generalize the linguistic characteristics of binary categories of women’s or men’s speech styles and define them as concrete evidence of gender nature parse. With the rising popularity of discourse analysis and recognition of the significance of discourse context in language use, the relation between language and gender is perceived more locally and studied by investigating the intricate matrix of interaction and speakers’ stance taking. In this chapter, I explore how gender and its prescriptive norms and expectations are defined in different cultures and how the ways that gender is marked, represented, and negotiated vary from context to context.

In Chapter Three, the semantic and discourse functions of \(~(u)n/nun keya\) are addressed and explored. Studies that have investigated the function of \(kes\) explain that it appears to function sometimes as a nominalizer and sometimes as a marker of a cleft construction (Kang, 2006; Kim & Sells, 2007). Kim and Sells (2007) claim that the copular \(\sim ita\) has predicative and equative functions, and \(kes\) constructions follow the pattern of simple copular clauses, with predicative and equative interpretations. Current research argues that \(\sim keya\) has a strong predicative function in a narrative frame. I analyzed its discourse functions and compared its usage and meaning in the speech of men and that of women. I assert that \(~(u)n/nun keya\) functions as a stance marker to denote the speaker’s (1) mirativity, (2) evidentiality, and (3) assumption. Comparing men’s and women’s utterances, women tend to employ a higher number of \(~(u)n/nun keya\) phrases than men within the same word count. Furthermore, men tend to position their individual subjectivity by negotiating, competing, and confirming their stance with other conversational participants and contextually emerging social notions, such as what is expected of one discharged from military service, norms of filial piety, and so forth. On the other hand, women tend to position themselves in alignment with their co-participants in regard to the issues, topics, and themes that emerge in the context, and their subjectivity is often formed contextually and locally.

In Chapter Four, semantic and discourse functions of the declarative sentence ender \(\sim ta\) are discussed. Semantically, \(\sim ta\) declares the speaker’s proposition. Previous studies on \(\sim ta\) agree that it marks the speaker’s modality: informing the audience of seemingly noteworthy information (Lee, 1994), expressing the speaker’s cognitive process (Noh, 2008), and signaling the audience on what to expect of the speaker (Kim, 2004). Building on the previous studies, this dissertation claims that \(\sim ta\) has both narrative and non-narrative functions. In recounting the speaker’s personal experience, \(\sim ta\) emerges at the beginning of a story, or the “orientation” of William Labov’s narrative structure, and it signals a change of topic or anticipation of the upcoming story. It also
emerges in evaluative activity within the discourse and marks the speaker’s epistemic and affective stance. Furthermore, in the narrative frame, the ending, ~ta occurs in reported speech constructions and marks the authenticity of the narratives that the speaker recounts.

Chapter Five discusses gender variation in the use of ~(u)n/nun keya and ~ta. This study claims that both men and women employ ~(u)n/nun keya and ~ta to mark their stance subjectively and intersubjectively, but in the context of recounting of the speaker’s past experience, the frequency of ~(u)n/nun keya and ~ta is higher in women’s utterances than it is in men’s. It is argued that this difference emerges because Korean women display their subjectivity locally by recounting details of an event or action of their past experience, whereas Korean men mark their stance globally by checking and negotiating their views of the world with their co-participants in the context. In addition, the sentence ender ~ta often occurs in an adjacency pair with ~(u)n/nun keya in evaluative actions within assessment and narrative activities. The chapter discusses how ~(u)n/nun keya functions along with ~ta in the two speech acts of assessment and narration, and what it denotes in regard to women’s and men’s stance-taking strategies. Then a brief summary of the content of the dissertation and further discussion on gender variation in stance-taking in the Korean language are provided as the conclusion of the dissertation. Both Korean men and women employ narrative as a linguistic device to take and maintain the floor in interaction, but gender variation emerges in how men and women situate their past experiences and position themselves in the interaction. That is, Korean women situate their experiences contextually and employ these two endings to index the speaker’s stance, whereas men situate their experiences socially and seek to negotiate, confirm, and sometimes compete for their view.

**Note**

1. A complete list of references can be found in the dissertation.

**Author**


Email: soojin.jung@dliflc.edu
Factors Affecting the Integration of Computer Technology into a Unique Adult Foreign Language Environment

Dissertation Abstract

Gamal Kalini

Statement of the Problem

Some technology-rich foreign language (FL) classrooms have not reached their full potential of implementing computer-based instruction (CBI). According to the National Center for Education Statistics (NCES) (2010), FL teachers and adult learners reported that they used computers in classroom instruction about 40% of the time. The problem that prompted this study was a lack of understanding of factors that affect the full integration of CBI into adult FL classrooms (Buabeng-Andoh, 2012). Without this understanding, teachers cannot deliver 21st-century skills, increase student motivation or enhance instruction (Gupton, 2010; Mathews & Crow, 2010; Riasati, Allahyar, & Tan, 2012).

Research Questions

This case study explored the factors affecting foreign-born instructors to integrate CBI into technology-rich FL classrooms. It addressed the following research questions:

Q1. What factors do foreign-born/native-language instructors, teaching foreign languages in technology-rich environments, perceive as limiting full integration of computer-based instruction into adult foreign language instruction?

Q2. What factors do foreign-born/native-language instructors, teaching foreign languages in technology-rich environments, perceive as encouraging full integration of computer-based instruction into adult foreign language instruction?

Findings and Recommendations

Although most teachers at the Defense Language Institute Foreign Language Center (DLIFLC) knew about various information communication
tools (ICT), they had limited knowledge on how to use the tools to facilitate student learning and engage students (see also Kopcha, 2012). The current professional development training at the DLIFLC was inadequately designed to prepare teachers in the use of technology without also equipping them with best practices to enhance teaching practice (see also Sánchez & Alemán, 2011).

Many participants in this study observed that the current technology training at the DLIFLC was ineffective because the training failed to accommodate actual needs. In response to the study's first research question, training was found to be the major barrier. This finding aligned with a previous study conducted by Gilakjani (2013) who concluded that teachers could only adapt and integrate technology if the training program emphasizes the content, values, and technology.

The DLIFLC supported technology integration by investing in software and hardware, believing that a technology-rich environment would motivate instructors to integrate technology into teaching. This study, however, revealed that a technology-rich environment could be a barrier rather than an encouragement (see also Salehi & Salehi, 2012). Teachers reported that a plethora of software and hardware options distracted them—they could not decide on which software and hardware to adopt.

A technology-rich environment should not be measured by the accumulation of software and hardware (see also Kereluik, Mishra, & Koehler, 2011). Computer technology integration may be achieved by the effective use of what is available. Emphasis should be on how the staff benefits from the technology, instead of how the technology benefits from the staff (see also Mishra & Koehler, 2006). Abundant software and hardware do not necessarily promote a culture of technology integration (see also West, 2012). Minimal teachers self-efficacy may hinder computer integration in adult FL instruction (see also Jamiat, 2011).

Increased workloads limited the time that teachers may spend on creating computer-based activities (see also Sánchez & Alemán, 2011). This study discovered that teachers lamented the heavy workload, making them reluctant to deal with the extra pressure that computer technology integration and training involve. This finding was also supported by Tezci’s (2011) research.

Findings also indicated a misunderstanding between the use and integration of computer technology. Several participants were using, rather than integrating, technology. As Tezci (2011) noted, the difference between the use and the integration of computer technology arose from teaching experience. Technology use by itself did not support meaningful technology integration, as technology integration and technology use had varied effects on learning output (Davis, 2011; Harasim, 2012; Lin & Lu, 2010).

Moreover, this study established that personal attitudes towards technology strongly predicted technology use at the DLIFLC. Most participants in this study came from foreign countries where the culture of technology integration did not exist in schools. The challenge of technology integration was
not a matter of access but of the cultural beliefs and knowledge of teachers (see also Blackwell, Lauricella, & Wartella, 2013). The findings of this study may change leadership’s opinion of the reasons computer technology has not been fully integrated in the classroom (see also Syrett & Lammiman, 1997).

Despite the drawbacks, the study discovered several factors that encouraged teachers to fully integrate technology into classrooms. These factors (addressing the second Research Question) included 1) tailored technology training that fitted the trainee level and need; 2) training on technology integration (see also Lin, Wang, & Lin, 2012); and 3) teacher training programs promoting self-efficacy and removing barriers to effective technology integration. Strategies being implemented included aligning teachers’ experiences with existing beliefs and knowledge and providing support for experimentation and risk-taking with new software and hardware (see also Teo, 2011).

There was an urgent call among participants for a new curriculum that supported integration of computer technology. The new technology-based curriculum would create urgency and encourage educators and practitioners to integrate technology in the classroom (see also Edwards, Perry, & Janzen, 2011), and push for technology integration where the teachers acquire technological skills within the context of curriculum needs (see also Lee & Lee, 2014).

This study also indicated that teachers who received encouragement and support from the school management integrated technology more than those who had not been encouraged. Management support may include incentives, advancement, recognition, tailored training, technical support, and reduced workload. Fu (2013) also stated that external factors, such as school and administrative support and encouragement to teachers, increased teacher motivation and integrating technology in the classroom.

**Conclusions**

The results of this study reflected current computer technology practices at the DLIFLC and how it could be improved. By identifying barriers, it has contributed to a better understanding of how FL practitioners may integrate computer technology fully into the classroom. Findings also suggested an urgent need for tailored computer technology training for faculty, a curriculum that stresses and supports technology integration, simple and efficient software, and a reduced workload to allow instructors to integrate computer technology in the classroom. The study also identified encouraging factors for computer technology integration, which are helpful for leaders and educators to consider.
Note

1. A complete list of references can be found in the dissertation.

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Gamal Kalini, Ph.D. (Northcentral University). Associate Professor, Middle East School II, Undergraduate Education, Defense Language Institute Foreign Language Center. Specializations: education technology, curriculum development, language teaching. Email: Gamal.kalini@dliflc.edu
Errors in Inflectional Morphemes as an Index of Linguistic Competence of Korean Heritage Language Learners and American Learners of Korean

Dissertation Abstract

So Young Kim

Statement of Problem

Adult native speakers function with sociolinguistic and sociocultural communicative competencies, but adult heritage language learners (HLLs) often lack the full range of language competencies. Heritage language (HL) acquisition differs from second language (L2) learning in that HLLs show better oral competence than literacy competence, and command more informal vocabulary and colloquial expressions than non-HLLs (NHLLs) do.

Purpose of the Study and Research Questions

This study investigated the underlying linguistic competence of Korean HLLs as compared to NHLLs of Korean to provide specialized support for pedagogical methods. The understanding and acknowledgment of HLLs’ linguistic knowledge offers an opportunity to address language loss and reacquisition in a L2 environment, bringing the importance of the heritage speaker population to the attention of Second Language Acquisition researchers and encouraging more practical research HLLs.

The research questions were as follows:
1. Are there differences between English-speaking HLLs and NHLLs of Korean in the frequency of errors in case and postposition markers and affixal connectives, as demonstrated in their writing?
2. Are there differences between HLLs and NHLLs in sources of errors in using case and postposition markers and affixal connectives in their writing?
3. Are there differences in the ability to identify grammatically correct case and postposition markers and affixal connectives between HLLs and NHLLs?

Korean inflectional morphemes in nouns and verbs with a focus on case and postposition markers and affixal connectives were investigated. Analysis of
error rates by morphemes type, analysis of error sources, and a grammaticality judgment in a word completion (GJWC) test were utilized to investigate the three research questions. *Weak Language as L1 Hypothesis* (Montrul, 2008a) versus *Weak Language as L2 Hypothesis* (Schyter, 1993), and the *Missing Surface Inflection Hypothesis* (MSIH) (Lardiere, 2007; Prévost & White, 2000) provided the theoretical framework for this study.

**Methods**

A pilot study checked the feasibility of this study. Results confirmed that the most frequent errors, such as omission and incorrect use of particles (i.e., markers), are particle-related. Four types of case markers, six types of postposition markers, and four types of affixal connectives were selected to observe learners’ knowledge of these morphemes, based on the results of error analysis (EA).

The study was designed to examine similarities and differences in linguistic knowledge of Korean inflectional morphemes between adult HLLs and NHLLs. Learner accuracy in, and sensitivity to, grammatical features were determined after comparing the occurrences and sources of grammatical errors exhibited by the two groups. It employed a non-experimental comparative research design to examine the relationships between language heritage status (HLLs and NHLLs) and language proficiency (beginning, intermediate, and advanced).

The study was conducted in the Korean Program at the University of Kansas in Kansas. Participants were 20 HLLs and 29 NHLLs in the beginning, intermediate, and advanced courses. All participants were taking or had taken the Korean language program at the university. A written test was given to determine the proficiency level of those participants who had exited the program when the research was conducted. The participants’ primary language was English.

Error analysis was adopted and designed to answer Research Questions 1 and 2. The analysis of error rates by morphemes types explored the differences between HLLs and NHLLs in the grammatically correct use of the inflectional morphemes observed (see Table 1). The EA data was classified into four sources of errors to further answer Research Question 2. The EA procedure, with the exception of the last step, followed Gass & Selinker’s (1983) Models. A GJWC test answered Research Question 3. The GJWC test included questions assessing learners’ knowledge of the 14 markers and affixal connectives observed in the EA.
Table 1
Inflectional Morphemes Observed

<table>
<thead>
<tr>
<th>Morphemes</th>
<th>Type</th>
<th>Marker in Korean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case markers</td>
<td>Subject</td>
<td>i/ka, kkese</td>
</tr>
<tr>
<td></td>
<td>Topic</td>
<td>(n)un, kkesun</td>
</tr>
<tr>
<td></td>
<td>Object</td>
<td>(l)ul</td>
</tr>
<tr>
<td></td>
<td>Possessive</td>
<td>ui</td>
</tr>
<tr>
<td>Postpositional markers</td>
<td>Indirect object</td>
<td>hantei</td>
</tr>
<tr>
<td></td>
<td>Location</td>
<td>eyse</td>
</tr>
<tr>
<td></td>
<td>Direction</td>
<td>ey, (u)ro, kaji</td>
</tr>
<tr>
<td></td>
<td>Instrument</td>
<td>(u)ro</td>
</tr>
<tr>
<td></td>
<td>Companion</td>
<td>hako</td>
</tr>
<tr>
<td></td>
<td>Temporal</td>
<td>ey</td>
</tr>
<tr>
<td>Affixal Connectives</td>
<td>And (in English)</td>
<td>ko</td>
</tr>
<tr>
<td></td>
<td>So (in English)</td>
<td>(e)se</td>
</tr>
<tr>
<td></td>
<td>But (in English)</td>
<td>chimahn</td>
</tr>
<tr>
<td></td>
<td>While (in English)</td>
<td>(nu/i)ndei</td>
</tr>
</tbody>
</table>

Results and Discussion

The analysis of error rate by morpheme type did not show a significant effect of heritage status on levels of language proficiency. However, further tests of omission and replacement in case markers discovered significant differences between HLLs and NHLLs at the beginning and the intermediate levels. Additionally, HLLs produced more errors in three morpheme items from the GJWC test than did NHLLs at the intermediate level (see Table 2). A further investigation also showed significant differences between HLLs and NHLLs in error rates by omitting necessary subject markers at the beginning level and object markers at the intermediate level.

Table 2
Summary of the Results of One-way ANOVA in the GJWC Test

<table>
<thead>
<tr>
<th>Inflectional Morpheme</th>
<th>Proficiency Level Identified to Have Significant Difference</th>
<th>Group that Produced More Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indirect object marker</td>
<td>None of the levels</td>
<td>Not available</td>
</tr>
<tr>
<td>2. Instrument marker</td>
<td>Advanced level</td>
<td>Heritage group</td>
</tr>
<tr>
<td>3. Companion marker</td>
<td>Beginning level</td>
<td>Heritage group</td>
</tr>
<tr>
<td>4. Directional marker</td>
<td>Intermediate level</td>
<td>Non-heritage group</td>
</tr>
<tr>
<td>5. And</td>
<td>Beginning level</td>
<td>Heritage group</td>
</tr>
<tr>
<td>6. So</td>
<td>None of the levels</td>
<td>Not available</td>
</tr>
</tbody>
</table>
The findings that HLLs do not outperform NHLLs in their productive knowledge of Korean inflectional morphemes are consistent with the *Weak Language as L2 Hypothesis*. The MSIH failed to explain the underlying linguistic competence of HLLs, which is more complicated than assumed. Significantly higher error rates caused by omitting necessary subject and object markers among HLLs imply that their Korean morphological data stay at the level of a Korean child’s morphology. Significantly higher error rates in instrument marker in the GJWC test by advanced level HLLs imply impaired Korean morphology of HLLs. Finally, a comparison of the means of error scores from the three data analyses presents more variations in linguistic competence among the HLL group than among the NHLL group (see Figures 1 and 2). Within the NHLL group, the error rates presented decreased as the proficiency levels increased. In contrast, the decreasing pattern in error rates was unclear among HLLs.

![Figure 1](image1.png)

*Patterns in Error Rates by Morpheme Type in EA within the Non-Heritage Group*

![Figure 2](image2.png)

*Patterns in Error Rates by Morpheme Type in EA within the Heritage Group*
Implications and Suggestions

HLLs produced more errors than NHLLs at the advanced level, implying that the mapping problem in HLLs was more serious and more difficult to correct than that in NHLLs. The results of data analysis also suggested that the inflection knowledge in HLLs might be impaired due to a lack of functional categories (Meisel, 2007). Fossilized errors in impaired morphology were salient among HLLs, especially at the advanced level.

Although the conclusions of the present study may not be generalizable to HL bilinguals, they suggest HLLs’ linguistic competence may be weak even at the advanced level. It is critical to provide linguistically accurate input to adult HLLs and help them revise incomplete or impaired HL morphology, preferably from an early age. Additionally, HLLs and NHLLs do not differ significantly in overall morphological knowledge, but HLLs’ fossilized errors in morphology, impaired by inaccurate language data require remedial instruction.

Note

1. A complete list of references can be found in the dissertation.

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Building Communicative Competence: An Evaluation of the Effectiveness of an Intensive Japanese-Language Program

Dissertation Abstract

Yukiko Konishi

Curriculum is a broad term that encompasses planned learning experiences provided by an institution or a course of study, with three main curricular processes: (a) planning, (b) enacting/implementing, and (c) evaluating (Graves, 2014). These three processes should be implemented at every curricular level: lesson, unit, course, or program. First, a person or a group designs a curriculum plan for an educational program. Then, instructors and learners practice the curriculum over time, either following or diverging from the plan. Finally, the planners and instructors, informally or formally, evaluate the effectiveness of the plan.

Richards (2001) states that even after establishing a curriculum, many important questions remain to be answered: (a) whether the curriculum is achieving its goals; (b) what is occurring in classrooms and schools where the curriculum is being implemented; (c) whether the curriculum satisfies teachers, administrators, students, parents, and employers who are affected by it; (d) whether the job done by people who have taken part in developing and teaching a language course meets the requirements; and (e) whether the curriculum has positive features when compared to similar curricula. Curriculum evaluation can answer these questions.

Evaluation may focus on different aspects of a language program: curriculum design, syllabus and program content, classroom processes, instruction materials, teachers, teacher training, learners, learner progress, learner motivation, institution, learning environment, staff development, and decision making (Weir & Roberts, 1994). Program evaluation may identify important issues and yield useful information to all involved in the program.

Purpose Statement

The purpose of this study is to examine the effectiveness of the Japanese program at the Defense Language Institute Foreign Language Center (DLIFLC). The focus is to determine if the program is providing culturally based foreign-language education that learners may use to communicate with native Japanese speakers and complete duty assignments in Japan.
Research Questions

The following research questions drove the research:
1. How effective is the Japanese language program at the Institute in helping students build communicative competence?
2. Does the Institute provide curriculum and cultural information that helps students build communicative competence?
3. What are students’ perceptions of the effectiveness of the program in building students’ communicative competence?
4. What are teachers’ perceptions of the effectiveness of the program in building students’ communicative competence?

Theoretical Framework

As a theoretical framework, this research drew from the context-adaptive model (CAM) developed by Lynch (1990, 1996, 2003) and from a pedagogical perspective on communicative competence.

Methodology

Research Design

I employed a mixed-method approach. Data collection occurred through two electronic surveys distributed to former students and Japanese instructors: these questionnaires included both closed and open-ended questions. The closed-ended questions were based on a 5-point Likert-type scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree). The open-ended questions allowed respondents to express opinions in their own words. To provide a rich context to the evaluation, I also interviewed six students and six instructors, chosen from among respondents to the survey. I interviewed the students individually, and the six instructors as a focus group. All interviews used guided questions. I audio recorded the interviews and transcribed the data.

Participants

The procedure to select participants for this study was based on a quasi-experimental approach. I recruited participants for the two groups non-randomly. One group consisted of 35 graduates who studied Japanese at the DLIFLC for 64 weeks. These graduates had achieved at least Level 2 on Reading and Listening on the proficiency tests and Level 1+ on the Oral Proficiency Interview (OPI) based on the Interagency Language Roundtable (ILR) scales (2015); furthermore, the graduates either had lived or were living in Japan, assigned as security personnel.
The second group comprised 12 Japanese instructors who were teaching at the Institute or who had taught in the Japanese program and were working at the Institute on a different assignment at the time of this research. The purpose of having a group of instructors was to see whether I could discern any observable agreement or discrepancy between the instructors and the students.

Findings

Summary of Findings through Graduates’ Feedback

The data collected through mixed methods revealed valuable information on the effectiveness of the intensive Japanese-language program. Quantitative results showed that most graduates expressed satisfaction with the instruction that they had received to build four components of communicative competence. In the qualitative responses, the survey participants also provided some criticisms, indicating there is always more to learn when studying a foreign language.

Positive and negative comments provided by the graduates are valuable for improving the quality of the Japanese program. The graduates’ criticisms are key elements that the DLIFLC should consider for improving the curriculum.

Summary of Findings through Instructors’ Feedback

The survey revealed that instructors struggled to teach the Japanese language with the reasonable amount of materials, based on the curriculum’s instructions. They pointed out that there was an inadequate introduction of the learning content to students due to limited instruction time.

Instructors commented that they had to make compromises to accomplish the curriculum goals, even if this did not allow them to develop true communicative competence. During interviews, participants admitted they would prefer teaching a variety of exercises and activities with which the students could practice linguistic features that integrate important sociocultural issues and develop discourse and strategic competence; they would also like to be able to spend sufficient time on each topic to feel confident about the skills acquired by students. However, they could not teach what they believed to be more important because this would have entailed deviating from the curriculum.

Summary of Findings

Former students and instructors who participated in the survey and interviews offered surprisingly similar comments for building communicative competence. Although instructors believed they would like to introduce what former students pointed out as important missing features, they were unable to
make drastic changes unless the DLIFLC had revised the curriculum based on what the graduates had experienced.

**Conclusion**

The summary of the findings warrants recommendations at both the program and the institutional levels. Instructors should devise ways to introduce various styles and provide exercises that are effective in developing various speech styles. The Institute should revise its current curriculum because the purposes for which students take the language courses have changed over time. Furthermore, courses should be diversified, based on students’ future duty assignments. This program-evaluation research has yielded many important findings. Language instructors and administrators may follow the suggestions of this study to improve the quality of foreign-language education.

**Note**

1. A complete list of references can be found in the dissertation.

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Internationalization of Higher Education in Russia: Collapse or Perpetuation of the Soviet System? A Historical and Conceptual Study

Dissertation Abstract

Alexey Kuraev

Statement of the Problem

Internationalization is a critical issue in modern higher education (Altbach, 2007; De Greve, 2010; Knight, 2003),1 generating many questions, especially with regard to its progression outside the Western culture (Heyneman, 1997; Muhle, 1994; Sadlak, 1993). As the successor to the former Soviet Union, the Russian Federation, in 1992, proclaimed internationalization to be an essential element of the reformation of its national higher education system (Yeltsin, 1992). The international component in Russian academia has grown rapidly during the last two decades to the point of Russia's integration into the European academic network via the Bologna process (Kislitcyn, 2010; Lebedeva, 2006; Smirnov, 2004). The expansion of the international dimension in the Russian higher education necessitates an analysis of its evolution.

This research examines the status of internationalization in Russian higher education through the prism of its historical progression. It presents the development of the Russian academic model and its international activities from Soviet to post-Soviet times chronologically. The study analyzes the evolution of Russian international educational policies through the Soviet period (1917-1991) and those introduced after the adoption of the new federal legislation for Russian higher education (1992-2007), with the following objectives: 1) determine what international activities constituted an integral division of the Russian academia during its historical progression; 2) verify that a definite international academic policy of the Russian state existed during the Soviet period through explaining its core from various angles; 3) explore the essence of internationalization for contemporary Russian higher education at the national and institutional levels; and 4) provide a practical guide for understanding the complexities of internationalization progress in Russian academia.
Research Design and Methodology

This study uses historical comparative methodology, combining qualitative and quantitative approaches for data collection. This includes national and international statistical sources, surveys, individual interviews, critical analysis of previous research on the Russian academia and academic internationalization by scholars in Russia and around the world, and Russian and Soviet documents created at the institutional, local, and federal levels during the 20th century. Formerly classified records from the Russian archives recently released to the public are broadly used. The quantitative research method is applied with data of the Ministry of Education of the Russian Federation that allows measuring valuable parameters of current Russian higher education and its international activities. Materials related to the inter-government, international, and inter-university programs involving Russian Federal educational authorities or Russian higher education institutions are also used. Data are collected mostly from published or electronic sources of the United Nations (UN), the European Union Directorate-General Committee, Section number 22, the European Training Foundation (ETF), the United Nations Educational, Scientific and Cultural Organizations (UNESCO), the British Council (BC), Deutscher Akademischer AustauschDienst [German Academic Exchange Service] (DAAD), the World Bank, Soros, Ford, the United States Information Agency (USIA), and other international foundations and organizations. Analysis of data from studies produced in Russia in the last decade presents prospects for internationalization at the institutional level. Therefore, this study may help to illustrate current expectations of Russian academia regarding internationalization at individual institutions. This research asks “how” and “why” questions about international academic policy in Russia during the Soviet and post-Soviet periods and integrates the responses of Russian academia to the progress of internationalization at the federal and institutional levels.

Findings

Russian academia has an international origin. However, Russian higher education has a very different historical trajectory in comparison with the development of the Western academic paradigm, which was based on the notion of Autonomos Liberum Universitas. Russian academia has always been closely supervised by the State and has been more a political instrument than a social service.

As a national system designed to educate the citizenry, Russian higher education is less than a hundred years old and absolutely Soviet in its organization and values. Since its creation, Soviet academia has had the distinct task of promoting international Sovietization as one of its core components.

During the Cold War, Soviet-style higher education was installed in a vast territory between East Germany and North Korea, prompting Soviet
leadership to claim global superiority and further academic Sovietization in Asia, Africa, and Latin America (Hanin, 2002; Lahtin, 1990). As pure political speculation, grandiose Soviet academia collapsed upon the arrival of Gorbachev’s Perestroika.

Modern Russian higher education emerged from the Soviet university paradigm (Glowka, 1987). Although named a university system, and posing itself as an essential member of the global educational community, Russian academia still bears the autocratic features of a Soviet establishment in its organizational core and disrespects the value of academic freedom. The higher education model of post-Soviet Russia focuses on the old Soviet values of communal needs and unified organizational structure. Russian academia continues to promote the unique international perspective of Soviet higher education, dismissing the progress of academic globalization (Avrus, 2001).

Conclusions

This research asserts that Russian higher education has been continuously international, though organized differently from that in Western academia. This analysis suggests that key organizational components of the Soviet administrative system still exist in Russian higher education. The governing principle of the current Russian university system remains the same as it was in Soviet times: the preparation of professional personnel for sectors of the national economy (Putin, 2011).

The dissertation also demonstrates that the key objectives of a post-Soviet Russian university for international collaboration have changed from political to economic ones. However, at a time when modern internationalization penetrates traditional boundaries of national educational systems and provokes rapid academic mobility worldwide, such policies in Russian higher education may lead to severe negative effects; internationalization serves as a critical nexus for the collision of traditional administrative structures with the new aspirations of Russian academics.

This research concludes that deconstruction of the Soviet organization in Russian higher education is the key requirement for the full progression of internationalization in the national academia and its full integration into the global university community. The concept of De-Sovietization of Russian higher education, based on the principles of academic freedom, is introduced in the study, which is a crucial element for the further progressive development of internationalization in Russian academia.
Note

1. A complete list of references can be found in the dissertation:
   http://hdl.handle.net/2345/3799

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A Corpus-based Evaluation of the Common European Framework Vocabulary for French Teaching and Learning

Dissertation Abstract

Françoise Kusseling

The Common European Framework of Reference for Languages (CEFR) French profiles have been widely used to teach and evaluate language instruction over the past decade. The profiles were specifications of vocabulary that have been largely untested from a corpus-based, empirical perspective. This dissertation aimed to evaluate the CEFR profiles by comparing their content with two sizable contemporary corpora. This study quantified and described the vocabulary overlap and uniqueness across three of these resources. Four areas of overlap and three areas of uniqueness were analyzed and identified. Slightly more than 40% of the lexical content was common to the three resources studied. Additionally, 16.3% was unique to the CEFR. The remaining CEFR content overlapped with one or the other of the two corpora used for the evaluation. The findings led to the general recommendation of keeping about 60% of the current CEFR content and adding 19,000 vocabulary items to the overhauled CEFR profiles.

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Learning Approaches, Conceptions, and Study Skills: A Comparison of American-born Chinese and Taiwanese College Students

Dissertation Abstract

Sherry H Liang

Hall (1959, 1976) has indicated that cultures are perpetual patterns of human behaviors once learned, although these patterns “gradually sink below the surface of the mind and, like the admiral of a submerged submarine fleet, control from the depths” (Hall, 1976, p. 42). Ingrained cultural patterns unconsciously control behavior and ways of thinking in the same ethnic group (Huang, 1993). Thus, as ethnic groups immigrate to the host country, their learned cultures accompany them. Even as they integrate into the new society, they pass down original values, beliefs, and patterns of behavior to descendants (Esther, 1997; Mouw & Xie, 1999). Siu (1992) stated that “Regardless of the place of birth, parents’ ethnic identity will, to some extent, determine how they define social reality for their children, what they expect of their children, and how they approach education” (p. 4).

Learning styles vary because of cultural influences and social effects (Joy & Kolb, 2007; Park, 2000; Richardson, 1993; You & Jia, 2007). Moreover, influenced by ethnic backgrounds, the learning and culture of living environments in which people “differ in the values, norms, and behaviors that they accept and propagate” also affect individuals (Joy & Kolb, 2007, p. 8). Individual learning preferences and styles are influenced by both cultural socialization (Hofstede, 1997) and the educational context (Joy & Kolb, 2007; Reynolds, 1997; Richardson, 2010; Severiens & Dam, 1998; Wilson, 1971).

Descendants of Chinese immigrants grow up in the United States sharing the same educational environments with native-born Americans; yet, they often achieve higher educational attainment than other ethnic groups (Garden, 1987; IEA, 1988; Pearce & Lin, 2007; Stigler & Perry, 1990). The reasons for this most likely stem from cultural influences—culture-related learning, studying approaches, and study skills.

Purpose of the Study

This study investigated the differences in conceptions of learning, approaches to studying, and learning preferences between American-born
Chinese (ABC) and Taiwanese college students, seeking a more comprehensive grasp of the ABCs of learning approaches and study skills that lead to academic attainment. Its findings may offer a better understanding of ABCs learning approaches and study skills, thereby elucidating misunderstandings inherent in learning styles.

Methods

Research Questions

RQ1: Is there a statistically significant difference between ABC and Taiwanese college students in conceptions of learning?

RQ2: Is there a statistically significant difference between ABC and Taiwanese college students in learning approaches?

RQ3: Is there a statistically significant difference between ABC and Taiwanese college students in preferences for various courses and teaching?

RQ4: Are there statistically significant differences in the three dependent variables (i.e., learning conceptions, approaches, and preferences) based on gender?

Research Design and Instrumentations

A quasi-experimental quantitative research design was used to answer the research questions. Instruments included a demographic survey that only ABC college students needed to complete and the Approaches and Study Skills Inventory for Students (ASSIST) (Entwistle, McCune, & Tait, 2013), in English and Chinese Mandarin. The ABC college students used the English version and Taiwanese college students used the Chinese version. The 66-item ASSIST was organized into three subsections, including 1) a six-item statement of “what is learning;” 2) a 52-statement of “approaches to studying;” and 3) an eight-item “Preferences for different types of course and teaching.”

Participants

The study examined conceptions of learning, learning approaches, and preferences for courses and teaching methods of 62 American-born Chinese (ABC) recruited from a central California university, and 73 Taiwanese college students recruited from a university in southern Taiwan.

Findings

Data analysis revealed three significant results: (a) American-born Chinese students’ conception of learning was more consistent with reproducing knowledge (surface) and transforming knowledge (deep) than that of the Taiwanese students; (b) American-born Chinese students’ preference for courses
and teaching methods was more consistent with transmitting knowledge (surface) than that of the Taiwanese students; and (c) American-born Chinese students displayed greater extrinsic motivation than the Taiwanese students, whereas the Taiwanese students were more intrinsically motivated than American-born Chinese students.

Conclusions

Researchers have used cultural dichotomy theories to investigate how cultural characteristics influence students’ learning styles and have found that cultural characteristics influence students’ learning approaches and study styles (Boland, Sugahara, Opdecam, & Everaert, 2011; De Vita, 2001; Levinsohn, 2000). The current study proposed that parents and social learning contexts influenced the ABCs’ learning approaches and study skills. Most of the parents were educated in a Confucian culture before immigrating to the United States. They transmitted their cultural heritage to their American-born children (Yang, 1999). As Tsai, Ying, & Lee (2000) stated, ABCs’ self-identities were based on specific cultural domains that distinguished their notion of being Chinese and being American. At home or in ethnic communities, they reflected their parents’ culture and perceived themselves as Chinese; yet, at school and other social contexts, they perceived themselves as Americans. However, this study found that American-born Chinese students’ conceptions and preferences of learning were influenced by their cultural background, learning, and social contexts. Further studies may identify the learning approaches of various generations of American-born Chinese to differentiate the social context’s influences on learning.

Note

1. References are available in the full text of the dissertation.

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Students’ and Instructors’ Perceptions of Tone Pedagogy: A Qualitative, Collective Case Study

Dissertation Abstract

Annie Wantze Fu Liu

The purpose of this qualitative, collective case study was to investigate students’ and instructors’ perceptions of tone pedagogy in teaching Chinese as a foreign language (TCFL). Most tone related research in the field has studied students’ production and perception of tones without connecting the students’ perceptions of and feelings with teaching materials, tools, and techniques. Researchers have also noted the lack of serious research on student attitudes, perceptions, and beliefs in foreign language study. This study asked what tone pedagogy was used in class and why the instructors perceived them as effective, how the students felt about them and why, and if these perceptions corresponded with each other. By understanding students’ perceptions on the effectiveness of tone pedagogy, instructors may avoid using materials, tools, and techniques that students find ineffective. The results show that the students’ perceptions were most aligned with those of their instructors on explicit instruction, error correction, repetition, and listening to audio recordings, techniques that are mostly associated with older grammar translation and audiolingual methods. The study reveals a need for TCFL instructors to employ attested tone pedagogies in a professional learning community.

Problem Statement

American college students face many inherent challenges learning standard Mandarin Chinese tones. Of these, learning how to distinguish and produce lexical tones accurately is one of the most difficult tasks for native English speakers, especially at the beginning stage (Chao, 2001; Sun, 1998; Tao & Guo, 2008; Xu & Moloney, 2011; Zhang, 2013).\(^1\) When asked about what they would have done differently in the first year of studying Chinese, 48% of second-year students of Chinese studying at a prestigious summer program in China indicated that they would have focused more on pronunciation, tones, and speaking, 32% higher than the next two items they wished to work on more—character-writing and grammar (Chiang, 2002). Duff and Li (2004) and Sun (1998) concur that students of Chinese value communicative competence to produce superlative spoken Chinese, which depends on the effectiveness in tone control.
Dell Hymes, an eminent sociolinguist and anthropologist, observed the lack of communicative competency in American second language learners in the 1970s under the then prevalent grammar-translation and audio-lingual methods (see Johnstone & Marcellino, 2011). The American Council on the Teaching of Foreign Languages (ACTFL) has since included communicative competency as one of the five goals of successful learning of a foreign language (ACTFL, 2012; Guskey, 2009). In teaching Chinese as a foreign language, inaccurate tone production has long been recognized as a widespread and key problem in building communicative competency for American learners of Chinese (Sun, 1998; Torgerson, 2005). Off-pitch tones not only impede speech comprehension but also frustrate both listeners and speakers (Li, 2007). Sometimes such tone production errors may be overlooked and the meaning understood through the context, but at other times, they are so confusing that communication breaks down regardless of repeated attempts. Problems of inappropriate tone pedagogy may have hindered students from developing accurate tone control (Duff & Li, 2004). Different perceptions and beliefs held by instructors and students in foreign language teaching and learning present a challenge that language instructors cannot afford to ignore (Brown, 2009b). Furthermore, what students perceive as helpful tone instruction materials, tools, and techniques sometimes contradict those of the instructors (Brown, 2009b; Duff & Li, 2004; Wesely, 2012). These issues require further inquiries and analyses.

**Methods**

The population for this qualitative collective case study consisted of students and instructors from four-year colleges and universities in Midwestern United States. Participating instructors were purposefully targeted to include native Chinese speakers from Mainland China and Taiwan. This constituency reflects the diverse cultural, educational, personal, and professional expertise and philosophies of the instructors on tone teaching and learning. For the student subjects, native English speaking students who were not of a Chinese descent, who did not grow up in families that spoke tonal languages, or who had no prior experience studying Mandarin Chinese were selected for the present study. Both student perspectives and teacher perspectives were included for investigation in order to learn about their experiences in learning and teaching Mandarin Chinese in U.S. colleges and universities. Three instructors were interviewed, five sessions of their introductory Chinese classes were observed, and 11 students joined the online focus group for a discussion. Data were collected, triangulated, and analyzed using the qualitative analysis software QSR NVivo 10. For instructor interviews and student focus group discussion, semi-structured questions were employed, specifics of which were discussed in the dissertation.
Discussion of the Results

Students agreed with most of the tone pedagogies selected by their instructors in teaching Mandarin Chinese, but they expressed reservations with some approaches. In this study, repetition, a technique focused on memorization and closely associated with the paradigm of behaviorism, was used extensively by all instructors and well received by all students. Students’ positive responses to error correction supported Dong’s (2012) findings and arguments for the use of error correction in class and for strengthening future research in error correction. Students found the more exposure to the language the better. Besides repetition, vowel hyper-articulation, and hand gesturing, having more time and opportunities to augment target language input, output, and interaction with native speakers was considered effective to optimize second language learning (Ranta & Meckelborg, 2013). Many students of this study reported having Chinese friends as helpful to learn tones.

Conclusions

Whereas the participating instructors of this study identified various teaching materials, tools, and approaches to tone learning, the participating students reported that they nevertheless sought help from outside resources such as Chinese-speaking peers and the Internet. Regardless of what students bring into their learning of Chinese, instructors need to be equipped with attested pedagogy acquired from teaching experience and through professional learning communities. Because no single instructional means can suit all students, instructors should assemble and be ready to use many techniques to meet the student needs. Additionally, the information on tone teaching that the students sought out of class from Chinese speaking peers and the Internet may conflict with the plans instructors build for their students. Instructors should be prepared to have their materials, tools, and approaches compared, challenged, and authenticated by both their colleagues and their students.

Note

1. Refer to the full text of the dissertation for a complete list of references.

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Pragmatics in Foreign Language Instruction: The Effects of Pedagogical Intervention and Technology on the Development of EFL Learners’ Realization of “Request”

Dissertation Abstract

Chia-Ning Jenny Liu

Statement of the Problem

One of the challenges in language instruction is teaching the appropriate use of language. Previous studies have shown that even those language learners who know grammar and word meanings still often fail to convey their intended messages because they lack pragmatic or functional information (Wolfson, 1989). Furthermore, research in the pragmatics of adult second- or foreign-language learners has demonstrated that an individual with advanced grammatical development does not necessarily have corresponding levels of pragmatic development (Bardovi-Harlig & Dornyei, 1997). In addition, research in the pragmatics of adult second or foreign-language learners has demonstrated that an individual with advanced grammatical development does not necessarily have corresponding levels of pragmatic development (Bardovi-Harlig & Dornyei, 1997). Furthermore, studies addressing the realization of speech acts by second- or foreign-language learners (Bardovi-Harlig, 2001; Bardovi-Harlig & Hartford, 1990; Kasper, 1997; Olshtain & Blum-Kulka, 1985) have found that even advanced language learners face difficulties in comprehending a speaker’s intention and conveying appropriate politeness in communicative contexts.

Despite the plethora of theory and research that supports the need for pragmatics instruction, English as a Foreign Language (EFL) instruction focuses on grammar and ignores the pragmatic development of language learners. Studies have found that when pragmatics is not offered, opportunities for developing pragmatic competence are limited (Kasper, 2000). As researchers have also discovered that certain aspects of pragmatics in an EFL setting are not automatically acquired (Edmondson, House, Kasper, & Stemmer, 1984), those who have studied English for years may still struggle to communicate appropriately.

The role of pragmatics instruction becomes more important in foreign-language classrooms because pedagogical intervention is the means by which most learners explore the target language. Learning English is more difficult in an EFL environment than an English as a Second Language (ESL) environment because EFL learners do not interact with native speakers to the extent that ESL learners do. Cook (2001) stated that in foreign-language classrooms, the target
language is viewed as an object of study rather than a means of socialization and communication. Language class activities in EFL settings often focus on decontextualized language practice, which does not expose learners to the types of sociolinguistic interaction that facilitate competence. A non-native English speaker can learn linguistic forms by studying and practicing the rules and structures. However, there are no definite rules for appropriate language use as the variables related to language use interact in complicated ways.

Methodology

Participants

The original sample selected to participate in this study was 130 undergraduate students majoring in English as a Foreign Language (EFL) from a University in Taiwan and 22 graduate students in the field of Teaching English as a Second Language at Texas A&M University. However, several participants were absent for part of the pretest or the posttest. Therefore, the final sample consisted of 118 Taiwanese undergraduates and 22 graduates. The Taiwanese students belonged to three intact “English for Tourism” classes. Because of institutional constraints, it was not possible to assign students to different groups randomly, thus making it necessary to work with three intact groups.

Research Design and Procedure

This research adopted a quasi-experimental, pretest/posttest design (pretest—treatment—posttest). Open-ended discourse completion tests (DCT) were used to collect data in the pretest and the posttest. The study lasted for ten weeks. Participants in the control (C) group did not receive any instruction in pragmatics. Participants in the experimental/Teacher Instruction (TI) group received explicit instruction in pragmatics from their instructor in Taiwan. Participants in the experimental/Computer-Mediated Communication (CMC) group received explicit instruction in pragmatics through their partners in Texas. Following ten weeks of treatments, participants were given a DCT posttest to measure pragmatic competence. Finally, participants in the experimental/CMC group were surveyed to determine their perceptions of learning pragmatics via on-line partnerships and on-line communication.

Research Questions

The study is designed to answer the following questions:

1. Does application of the Explicit Approach for Teaching Speech Acts (EATSA) have a positive effect on EFL learners’ pragmatic competence in terms of four components: speech act, information, expression and politeness?
2. Does application of the *Explicit Approach for Teaching Speech Acts* (EATSA) through Computer-Mediated Communication (CMC) have a positive effect on EFL learners’ pragmatic competence in terms of four components: speech acts, information, expression and politeness?

3. What is the effect of on-line (CMC) EATSA compared to in-classroom (face-to-face) EATSA?

4. What is the order of difficulty for learning the four components (speech acts, information, expression and politeness) in face-to-face and CMC conditions?

5. How do Taiwanese students perceive learning pragmatics on-line with their Texan partners?

**Data Analysis**

Analysis of Covariance (ANCOVA) with the type of treatment between-subject variable and the pretest as a covariate was conducted to answer the research questions quantitatively. Post-hoc tests were performed to identify pairwise differences of the three treatment conditions (C/TI/CMC). Effect sizes as measured by Cohen’s $d$ were calculated to determine the magnitude of the differences. Moreover, the thematic analysis proposed by Boyatzis (1998) was applied to perform the data analysis qualitatively to identify elements that may have been overlooked in the quantitative analysis and answer the research question regarding Taiwanese EFL students’ perceptions of learning pragmatics through CMC.

**Discussion**

Schmidt notes that learning requires awareness at the level of *noticing* and addresses the role of conscious processing in L2 acquisition (Schmidt, 1990, 1993, 1995). This study tested whether explicit instruction on pragmatics makes learners notice aspects of the target language pragmatics and leads to greater language acquisition. Results of this study show that learners who were given explicit pragmatic instruction performed better than those in the control group. This finding supports Schmidt’s noticing hypothesis that *noticing* facilitates the acquisition of target language features. In other words, explicit instruction on pragmatics has a positive impact on language learners’ pragmatic competence.

The results of this study make clear the role of pedagogical intervention in helping language learners recognize their existing pragmatic knowledge in the first language and apply it to the second language contexts. The findings are consistent with those from previous research (Billmyer, 1990; Bouton, 1994; Eslami-Rasekh, 2005; House & Kasper, 1987; Olshtain & Cohen, 1990; Rose, 1997; Takahasi, 2001; Tateyama, 2001). Furthermore, the results show the importance of explicit instruction on pragmatics for learners’ development of target language pragmatic competence. This suggests that modifications to language curricula are needed to increase the teaching of pragmatic features and reduce the current emphasis on grammatical forms. Studies have indicated that
advanced learners with high level second language competence still have gaps in their pragmatic knowledge. Therefore, pragmatic competence should not be viewed as a mechanism that is activated automatically as linguistic competence increases. The role of instruction in pragmatics becomes even more important in foreign-language classrooms because pedagogical intervention is the primary means by which foreign language learners gain proficiency in a target language. Moreover, the results of the present investigation show that CMC is a potentially beneficial channel for helping language learners recognize the pragmatic features of the target language and noticing the appropriate linguistic forms.

Note

1. All references can be found in the full text of the dissertation.

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Effects of Metacognitive Strategy Training on Metacognitive Awareness and Chinese Listening Comprehension

Dissertation Abstract

Yanmei Liu

Introduction

Many students have struggled with listening proficiency in the process of foreign language learning (Chang & Read, 2006; Goh, 2000; Graham, 2006; Prince, 2013; Vandergrift, 2004). Those studying Chinese as a foreign language face the same problem at the Defense Language Institute Foreign Language Center (DLIFLC). Developing listening comprehension is a complex process involving many aspects, such as attention, perception, memory, information processing, problem-solving, language, and learning, all within the purview of cognitive psychology. This study is based on Flavell’s (1979) Metacognition Theory in cognitive psychology, which examines the problems that learners experience with listening comprehension improvement when learning Chinese at the DLIFLC.

Theoretical Framework

Flavell (1979) proposed that metacognition is a cognitive monitoring model consisting of four interactive components: metacognitive knowledge, metacognitive experiences, tasks, and strategies. In the Metacognition Theory, metacognitive knowledge determines what strategies and actions a person will adopt in a cognitive task, whereas metacognitive experiences occur to monitor the cognitive course including planning beforehand, control of the process, and follow-up evaluation of the task. Flavell believed metacognition plays an essential role in cognitive tasks including language acquisition, comprehension, learning, and self-instruction. Flavell also affirmed it was beneficial and desirable to increase metacognitive knowledge and improve metacognitive skills through systematic training for learners. Metacognition Theory was an integral element of this study to provide the DLIFLC Chinese students with metacognitive strategy training (MST) and improve listening comprehension through metacognitive awareness.
Method

This study examined the effects of metacognitive strategy training (MST) on metacognitive awareness, listening performance, and performance on the Defense Language Proficiency Test (DLPT) for students of the Chinese program at the DLIFLC. At variance from previous MST studies, this study established a Metacognitive Learning Cycle (MLC) model including self-diagnosis, planning, monitoring, evaluation, regulation, and reflection strategies in the MST. In addition to the four essential metacognitive strategies (planning, monitoring, evaluation, and regulation) emphasized by MST researchers, it incorporated self-diagnosis and reflection strategies. In the MLC, self-diagnosis is the starting point and reflection the ending point. In practice, the two strategies may be adopted simultaneously to form a continuous metacognitive cycle, which means that self-diagnosis is a reflection on previous actions, and the reflection is also a self-diagnosis of the following tasks. The MLC is presented in Figure 1.

![Metacognitive Learning Cycle](image)

The study employed a quantitative quasi-experimental research method, which included single factor between-subjects and within-subject designs. The within-subject design tests whether there are differences in metacognitive awareness and Chinese listening performance between pre- and post-tests of experimental participants. The between-subjects design examines whether there are differences in metacognitive awareness, Chinese listening performance, and proficiency between experimental groups and a control group. The independent variable is the MST method, including three levels: self-directed training, teacher-led training, and no training. The dependent variables are participants’
listening metacognitive awareness, Chinese listening performance, and Chinese DLPT results.

Six classes with 80 students were randomly assigned to three groups: teacher-led, self-directed, and control. The participants took the Metacognitive Awareness Listening Questionnaire and listening tests as the pre- and post-tests, in addition to the DLPT as a post-test only. The researcher provided the MST to four experimental classes including a 90-minute workshop and strategy material and guided application worksheets that took 90 minutes to complete.

**Results**

Results showed that there were no significant between-subjects differences in metacognitive awareness development, listening performance growth, and the DLPT listening and reading results. Although there were significant differences between pre- and post-tests of listening performance, there was no significant correlation between listening performance growth and metacognitive awareness development. Additionally, only the teacher-led group developed Directed Attention awareness, and the DLPT listening result was negatively correlated with Planning, Evaluation and Mental Translation factors.

**Discussion, Implications, and Recommendations**

The findings are consistent with previous studies that did not discover positive effects of the MST on students’ achievements (Diebold, 2011; Leary, 1999; Prestwick, 2008; Sterling, 2011). The non-significant findings may be attributed to the following factors: the mismatch between the instrument used to measure the dependent variables and the training content of the MST; limited impact of independent the MST on listening comprehension as a cognitive task; insufficient training time; instructional method of the training; the teaching quality of the MST curriculum; and the uncontrollable factors of the participating classes’ regular language course in the quasi-experiment. These factors were explained in detail with why, what, and how they may have influenced the findings of this study in the dissertation.

This study provides the following implications for the professional practice of the MST: (a) The MLC model established in this study may provide teachers and students a complete set of the MST content; (b) the self-directed method proposed in this study may be combined with the teacher-led method and a thinking-aloud modeling to maximize the effects of the MST; (c) strategy application worksheets should be provided and monitored by teachers to guide students’ strategy use; (d) teacher’s special emphasis on the importance of strategies may facilitate students’ metacognitive awareness development; (e) strategy learning and internalization time should be sufficient in the MST design and delivery; (f) an independent MST without integrating cognitive strategies may not directly bring listening performance growth; and (g) an MST should integrate appropriate cognitive strategies to improve listening skills.
The recommendations for future studies include research design, sampling methods, instrumentation, interventions, and time considerations. It is recommended that a future study employ a mixed method design including quantitative and qualitative methods, adopt random selection and assignment for future quantitative studies, utilize dual instruments to measure participants’ actual metacognitive strategy, incorporate metacognitive strategies and appropriate cognitive strategies in MST intervention, provide sufficient time for students’ strategy learning and internalization, and control the factors that may lead to diffusion of treatment.

**Conclusion**

This study suggests a new perspective for the MST research in the Second Language Acquisition domain. Existing literature about the MST mainly focuses on investigating whether MST positively impact learners’ listening and reading comprehensions. The present study moves one step further: established a Metacognitive Learning Cycle (MLC) model to provide the MST content and examined effects of different MST methods. This study also provided a theoretical model and research methods for MST research in the Chinese as a second language (CSL) field, as there is little research about the MST in the CSL context. As there is controversy about the effects of the MST among existing studies, the findings of this empirical study may provide researchers a more comprehensive understanding of the MST and present further evidence to educators and instructional leaders that may enable their decision making on adopting the MST in foreign language programs.

**Note**

1. References are in the full text of the dissertation.

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Investigating English Teachers’ Perceptions of Intercultural Communicative Competence in the Kingdom of Saudi Arabia

Dissertation Abstract

Hazem A. Osman

Various approaches to foreign language education have emphasized the need for developing intercultural skills among students so that they may communicate effectively across cultures. Byram (1997) developed a major framework that ensures the systematic inclusion in language education of cultural objectives, or what he calls “intercultural communicative competence,” or ICC. The proposed objectives of ICC are listed under the four domains of knowledge, skills, attitude, and critical awareness. Byram’s model is considered to be a refinement of van Ek’s (1986) sociocultural competence (see Matsuo, 2012) that extends beyond learners’ dependence on native speaker standards and adopts the concept of intercultural speaker as a more achievable goal for students.

A recent critique of the communicative language teaching (CLT) approach is that it relies heavily on presenting instructional materials that tend to focus mainly on exclusive contexts (Liaw, 2006). Kramsch (2005) described CLT as emulating an authentic “white middle class native speaker” (p. 549), excluding other language variations with which students need to be familiar. Additionally, current English textbooks fail to include examples of non-native competent language users, or to discuss how their cultural background affects communication in the target language. This lack of reference to the student’s local culture and the strong emphasis on the native speaker’s competence increase the difficulty for English learners to set a more attainable goal for themselves than achieving a native speaker’s proficiency.

Nonetheless, the standards for foreign language learning defined by the American Council on the Teaching of Foreign Languages (ACTFL) offer a systematic approach to the presentation of culture in foreign language learning. The National Standards for Foreign Language Education, also known as the 5 C’s, directly address cultural learning in a foreign language context across different goal areas: communications, culture, connections, comparisons, and communities. The 5 C’s bear a close resemblance to the knowledge and skill domains in Byram’s (1997) ICC framework, which is the overarching perspective informing this research.
This mixed-method study was conducted in two phases. In phase one, the quantitative phase, the researcher created and piloted a survey on English teachers’ perceptions of the importance of 10 ICC objectives in the English Professional Year program, their relevance to the content of books used in the program, and their relevance to their classroom practices. In the second, qualitative phase, the researcher used focus group discussions and classroom observations that focused on Interculture Related Episodes (IRE), or class incidents relevant to the ten ICC objectives that are the focus of the research.

Both quantitative and qualitative research results identified nine ICC objectives that participants found valuable for language classrooms. These ICC objectives are categorized into three main areas: attitude, knowledge, and skills. The attitudinal ICC objectives identified by respondents as important are: the ability to suspend judgment and appreciate the complexities of interacting across cultures, raising students’ interest in other perspectives and their ability to interpret familiar and unfamiliar phenomena, and developing students’ readiness to adopt interactive behaviors appropriate for non-native speakers. Three ICC objectives related to the knowledge area were found in both quantitative and qualitative methods: knowledge of levels of formality in language and behavior, knowledge about regional dialects and English variations and how they are perceived by others, and knowledge of nonverbal interaction behaviors and related taboos. As for the objectives related to the skills area of ICC, the findings supported the importance of three interracial skills—the ability to identify and explain intercultural misunderstandings to overcome conflicting perspectives, the ability to identify significant references within and across cultures and recognize their connections, and the ability to use questioning techniques to identify explicit and implicit values in documents and events.

Additionally, classroom observations revealed that 14 of the 21 Interculture Related Episodes (IREs) related to the ICC objectives occurred during an instructional conversation initiated by the teacher. These IREs were moments in which the teacher stepped away from the textbook exercise, yet maintained a connection with the lesson’s objectives. It is worth noting that four of the IREs identified occurred during the presentation of idioms to upper intermediate level students. Therefore, presenting idioms addressed four different ICC objectives: the ability to identify references within and across cultures, the ability to identify and explain sources of misunderstanding, the ability to identify explicit and implicit values, and raising students’ interest about others’ perspectives, all while maintaining linguistic focus in the lesson.

All these findings draw attention to the need to develop teachers’ practices that are consistent with their perception of the importance of implementing ICC objectives in the classroom. The findings also suggest the need to exploit intercultural conversation incidents to develop students’ ICC in terms of standard academic language learning, which is the key objective of the current curriculum.
The findings of this study also indicate that culture-related activities in
the language classrooms are still knowledge based; these activities centered
around the introduction of cultural facts, either incidentally or as a planned
activity. To pursue a more balanced intercultural approach, the nine ICC
objectives in the areas of attitude, knowledge, and skills identified by this study
should be integrated in the current curriculum. The main implication of this
study for the field of language teaching and learning is that a gap exists between
teachers’ perceptions of ICC objectives and their current practices in the
classroom. The fact that ICC objectives are not an explicit part of the current
curriculum limits their systematic integration. The findings also reiterate the
need to incorporate other English variations in teacher training sessions.
Moreover, familiarizing students with other language variations enables them to
communicate more effectively and appropriately with the locals in the
communities in which they live. This integration of language variations will also
make learning languages more relevant and more attuned to local demand in the
target countries.

Note

1. A complete list of references is in the full text of the dissertation.

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A Relational Study of Intercultural Sensitivity with Linguistic Competence in English-as-a-Foreign-Language (EFL) Pre-service Teachers in Korea

Dissertation Abstract

Misug Park

Statement of the Problem

This study provides empirical evidence of the developmental relationship between intercultural and linguistic competence among English as a Foreign Language (EFL) learners who are pre-service teachers in Korea. The premise is that the more interculturally competent the candidates are, the more likely they are to incorporate the target language (TL) culture into their language classroom. In foreign language (FL) education, the importance of intercultural competence has been recognized for more than four decades. A culturally competent language user manifests “not the ability to speak and write according to the rules of the academy and the social etiquette of one social group, but the adaptability to select those forms of accuracy and those forms of appropriateness that are called for in a given social context of use” (Kramsh, 1998, p. 27). When learning a language without learning its culture, the learner risks becoming a fluent fool. The fluent fool might be able to speak and/or write the target language, but cannot function in communicative or social contexts appropriately. Language educators should acknowledge intercultural competence and include its components in their curriculum to promote effective and successful intercultural communication (Bennett, 1993, 1998; Byram, 1997; Hammer & Bennett, 2004).

At present, FL educators have accepted the importance of intercultural competence in their teaching. However, a theoretical debate still exists over the developmental sequence between intercultural and linguistic competence. On one hand, Bennett, Bennett, and Allen (2003) argue that “the developmental sequence of intercultural competence ... parallels linguistic competence” (p. 238). On the other, Byram (1997) and Kramsh (1998) claim that the development of intercultural competence may not parallel the linguistic one; that is, a language learner may have developed linguistic competence, but not intercultural competence. Nevertheless, few empirical studies have supported the relationship between these two concepts. Therefore, this study examined the
developmental relationship between two variables (i.e., intercultural sensitivity and linguistic competence) among Korean EFL pre-service teachers. It also examined whether there was any difference in the levels of intercultural sensitivity and in the scores of linguistic competence between primary and secondary Korean EFL pre-service teachers.

**Methodology**

**Research Design and Subjects**

Correlation analysis and independent sample t-tests were used to address the research questions. A Pearson product-moment correlation was performed to examine the relationship between intercultural sensitivity and linguistic competence. Two t-tests were run to examine the main differences of intercultural sensitivity scores and linguistic competence scores between primary and secondary EFL pre-service teachers. Subjects were 104 EFL pre-service teachers in Korea. Approximately 80% of the subjects were female and 20% were male. Their ages ranged between 21 and 35.

**Instruments**

The development of intercultural competence was measured by the Intercultural Development Inventory (IDI), and the development of linguistic competence by the Michigan English Language Institute College English Test (MELICET). Both instruments have proven to have high validity, reliability, and practicality. The IDI measures the respondent’s degree of sensitivity to different cultures, which indicates the capacity for exercising intercultural competence (Hammer & Bennett, 2004). Many studies have also confirmed that intercultural sensitivity (ICS) is a crucial predictor of the development of intercultural competence because ICS is essential in a variety of situations when individuals interact with people of different cultures (Hammer & Bennett, 2004; Mahon, 2003; Williams, 2003). For this study, ICS was used interchangeably with intercultural competence.

**Results and Discussion**

The results indicated little correlation between the level of intercultural sensitivity and linguistic competence. A significant mean difference was found in linguistic competence between primary and secondary pre-service teachers in Korea, but the same participants did not show a significant mean difference in the level of intercultural sensitivity.

The results may imply that the development of intercultural competence may be slower than the linguistic development. The findings lend empirical support to theoretical claims that intercultural competence might not naturally grow with the development of linguistic competence. That is to say,
increasing intercultural contacts and experience should be incorporated into the language curriculum.

In conclusion, language and culture are inseparable but, as this study confirmed, and as many researchers have also acknowledged, the developmental sequences of intercultural and linguistic competence do not necessarily occur in parallel (Byram, 1997; Kramsh, 1998; Pederson, 1998). Thus, it is essential that language educators recognize the differences between culture and language, and between language learners’ actual developmental stages in intercultural and linguistic competences. Knowing these differences, language educators may determine the best ways to enhance the two competences in classrooms. In terms of pedagogy, the development of intercultural competence has a direct relationship with teaching/instructing intercultural competence. That is, the more language teachers teach intercultural competence, the better the results will be in helping students with competent language learning. Therefore, curriculum planners and teachers must incorporate effective ways to teach and evaluate intercultural competence in curriculum and classroom instruction.

Note
1. A complete list of references can be found in the dissertation.

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The Effect of Different Levels of Mindful Abstraction Activities on Two Types of Transfer and the Relation with Knowledge about Analogs in Online Situated Learning

Dissertation Abstract

Jiyeon Ryu

The goal of situated learning is to promote the use of knowledge in real life. Because knowledge is inseparable from context, situated learning emphasizes the use of authentic situations as learning environments. To promote the use of knowledge in different situations, transfer should be the main consideration because the same knowledge appears differently in different situations according to situative perspective. Many studies, however, indicate that transfer is a weakness of situated learning.

Salomon and Perkins (1989) introduced a framework consisting of two types of transfer employing different transfer mechanisms. Low-road transfer occurs through automatization built from repeated practice, and high-road transfer occurs through deliberate recognition of similarities between a new situation and prior experiences. Recognition is accomplished by explicit elicitation of abstraction; that is, abstracting principles from prior situations that can be used in new situations. Based on the framework, situated learning induces low-road transfer at best, but not high-road transfer because the learning model does not provide explicit abstraction practice.

The abstraction process involves decontextualization of situations and representation of what is decontextualized into more general symbolic forms. Analogy is one of the well-known strategies to abstract general principles, and many studies using analogy to elicit abstraction show transfer in learners’ performance.

Two factors are known influence effective abstraction practice. The first factor is knowledge about analogs used for eliciting abstraction. Because analogy needs an analog for comparison with a given situation to elicit abstraction effectively and for use of an analog, the analog must be understood first. The second factor, influential for effective abstraction practice, is the degree of mindfulness for the abstraction process. Mindfulness refers to a state of conscious awareness for the exertion of active cognitive activities. The more
the abstraction is mindful, the more the activities are generative. However, high-level mindfulness may cause mental exhaustion which may hinder effective and efficient learning achievement.

In this study, the effect of different levels of mindful abstraction activities on two types of transfer and the relation with knowledge about analogs were investigated to promote transfer in situated learning.

**Research Questions**

1. Do different levels of mindful abstraction activities affect high-road transfer?
2. Do different levels of mindful abstraction activities affect low-road transfer?
3. Does knowledge about analogs affect high-road transfer?
4. Does knowledge about analogs affect low-road transfer?
5. Does an interaction occur between the levels of mindful abstraction activities and knowledge about analogs in high-road transfer?
6. Does an interaction occur between the levels of mindful abstraction activities and knowledge about analogs in low-road transfer?
7. Does any relationship exist between low-road transfer and high-road transfer?

Based on these seven research questions, 13 hypotheses were formulated.

**Procedures**

Participants were recruited from 695 students in two courses (420 from a statistics course and 275 from an art course), one face-to-face statistics course consisting of seven sections taught by two instructors, and an online art course taught by one instructor.

Participants followed the procedure shown in Figure 1. They visited the web site to register and create a participating identification with a password to begin the tutorial after they reviewed the information and the consent form and decided to participate. As they registered, they were randomly assigned to a group between one and six by a web-program that generates random numbers automatically.
According to the results, mindful abstraction activities were significantly more effective for high-road transfer. When participants practiced with effortful abstraction activities, rather than effortless abstraction activities ($H_{a1\text{-}1}$), high-road transfer was enhanced. However, the mindful abstraction activities did not show a significant difference among the groups in low-road transfer ($H_{02}$). Knowledge about analogs caused no significant difference between the groups in both high-road transfer ($H_{03}$) and low-road transfer ($H_{04}$). No significant interaction was found between levels of mindful and level of knowledge about analogs for either high-road transfer ($H_{05}$) or low-road transfer ($H_{06}$). Finally low-road transfer and high-road transfer showed significant positive relationship ($H_{a7}$).

When further analysis took the type of course as the third factor into consideration, the groups from the art course showed significantly greater low-road transfer than the groups from the statistics course ($H_{a9}$). But there was no significant difference in high-road transfer for groups from difference courses ($H_{08}$). There was a significant interaction between the level of mindfulness and type of course in low-road transfer ($H_{a11\text{-}1}$ and $H_{a11\text{-}2}$). The groups from the art course were influenced significantly more than the groups from the statistics course by different levels of mindful abstraction activities in low-road transfer. Effortless abstraction activities showed less difference between the types of courses than did the other two types of abstraction activities.

**Implication for Instructional Design**

Based on the finding of this study, the following are suggestions for educational practitioners.
When the expected outcome is high-road transfer, situated learning environments should provide opportunities for learners to generate abstractions from content. The activities should be mindful, which encourages learners to generalize abstraction from the analyses of analog and learning content, rather than less mindful, which allows learners to review pre-defined abstractions or to complete partially-defined abstractions. The results showed the highest level of mindful abstraction activities induce greater high-road transfer than the other levels of mindful abstraction activities.

When the expected outcome is low-road transfer, the abstraction activities should be relevant to learners’ tasks or interests. The highest level of mindful abstraction activities will encourage learners’ low-road transfer regardless of relevancy. But, the results showed when the abstraction activities were relevant to the learners’ tasks or interests, the effect was greater than when the activities lack relevance.

In selection of analogs for abstraction activities, the selection need not be based on the learners’ knowledge levels about analogs. The results showed no significant difference in levels of knowledge about analogs for both types of transfer.

Those who show a high level of performance in low-road transfer should be encouraged to do tasks that require high-road transfer for more meaningful learning, because they are likely to show high level of performance in high-road transfer as well. The results showed a significant, positive correlation between low-road transfer and high-road transfer.

Those who show a low level of performance in low-road transfer should be encouraged to complete tasks that require high-road transfer with the highest level of mindfulness. The highest level of mindfulness will facilitate high-road transfer, and a high level of performance in high-road transfer would more likely show a high level of performance in low-road transfer. The results indicated a significant positive correlation between low-road transfer and high-road transfer.

Note
1. A complete list of references can be found in the dissertation.

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Civilian Educators’ Perceptions of the Transformative Impact of Implementing Exemplary Leadership Practices in a Military Academic Setting

Dissertation Abstract

Khaled Sellami

In the field of education, effective transformational leadership traits apply more to non-military educational institutions (Kindergarten through 12th grade schools, colleges, and universities) than they do to military settings. Within military academic environments, the implementation of exemplary leadership practices by civilian educators and its potential influence on changes at the school has been understudied. The military and civilian perspectives on what constitutes effective leadership have often been at odds; civilian academic leaders and their followers (faculty) tend to differ in their perceptions of effective leadership. In this study, the researcher investigated the perceptual impact of five leadership practices, established by Kouzes and Posner (1995, 2007), at the Defense Language Institute Foreign Language Center (DLIFLC) on the Central Coast of California in the United States. The participants were a sample of civilian educators (leaders and constituents) representing six foreign language basic course schools at the DLIFLC. The mixed methods design included a survey instrument, the Leadership Practices Inventory (LPI), and a one-on-one interview or a written questionnaire containing the same interview questions. Descriptive and inferential statistical analyses were run on the quantitative survey data and they yielded statistically significant results (where \( p < .05 \)). Likewise, several distinctive themes emerged from the subsequent qualitative and mixed methods analyses. Findings suggest that civilian educators should be able to implement organizational changes within a military educational setting if they collaborated with one another and with their military counterparts to promote desired leadership practices that generate and sustain effective educational changes.

Purpose of the Study

This explanatory sequential mixed methods inquiry aimed at 1) examining the degree of implementation of Kouzes and Posner’s (K & P)
exemplary leadership practices by civilian academic leaders from their own and their constituents’ perspectives. It also aimed at identifying the supports of, and obstacles to, effectively implementing the practices leading to school reform; and 2) explaining the relationship between the educational transformation of a language school setting with a deeply-ingrained military culture and the effective implementation of those specific leadership practices.

Research Questions

Q1: What were the different levels of implementation on a 10-point Likert scale of the leadership practices of modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart as perceived by civilian academic leaders and their respective followers at the DLIFLC?

Q2: What obstacles did civilian-academic leaders identify to the effective implementation of Kouzes & Posner’s research-based leadership practices?

Q3: How did civilian academic leaders in a military setting perceive their role in the change process and the impact on school transformation of such effective leadership practices as Kouzes & Posner’s?

Key Findings

The quantitative approach which made use of both inferential and descriptive statistics was computed based on data collected from 24 online LPI Self-surveys and 98 hardcopies of the LPI Observer-surveys. This quantitative data evaluation yielded statistically significant results pertaining to the independent variables of Role and Position (but not Age Group, Gender, or Service Span), particularly between leaders and non-leaders, in their interaction with the five dependent variables of Modeling, Inspiring, Challenging, Enabling, and Encouraging, which corresponded to Kouzes & Posner’s Five Practices of Exemplary Leadership.

The study found that civilian academic leaders at the DLIFLC were able to implement K & P’s leadership practices in varying degrees. The implementation of the five exemplary practices was perceived to be within the control of the academic leaders and not system- or institution-imposed. There were a few external and mandatory obstacles that those leaders perceived to impact the ability to effectively implement those desired practices. However, the internal and voluntary nature of the behaviors within the leaders’ work environment indicated that it was within the academic leaders’ capacity to overcome the perceived obstacles and bring about changes to the organizational culture.

Another important finding was that all interview participants and questionnaire respondents pinpointed many different, yet complementary, leadership styles. The most prominent leadership styles mentioned, which
might lead to organizational transformation, were Authentic, Conversational or Dialogic, Participatory, Relational, Servant, Situational, Distributed, Facilitative, Inclusive, Kind, Productive, Transformative, Differentiated, and Eclectic Leadership. All of these leadership styles, and a few others, have been well supported by recent leadership studies.

**Major Implications**

Findings suggested the prominent role that civilian educators within military institutions similar to the DLIFLC could play in bringing about meaningful cultural transformation to long-established academic environments. This could be achieved by promoting exemplary leadership practices like Kouzes and Posner’s and by confronting the constant obstacles of military bureaucracy, overbearing leadership, lack of evidence-based research, and dearth of professional development programs to train change agents to think long-term and strategically.

Another implication is the call for the transformation of the professional practice of academic leaders. That is to say, a paradigm shift in leadership preparation programs is required. Academic leaders need to be versed in several instructional leadership methodologies. They should seek professional development opportunities and learn ways to implement leadership practices such as Kouzes and Posner’s. They need to evolve, find support, and overcome obstacles to implementing change. They must also recognize the primacy of relationships in an organization and foster interpersonal and communication skills.

Finally, this study may have essential implications for social change. Effective school leadership and successful change initiatives are concomitants. John Dewey (the reformer), Paul Freire (the revolutionary), and Michael Fullan (the change advocate) have agreed that what brings about change and improvement is not power, control, or coercion, but empowerment, involvement, and accountability. Thus, educators at any level would be open to change if they are active participants in the process and empowered by leadership. Conversely, resistance to change intensifies when there is lack of incentives for making the change, lack of involvement of those directly affected by the change, and lack of communication on the part of authoritative leaders, dictating and imposing change and reform.
Note

1. A complete list of references is in the full text of the dissertation.

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Goethe and Hafiz: Poetry and History in the 
West–östlicher Divan

Dissertation Abstract

Mir-Shafiq Shamel

The *Divan*, as “Goethe and Hafiz: Poetry and History in the West–östlicher Divan” argues, constitutes a turning point in the history of subjectivity in German poetry. Goethe’s invention of this possibility of poetic enunciation is a function of his conception of both history and nature. In exploring the intellectual and historical significance of the *Divan*, this study considers Goethe’s conception of history in relation to Hegel’s philosophy of history as well as to the notion of progress throughout the nineteenth century. In particular, this work focuses on Goethe’s critical stance toward a linear notion of historical progress in the *Divan* and in *Faust II*. The temporality of the poetic event in Goethe’s *West–östlicher Divan*, as this study contends, consists of the contemporaneousness of memory and the moment, of the past and the present.

The thesis also demonstrates how the rise of the aesthetics and the transition from a theological to a secular-humanistic conception of history and humanity positively influenced the reception of non-European literature at the end of the eighteenth century. This study argues that the fourteenth century Persian poet Hafiz owes his presence in the *Divan* to a cross-cultural and a cross-temporal poetic vision that has its roots in the European Enlightenment. Hence, poetic appropriation is viewed both as a result of, and an alternative to, colonial practice. Goethe’s affinity with Hafiz, as this study argues, resides both in Hafiz’s anti-dogmatic tendencies of thought and worldliness. Life and the immediacy of the moment are constituent elements of the worldview of Hafiz as well as of Goethe despite their different understanding of the transience of existence.

The analysis of the works of Sir William Jones (1746-1794) and Baron Josef Freiherr von Hammer-Purgstall (1774-1856), translators of Oriental poetry into English and German, elaborates on how translation involves not only the transfer but also the transformation of the “original”. In addition, by incorporating theories of translation since the eighteenth century and thereby examining the notion of fidelity in translation, this analysis elucidates how the translation affects the language and literary conventions of the translator by affording the possibility of new compositional forms, expanding literary “modes of signification”, and facilitating literary and cultural transformation.
Author

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A Developmental History of the Hispano-Romance Verb Conjugations

Dissertation Abstract

Thomas William Stovicek

This study outlines the development of Portuguese and Spanish verbal morphology from Latin in the context of the Hispanic branch of Romance, with a focus on the conjugational classes, whose number has been reduced to only three in this branch of Western Romance. It is innovative in approaching the topic as a study of sequential productive grammars in an Item and Process type framework. We have found evidence to indicate that in addition to regular phonological change, morphological restructuring and language contact each played an important role in the reclassification of the Latin verb classes II-IV into the verb classes of the Hispano-Romance daughter languages. The historical data studied have been collected from published secondary sources of manuscript and dialectological data and supplemented with data from searchable electronic corpora. The dissertation consists of the following chapters and appendices:

Chapter 1: Introduction
Chapter 2: Verbal Morpho-phonology of Classical Latin
Chapter 3: Historical Morphology and Phonology in Generative Grammar
Chapter 4: Relevant Phonological Changes in the Vulgar Latin of the Iberian Peninsula
Chapter 5: Historical Data from Hispano-Romance
Chapter 6: Relevant Changes in the Morpho-Phonology of the Hispano-Romance Languages
Chapter 7: Summary and Conclusions
Appendix A: Color key to Classical Latin and Hispano-Romance verb data
Appendix B: Classical Latin simple verbs with Modern Spanish and Portuguese reflexes
Appendix C: Classical Latin compound prefixed verbs and Modern Spanish and Portuguese Reflexes

Chapter 1 presents the scope of the research question. It documented that the verbs of Spanish, Portuguese, and other Romance Languages of the Hispanic branch are classified into three groups (conjugations) due to the patterns of their inflectional paradigms. Classical Latin (CL), which is the best
representation available of the oral language from which all Romance languages developed, is typically said to have four conjugations rather than three. Previous analyses of how this system evolved from the four-conjugation system of CL to the three-conjugation system of the Hispano-Romance language have approached this problem from the perspective of regular historical sound change. A comparison of the data from Spanish and Portuguese indicates that regular sound change alone does not adequately account for the fact that certain verbs from CL belong to different conjugations in these two closely-related languages today.

Chapter 2 summarizes the research which addresses the morphology of Classical Latin, with particular emphasis on the work of Redenbarger (1976) which breaks from the classical analyses by using an Item and Process framework for describing CL inflectional morphology. This approach reveals a five-conjugation system for CL, which stands in contrast to the classical four-conjugation characterization.

Chapter 3 describes the theoretical framework in which the data used was analyzed. The framework adopted (one which has been advocated by Kiparsky (1965), King (1969), and others) is to approach historical linguistics as the study of successive generations of productive, synchronic grammars, each producing the language output for the various historical phases of the language in question. The relevant aspects of the previous grammars are reconstructed from available data (i.e., historical texts) and language change is described in terms of how the rules of successive grammars differ. It also describes the roles that child language acquisition plays in language change.

Chapter 4 reviews some of the major morpho-phonological developments which occurred in the Vulgar Latin (spoken Latin as opposed to written Classical Latin) of Roman Hispania. These changes set the stage for the divergence of the various Hispanic languages and for the development of their three-conjugation system of verbal morphology.

Chapter 5 describes and cites the texts from which the data were collected. The method used to encode and organize the data is also described in detail. The data collected and analyzed came from studies of Classical Latin, Modern Spanish (Castilian), Modern Portuguese, Old Castilian, Old Portuguese, Galician, Western Asturian, Asturian, Leonese, Navarro, and Catalan.

Chapter 6 examines the changes in the morpho-phonology that took place in Hispano-Romance (HR), which ultimately led the HR verbs of Latin origin to fit into the modern three-conjugation system. This chapter also highlights the important distinction between orally-transmitted words in Romance languages and Latinisms, which is key to understanding the data. The fate of the CL verbs from each of the five conjugations described by Redenbarger (1976) in each of the modern Hispanic languages is described, with care taken to separately analyze the development of orally-transmitted words, Latinisms and Latin prefixed compound verbs.

Chapter 7 summarizes the findings of the study and conclusions drawn by the researcher. Among the most significant of these are the following:
• For orally-transmitted verbs, a significant divergence between Spanish and Portuguese occurred among the verbs originating in the CL conjugation III (Ø-theme) verbs. In Spanish, those verbs whose root vowels (RV) were /i/ and /u/ in CL all entered the third conjugation. In Portuguese, only those few with an RV of /u/ became third conjugation verbs.

• For orally-transmitted verbs, the few that survived from the CL conjugation III mostly became second conjugation verbs in Hispano-Romance.

• Latinisms show a different patterning with regard to conjugation class membership in the modern Hispanic languages.

• Many older Latinisms became second conjugation verbs in the modern Hispanic languages, whereas more recent borrowings from Classical Latin mostly entered as third conjugation verbs.

• Regular sound change, morphological restructuring, and a complex language contact dynamic all played a role in the development of the modern Hispanic verb conjugation classes.

Appendix A illustrates the color coding used in the database of verb data.

Appendix B is an extensive table of Spanish and Portuguese verbs from the second and third conjugations alongside the Classical Latin verbs from which they originated.

Appendix C is a table of the compound prefixed verbs of Classical Latin which have survived in the modern Hispanic languages alongside their modern reflexes in Spanish and Portuguese.

Notes

1. A complete list of references can be found in the dissertation.

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Chinese Visual Poetry

Dissertation Abstract

Hanwei Tan

This dissertation examines “Chinese visual poetry.” It establishes the concept and defines the term with regard to the relationship of shiyi [poetic quality] and xiang [image, or form], which interact in various visual representations of literary phenomena. In Chinese literary history, visual poetry does not yet have a proper place, because it has been ignored as a literary genre. But there it is shown to range from the origins of Chinese pictograms to contemporary postmodernist literary and other art forms. In what I call a micro-aesthetic approach, I first examine its existence and performance in the earliest forms of Chinese characters (Chapter One). I then expand the approach to the study of literary forms called zati [other genres], which have been marginalized by mainstream literature, as well as to non-literary art forms. When exploring the shiyi-xiang interaction in poetic lines and larger forms, I investigate a wanzi [word play] culture that has contributed much to the development of marginal literature and art (Chapter Two). In Chapter Three, I discuss calligraphy for what it reveals about the visual relation between the written characters and the images they suggest. Because it mixes verbal and visual signification in a subtle and unique artistic way, I consider calligraphy the highest form of Chinese visual poetry. In Chapter Four, I explore Chinese avant-garde visual poetry as it has developed in Taiwan and mainland China in the past fifty years, to some extent under the influence of Western and Japanese avant-garde movements. Counterparts to Western visual and concrete poetry may be found in Chinese literary and art forms such as “new poetry,” avant-garde art, new stage art, and design.

Methodologically, besides following traditional Chinese literary and aesthetic theories such as the shiyi-xiang relationship, I have also applied Western theories of verbal-visual interactions to earlier “pattern poetry” and twentieth-century visual and concrete poetry to forge understanding of the nature, scope, and variety of Chinese visual poetry.
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Analysis of the Relationship between Learning Styles and the Oral Proficiency Achievements of Adult Learners of Arabic

Dissertation Abstract

Issam Tnaimou

Introduction

The concept of learning styles has been explored since the advent of C.G. Jung’s psychological types theory in the 1920s, but the findings have been conflicted and questionable (Pashler, McDaniel, Rohrer, & Bjork, 2008). Although many researchers believe that the theory of learning styles could foster and even predict academic achievement, few support the notion that a definitive answer has yet appeared. Gardner (1999) stated that learning styles have a crucial role in assessing and improving learning and academic performance. Kolb (1984) suggested that learning style models, in addition to ability, should be considered in school settings and academic performance. Wong and Nunan’s study (2011) on learning styles and effective language learning revealed key differences in learning styles and patterns of language use. According to Wong and Nunan, a communicative style was dominant among the more effective language learners whereas an authority-oriented style was more dominant among less effective language learners. Their findings align with the communicative approach theory as “the communicative learners can be characterized as field independent and active while the authority-oriented learners exhibit characteristics of field-dependence and passivity” (Wong & Nunan, 2011, p. 152). Sullivan, Colburn, and Fox (2013) asserted that learning styles influence students’ perceptions of course material and their overall level of satisfaction and that the diversity of the teachers’ instructional styles impacts student learning in a positive way.

On the other hand, several theorists in the field of psychology and neuroscience, who do not necessarily support the notion of learning styles, believe that the brain and senses work harmoniously to learn new concepts. Sousa (2011) claimed that several factors influence academic performance, but learning styles is not one of them. Sousa added that three elements increase intrinsic motivation—choice, relevancy, and engagement. Sparks (2006), critiquing findings and theories suggesting the benefits of matching instruction with student learning styles, asserted that most of the empirical evidence dating to the 1970s has shown that matching students’ preferred learning styles with compatible teaching methods does not improve academic achievement.
According to Pashler et al. (2008), some students may benefit from a course being presented in a certain way, but the usefulness of classifying student learning styles has yet to be demonstrated.

**Statement of the Problem**

Although there is a plethora of research on learning styles, very few researchers in the field of second language acquisition have used pure statistical methodologies to demonstrate the impact of learning styles on academic achievements and oral proficiency abilities (Jones, 2009; Pashler et al., 2008; Sparks, 2006). The Defense Language Institute Foreign Language Center (DLIFLC), a military language school in Monterey, California, specializes in teaching over 20 foreign languages to thousands of military personnel. Learners of Arabic do not perform as well on the oral proficiency exit test as they do on listening and reading proficiency tests. Over 70% of the students of Arabic get 1+ (on the Interagency Language Roundtable language proficiency rating scale) in the final speaking test, which is the minimum requirement for graduation. The present study’s focus was on investigating whether students’ learning styles correlated with oral proficiency test performance.

**Purpose of the Study**

This quantitative study analyzed the relationship between learning styles and the oral proficiency achievements of adult learners of Arabic—Modern Standard Arabic (MSA), the Iraqi dialect, and the Levantine dialect—at the DLIFLC. Statistical analyses were used to examine the association between the Felder-Solomon Index of Learning Styles (ILS) questionnaire and the Oral Proficiency Interview (OPI) test scores. Both the ILS and the OPI are valid and reliable. The focus was on whether there was a significant difference in the OPI performance among four groups of learners: active versus reflective, sensing versus intuitive, visual versus verbal, and sequential versus global. Gender’s effect on the OPI scores, learning styles, and disenrollment rates was also examined. Another aspect investigated was the association between learning styles and student disenrollment from the Arabic (MSA) and dialect (Iraqi and Levantine) programs.

**Research Questions**

Five research questions were developed to guide the study:

Research Question 1 (RQ1): Which learning styles are evidenced by female and male students of Arabic and dialects (Iraqi and Levantine) as measured by the ILS?

Research Question 2 (RQ2): Is there a significant correlation between preferred learning styles, as measured by the ILS, and the speaking scores, as measured by the OPI, among students of Arabic and dialects at the DLIFLC?
Research Question 3 (RQ3): Is there a relationship between learning styles, as measured by the ILS, and disenrollment?

Research Question 4 (RQ4): Is there a relationship between learning styles, as measured by the ILS, and the speaking scores, as measured by the OPI, among students of dialects only (Levantine and Iraqi)?

Research Question 5 (RQ5): Are there differences between males and females in their OPI scores and in their disenrollment rates?

Method

A series of chi-square tests were run to determine if learning styles were associated with student OPI scores. The objective was to investigate the possibility of a significant difference in the OPI performance, learning styles, and disenrollment of four groups of learners: sensing versus intuitive, visual versus verbal, active versus reflective, and sequential versus global; between males and females. In the chi-square analyses, all variables were dichotomous (e.g., males versus females, visual vs. verbal, 1+ vs. 2, etc.). The existence of significant relationships between the independent and dependent variables led the researcher to calculate the odds ratio to determine the strength of associations.

The randomly selected sample for this quantitative study consisted of 55 female and 197 male students between the ages of 18 and 38 \( (N = 253) \). It included students from the three Arabic schools at the DLIFLC. Of the 253 participants, 133 were students of Modern Standard Arabic, 77 of the Levantine dialect, and 43 of the Iraqi dialect. A week prior to the first day of class, participants took the ILS, which showed the students’ dominant learning styles based on four dimensions. They took the OPI after at least 60 weeks in the language programs. Their OPI scores ranged between 1+ and 2. The data also included students who had been academically disenrolled.

Findings and Conclusion

The relationship between learning styles and disenrollment, between learning styles and Arabic and dialects (Iraqi and Levantine) proficiency, between gender and the OPI scores, and between gender and disenrollment did not reveal any significant associations; therefore, the null hypotheses were retained for research questions 3, 4, and 5. The results of research questions 1 and 2, however, did reveal two crucial findings: women had more of a sequential learning style when compared to men \( (\chi^2 (1) = 5.57, p = .018) \), and a greater proportion of subjects with a verbal learning style scored a 2 on the OPI when compared to subjects with a visual learning style \( (\chi^2 (1) = 5.93, p = .015) \). The odds ratio indicated that women are 2.09 times more likely to be sequential than men, and verbal learners are 2.29 times more likely to get 2 on the OPI than are visual learners.
As the intense debate over the relationship between learning styles and academic achievement continues to create pro and con positions in the field of foreign language education, the current study’s findings confirm that subjects with verbal learning styles are more likely to reach a higher speaking proficiency than those with visual learning styles, and that women have more of a sequential learning style when than do men. Even though the research is congruent with the notion that verbal learners are expected to excel at learning foreign languages, future studies are needed to investigate and compare learners across the four ILS dimensions rather than just within continua. Such research may be important to practitioners because it could demonstrate evidence regarding the optimal four learning style combinations needed to reach a high speaking proficiency. Another highly recommended future direction is an investigation of the social and biological reasons behind the globalness of men and the sequentiality of women’s cognitive styles. Understanding the triggers for sequential and global learning preferences among men and women could contribute to implementing pedagogy compatible with the ways men and women learn.

Note

1. Refer to the full text of the dissertation for a complete list of references.

Author

Issam Tnaimou, Ed.D. (Argosy University). Associate Professor, Academic Support, Provost Office, Defense Language Institute, Foreign Language Center. Specializations: second language acquisition, Arabic language teaching, program management, program evaluation, faculty education and training. Email: Issam.Tnaimou@dliflc.edu
The Impact of Asynchronous Online Discussion on Writing Proficiency in an Immersive Foreign Language Environment

Dissertation Abstract

Bushra Wilkins

Statement of the Problem

Many foreign language students demonstrate insufficient written communication skills (Lee & Chen, 2010).\(^1\) Evidence in the literature indicates that, as writing instruction does not receive the same emphasis as other skills (Aljumah, 2012), many factors may affect the development of foreign language (FL) students’ writing proficiency. Among these factors are lack of time in face-to-face (FTF) classes and deficiencies in the curriculum (Ismail, Hussin, & Darus, 2012); decreased motivation for writing resulting from ineffective engagement strategies (Sabet, Tahriri, & Haghi, 2014); and the perceived value of writing in relation to other FL skills development (Fang, 2010). To offset these deficits, instructors of FTF courses have incorporated online communications technologies, such as asynchronous online discussion (AOD). The problem addressed in this study was whether AOD affected writing performance and motivation, between learners who did or did not engage in AOD, when the design of the study used both treatment and control conditions.

Although studies have examined the effectiveness of AOD (Beckett, Amaro-Jimenez, & Beckett, 2010; Nandi, Hamilton, & Harland, 2012), there is little evidence about participants’ experiences using AOD in a FTF FL language setting. From the perspectives of teaching methodology and curriculum development, understanding what students do and do not like about a new teaching technique is important (Little-Wiles & Naimi, 2011). From a design point of view, many studies in the field employ only a treatment, with no control (Ghandoura, 2012; Omar, Embi, & Yunus, 2012), thereby reducing the ability to make appropriate causal claims about the effectiveness of AOD.

The purpose of this study was two-fold, composed of an efficacy study and an evaluation study designed to address three specific research questions (RQ). There were two aims of the efficacy study: (1) to investigate whether employing AOD in a FTF learning environment contributed to improved performance in writing skill for foreign language learners compared to students
who received instruction only through a classroom-oriented teaching approach; and (2) to investigate to what extent engaging or not engaging in AOD affected foreign language learners’ motivation for writing while receiving instruction in a FTF setting. The evaluation study explored students’ perceptions of the value of interaction conducted in the AOD as it pertained to writing instruction. Understanding participants’ experiences provides information relevant to teaching methodology and curriculum design, as well as context to the findings from the efficacy study. The research was situated in a FTF foreign language program at the Defense Language Institute Foreign Language Center (DLIFLC) in Monterey, California.

Research Methodology

The methodology employed for this study involved the conduct of two separate studies. In the efficacy study, quantitative methods gathered data associated with outcomes related to performance and motivation using a pretest-posttest, control group research design. A 2x2 factorial design assessed whether students’ engagement in AOD plus FTF (treatment condition) resulted in different performance in writing skill, as well as changes in motivation, relative to students who received teaching in a FTF setting only (control condition). Writing assessments and a survey collected quantitative data used to compare results between the two groups and analyzed through inferential statistics to assess the potential impact of an AOD + FTF intervention. A second independent study utilized a multiple-case study approach to collect qualitative data through semi-structured interviews. The objective was to gather and analyze information about students’ perceptions of three types of interaction (learner-content, learner-instructor, and learner-learner) regarding the value of the AOD process in contributing to the pedagogical objective.

The target population consisted of all current foreign language students enrolled in a face-to-face educational environment in the DLIFLC. Students participating in the study (N=40) constituted a representative sample of the population. Equal-sized treatment and control groups were assigned through modified probability sampling using cluster-sampling procedures. For the evaluative study, a purposeful random sampling technique was employed to select eight participants for interview.

The researcher developed three data collection instruments used in the study: an analytic writing rubric; student motivation questionnaire; and an interview protocol. Quantitative data was collected in two stages, pre-test and post-test, in order to measure performance on writing assessments, as well as motivation related to writing. Qualitative data was collected in post-test, using semi-structured interviews to gather information related to students’ perceptions.
Findings

The first Research Question (RQ 1) examined the outcome of performance, based on the differences in treatment conditions. Results of the statistical analyses confirmed that the participation in the AOD process resulted in a significant difference, with a medium effect size, on scores for students in the treatment group. Additional analyses of the writing grade rubric criteria showed varying significant effects on each of the variables.

The second Research Question (RQ 2) investigated the outcome of motivation, whether there was a difference in the levels of extrinsic and intrinsic motivation between students who did or did not engage in the AOD process. Results of the statistical analyses revealed that the process produced a large effect on levels of intrinsic motivation for students in the treatment group, whose scores increased significantly from pre-study to post-study, but not for students in the control group. The AOD process did not significantly affect levels of extrinsic motivation.

The third Research Question (RQ 3) explored phenomena associated with online interaction and how students enrolled in a FTF learning environment perceived the impact of that interaction on their learning processes in relation to writing. Organization of the analyses of interview data for each case and across cases was aligned with regard to the three types of interaction explored in the study: learner-content, learner-instructor, and learner-learner. Analyses revealed two major themes for interaction related to learner-content: (1) topic specificity; and (2) collaborative learning. For learner-instructor related interaction, analyses revealed two major themes: (a) corrective feedback; and (b) effective learning. Only one major theme related to learner-learner interaction was discerned: active participation. Major findings revealed that participants in the AOD process considered the interaction for learner-content and learner-instructor beneficial to the learning process. However, participants did not consider the online learner-learner interaction as effective due to the daily face-to-face interaction most participants experienced in the classroom.

Conclusions

Knowledge gained through this research helped inform whether combining AOD and FTF foreign language instructional settings led to improved writing proficiency and increased motivation for writing, as well as to the understanding of the learning experiences. Results of the efficacy study demonstrated how foreign language learners at the cusp of intermediate level proficiency could reach higher levels of achievement in a very short time. Language skills, such as writing proficiency, which often do not receive specific emphasis in the FTF classroom, can be effectively targeted and enhanced
through a focused AOD process, without affecting classroom time. By linking learning activities to authentic and relevant real-world tasks, the AOD process promoted students’ conscious perception of the value of course materials, resulting in a corresponding effect on their motivation for the task.

Note

1. The reference list is included in the full text of the dissertation.

Author

_Bushra Wilkins_, Ph. D. (Northcentral University). Associate Professor, Middle East School I, Undergraduate Education, Defense Language Institute Foreign Language Center. Specializations: L2 acquisition, instructional design and technology, diagnostic assessment, curriculum development, and E-Learning. Email: Bushra.Wilkins@dliflc.edu
Exploring Metacognitive Online Reading Strategies of Non-Native English-Speaking Translation Students

Dissertation Abstract

Shayesteh Zarrabi

International students, a growing population in US universities, need excellent reading skills in order to succeed. American universities also benefit from admitting students who do not require remedial English classes. Reading online has become an integrated part of a college education, which requires students to have additional skills. Awareness and usage of online reading strategies, known as metacognitive online reading strategies, are proven tools to enhance reading skills online.

The purpose of this mixed-method study was to investigate the metacognitive online reading strategies employed by highly proficient non-native English-speaking graduate students in the Translation, Interpretation and Language Education program at the Middlebury Institute of International Studies in Monterey to find out the types of reading strategies students use and how they use them when reading academic texts online. Two conceptual frameworks were employed to analyze the data: metacognition theory and metacognition model.

The research questions for this study were as follows:

1. What types of metacognitive online reading strategies do non-native English translation students report using?
   a. What is the distribution of the reported strategies among the three categories of global strategies, problem-solving strategies, and support strategies?
   b. What strategies are used the most, and what strategies are used the least?

2. How do the non-native English-speaking translation students employ the metacognitive reading strategies when reading online?

   To answer these questions, quantitative data were collected from 46 students through the Online Survey of Reading Strategies (OSORS). Qualitative data were obtained through recording think-aloud sessions with six volunteers.
who individually read a Test of English as a Foreign Language (TOEFL) practice passage and said what they thought as they read the passage.

The quantitative findings revealed that students used most OSORS strategies in the three categories or Global (GLOB) strategies, Problem-solving (PROB) strategies, and Support strategies (SUP). The distribution of strategy use is illustrated in Table 1.

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>High Usage</th>
<th>Moderate Usage</th>
<th>Low Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOB</td>
<td>10</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>PROB</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SUP</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total (N = 38)</td>
<td>22</td>
<td>13</td>
<td>3</td>
</tr>
</tbody>
</table>

The table shows the use of strategy in each category. The participants reported high usage of 10 out of the total 18 strategies in the GLOB category (56%); 10 out of 11 strategies in the PROB category (91%); and two out of nine strategies in the SUP category (22%). They reported a moderate usage of eight out of 18 strategies in the GLOB category (44%); one out of 11 strategies in the PROB category (9%); and four out of nine strategies in the SUP category (44%). Neither the GLOB nor the PROB categories had averages that indicated low usage of the related strategies (0%). In the SUP category, by contrast, three out of nine strategies (33%) had low usage.

The qualitative data analysis revealed that students used most of the strategies relevant to the reading task. Moreover, they gave precedence to focusing and maintaining a steady reading pace over other strategies, and bundled related strategies to understand difficult text. Strategies such as slow reading, rereading, reading aloud, and guessing meanings were activated together. Data also showed that the students used various computer skills depending on their reading needs, engaging in parallel metacognitive processing to their reading. Finally, the participants valued reading as part of their career, and made comments on the contents of real-world passages. A new reading model includes placing the text in the context of the world to remember its content.
Metacognitive Reading Strategies

Figure 1
(The circles represent the six primary components of metacognition).

Author

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E-andragogy and E-learning: Exploring Adult Learners’ Perspectives and Practices of Web-based Distance Education

Dissertation Abstract

Jing Zhang

Understanding the Context and Goals of the Study

Distance education is not a new concept. Its history in the United States can be traced to the 1800s and stemmed from a need for adult learning. In nineteenth-century America several informal programs in adult education existed prior to any organized efforts. In 1873, Anna Ticknor created a learning group to encourage home study opportunities for women by sending materials by mail. Pennsylvania State University was one of the first to establish its distance education network in 1886.

Throughout the history of human communication in education, advances in technology have powered paradigmatic shifts in education (Frick, 1991). Media has played an essential role in the establishment of teacher and student communication and is a vital element of successful distance education.

Distance education, especially web-based distance education (WBDE), is being developed at a rapid pace with the Internet and other new-media technologies, which shows the potential to change the face of education. As we enter the information age in the 21st century, the Internet plays an important role, and WBDE is the hottest trend today. The Sloan Consortium (2006) reported that more than 96% of colleges and universities in the United States offered online courses and that almost 3.2 million students were taking at least one online course during the fall 2005 term.

Increasing numbers of adults are seeking professional certification through distance education. According to Moore and Kearsely (2005), most of these students are between the ages of 25 and 50. Education and training programs for adults come in all shapes, sizes, and formats (Caffarella, 2002). Distance education via the Internet takes education out of the classroom and into cyberspace, so distance education occurs anywhere, anytime, even “just in time” (Shea, Gadina, & Schreiber, 2002). WBDE is the preferred educational opportunity for many learners.
Purpose of the Study

Many researchers have studied traditional distance education programs, but there is not much research to substantiate the impact that WBDE has on students. Online courses, partly or completely delivered via the Internet, constitute a new phenomenon in colleges and universities. As noted by Phipps and Merisotis (1999), “The research on distance education has a long way to go, and much of it is inconclusive” (p. 8). This study describes how WBDE learners have been affected by their experiences, and examines how online courses have met learners’ needs, and shares learner feedback.

Research Method

To understand the participants’ perspectives of their experiences and expectations of web-based distance education, this study employs qualitative data analysis. The research inquiry is based on grounded theory, a systematic qualitative research methodology in the social sciences, which emphasizes the generation of theory from data in the research process (Glaser & Strauss, 1967). It systematically examines qualitative data such as transcripts of interviews, protocols of observations, etc., for the generation of a theory. Although seen as a qualitative method, grounded theory goes further in that it combines specific research (or a paradigm) with a pragmatic theory of action and methodological guidelines (Allan, 2003).

Critical theory’s framework is used to guide the study’s approach. The WBDE, a new phenomenon within the rapid development of information technology, has brought new changes and forces to education. Moreover, critical pedagogy, applicable for self and social changes, is integrated into the research approach. Critical theory and critical pedagogy allow an in-depth exploration of the WBDE. The research approaches and research questions are displayed in Table 1.
Table 1  
Research Approaches and Research Questions

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Source</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the current web-based distance education learners’ background, and what are the reasons they took web-based distance education?</td>
<td>Survey part two</td>
<td>Survey part three</td>
</tr>
<tr>
<td></td>
<td>Online course attitude Likert-Scale questions</td>
<td>The open-ended questions Interview</td>
</tr>
<tr>
<td>2. What barriers and challenges are these Web-based distance education learners facing?</td>
<td>Survey part two</td>
<td>Survey part three</td>
</tr>
<tr>
<td></td>
<td>Online course attitude Likert-Scale questions</td>
<td>The open-ended questions Interview</td>
</tr>
<tr>
<td>3. What are learners’ expectations of, and suggestions for, web-based distance education?</td>
<td>Survey part two</td>
<td>Survey part three</td>
</tr>
<tr>
<td></td>
<td>Online course attitude Likert-Scale questions</td>
<td>The open-ended questions Interview</td>
</tr>
</tbody>
</table>

Discussion, Conclusion, and Recommendations

The research explored adult learners’ perspectives and practices of WBDE; the reasons why learners took WBDE were analyzed; the barriers and challenges of WBDE were investigated; recommendations were made; and learners’ suggestions and expectations on WBDE were presented. This study has provided insight into learners’ perceptions of WBDE as offered by most universities in the US, whether they were stand-alone distance education programs or traditional education programs featuring a WBDE component.

The driving force of this research is to explore learners’ perspectives and practice of web-based distance education. Three research questions were answered by survey result analysis. The results indicate learners well prepared for WBDE in terms of computer literacy, online course orientation, and hardware and software knowledge. They understood the advantages of WBDE, which encouraged them to take WBDE (addressing Research Question 1). The barriers and challenges of WBDE were addressed by Research Question 2. Issues such as online social isolation, online learning responsibility, and technology frustration influenced learners’ satisfaction, comments, and the learning outcomes of WBDE. At the end of each topic, recommendations were given. For Research Question 3, learners have provided suggestions and
described their expectations, which gave insight into web-based distance education for both WBDE instructors and online learners. This research is a beginning for understanding the phenomenon of WBDE for adult learners.

Note

1. A complete list of references can be found in the dissertation.

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Jing Zhang, Ph.D. (New Mexico State University). Associate Professor, Asian School I, Undergraduate Education, Defense Language Institute Foreign Language Center. Research Interests: educational perspectives and theories in mobile learning, web-based technologies for foreign language teaching and learning, development and implementation of technology-mediated online courses, instructional application of emerging technologies, support for students in distance learning, technology-mediated assessment, evaluation of pedagogical effectiveness of using instructional technologies, adult education. Email: jing.zhang1@dliflc.edu
Burying the “Wandering Soul”:
The Predicament of Pearl S. Buck’s
Traditional Chinese Humanistic Ideal
amidst China’s Cultural Transformation

Dissertation Abstract

Yu Zhang

Celebrated for her idealism and boundless optimism, American author Pearl S. Buck emerged as one of the most controversial figures in the cross-cultural landscape between China and the United States throughout much of the twentieth century.

She embarked on her literary career at a time when China was undergoing an unprecedented wave of social, political, cultural, and intellectual transformation in the wake of the collapse of Confucian orthodoxy. Profoundly involved in that historic movement, she identified with contemporary Chinese intellectuals in the quest for the reconstruction of China’s cultural and national identity.

From a socio-historical and cross-cultural perspective, this dissertation, in the context of China’s rapidly shifting power dynamics between tradition and modernity, endeavors to examine Pearl Buck’s traditional Chinese humanistic idealism on the basis of the textual analysis of her Chinese-themed writings.

Pearl Buck’s traditional Chinese humanistic ideal was inspired by her experience of assisting John Lossing Buck in his effort to conduct the fieldwork on China’s farm economy in Nansuchou. Through her keen observation of and superior intimacy with the Chinese peasantry, she acquired a wealth of first-hand knowledge of the heartland of rural China, which allowed her to artistically represent an authentic pre-modern rural Chinese community in The Good Earth.

In contrast to Westerners either enslaved by modern scientism or tortured by a guilty conscience resulting from the reverence of God, Wang Lung and his like-minded Chinese peasants, subject to hostile living conditions, maintain an overwhelming sense of inner freedom and deliver a prevailing tone of optimism, both of which coincide with the quintessence of traditional Chinese aesthetic culture. Pearl Buck in The Good Earth constructed an “agrarian utopia”, characterized by a harmonious blend of moral Confucianism and emotional Taoism, creating a narrative structure compatible with the permanence of the rural lifestyle. Despite her penetrating nostalgia for primitive simplicity and innocent rusticity, Pearl Buck awakened to the fact that the century-old dynastic
cycle, although peaceful and powerful, had encountered an unprecedented crisis from Western civilization. She also lamented the alienation from the land associated with decadence and corruption. On the other hand, she identified an obsession with the land as the fundamental source of the inward-looking feudalistic ideology that prevented modernization in China. The agrarian past was irrevocably gone, but modernity remained vague and elusive.

In response to the disintergration of her “agrarian utopia,” Pearl Buck turned to newly emerging Western-educated Chinese intellectuals grappling with the promise of achieving Chinese modernity. In the two essays written during the early stage of her literary career, she expressed cautious optimism toward the dramatic change occurring in the minds of young Chinese, which inspired them to shake off the cumbersome cultural tradition but alienated them from the fundamental expression of traditional Chinese humanism. She leveled relentless criticism against self-proclaimed cosmopolitan Chinese intellectuals, who disguised themselves under the cloak of patriotism but were far removed from their ancestral root. Rather than elite governance advocated by her most notorious detractor Kiang Kang-hu, Pearl Buck suggested a populist approach to modernizing China through intellectual stimulation. In *Kinfolk*, she portrayed a pair of sharply contrasted characters of overseas Chinese intellectuals: Dr. Liang, who indulges himself in fabricating and promoting a flawless image of Chinese civilization in the Chinese community of the United States, and his son James Liang, who instead seeks to awaken the spirit and illuminate the mind of the grassroots Chinese by returning home to apply his medicinal expertise for the benefit of his countrymen. His “enlightenment” journey, however, ultimately evolves into a root-seeking “pilgrimage” as Pearl Buck, in her effort to allow James to fully assimilate himself into his native land, both physically and spiritually, created a conciliatory figure Yumei as the cultural mediator to dilute the irreconcilable tension between the conventional value of rural China and the brand-new mentality from the modern West. The delicate balance in which “Western mind” dissolves into “Chinese consciousness,” in the final analysis, unveils Pearl Buck’s inner anxiety to struggle with the search of cultural identity as a “Third Culture Kid.”

Unlike radical Chinese intellectuals seeking to break with Confucian culturalism, Pearl Buck was convinced of the powerful sustainability of its dominant form, Chinese familism, which epitomizes a deep-rooted humanistic spirit essential to the rise of national consciousness. In the novel *Dragon Seed*, she delivered a distinct tone of idealism by describing how a traditional Chinese rural family awakens to the call of nationalism, implying that China’s national identity is largely defined by its cultural ethos rather than political entity. Although she identified the urgency of transforming the conventional Chinese perception of the world, Pearl Buck, to a substantial degree, romanticized cultural universalism in the process of shaping Chinese nationalism. Her cross-cultural imagination of China as a modern nation state, therefore, also demonstrates a predicament of her traditional Chinese humanistic ideal.
Whereas most of the Western Sinologists, on the premise of the parochialism of Confucianism, interpreted the rise of modern Chinese consciousness as an effective response to the impact of Western civilization, Pearl Buck in her Chinese-themed writings, through the portrayal of the rural Chinese family tightly associated with the land, perceived the core value of traditional Chinese humanism as the internal driving force to transform the outlook of the “old” China. However, trapped by her deeply entrenched “Chinese consciousness,” Pearl Buck demonstrated a consistent tendency of idealism to reconcile Chinese tradition with Western modernity. Her vision of modern China more implicitly points to a distant past rather than a foreseeable future, which in the deeper sense echoes her status of “cultural marginality” to bury her “wandering soul” into the spiritual root.

Author

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## UPCOMING EVENTS

### 2017

#### NOVEMBER

- **November 18-21**  |  *Middle East Studies Association (MESA) Annual Meeting*, Washington, DC  
  Information: mesana.org/annual-meeting/upcoming.html
- **November 17-19**  |  *American Council on the Teaching of Foreign Languages Annual Convention (ACTFL)*, Nashville, TN  
  Information: www.actfl.org
- **November 17-19**  |  *Chinese Language Teachers Association (CLTA) Annual Conference*, Nashville, TN  
  Information: clta-us.org
- **November 17-19**  |  *American Association of Teachers of German (AATG) Annual Conference*, Nashville, TN  
  Information: www.aatg.org
- **November 17-19**  |  *American Association of Teachers of Japanese (AATJ) Fall Conference*, Nashville, TN  
  Information: www.aatj.org

#### JANUARY

- **January 4-7**  |  *Modern Language Association (MLA) Convention*, New York City, NY  
  Information: www.mla.org/convention
- **January 4-7**  |  *Linguistic Society of American (LSA) Annual Meeting*, Salt Lake City, UT  
  Information: www.linguisticsociety.org

#### FEBRUARY

- **February 1-4**  |  *American Association of Teachers of Slavic and East European Languages (AATSEEL)*, Washington, DC  
  Information: www.aatseel.org
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<th>Event</th>
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<tbody>
<tr>
<td>MARCH</td>
<td><strong>California Language Teachers’ Association (CLTA) annual conference</strong>, Ontario, CA</td>
<td>Information: cita.net</td>
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<td></td>
<td><strong>Southern Conference on Language Teaching (SCOLT)</strong> Annual Conference, Atlanta, GA</td>
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<td><strong>Teachers of English to Speakers of Other Languages (TESOL) International Convention</strong>,</td>
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<td>APRIL</td>
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<td>MAY</td>
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<td>Information: <a href="http://www.nafsa.org">www.nafsa.org</a></td>
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<td><strong>Computer-Assisted Language Instruction Consortium (CALICO) Annual Conference</strong>, Urbana-Champaign, IL</td>
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<td><strong>International Society for Language Studies (ISLS)</strong>, London, UK</td>
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<td></td>
<td><strong>American Association of Teachers of Spanish and Portuguese (AATSP) Annual Conference</strong>,</td>
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November 16-18  American Council on the Teaching of Foreign Languages
Annual Convention (ACTFL), New Orleans, LA
Information: www.actfl.org

November 16-18  American Association of Teachers of German (AATG)
Annual Conference, New Orleans, LA
Information: www.aatg.org.

November 16-18  American Association of Teachers of Japanese (AATJ) Fall
Conference, New Orleans, LA
Information: www.aatj.org
INFORMATION FOR CONTRIBUTORS

Submission Information

Aims and Scope

The publication of this internal academic journal is to increase and share professional knowledge and information among Defense Language Institute Foreign Language Center (DLIFLC) faculty and staff, as well as to promote professional communication within the Defense Language Program.

Dialog on Language Instruction is a refereed journal devoted to applied research into all aspects of innovation in language learning and teaching. It publishes research articles, review articles, and book/materials reviews. The community-oriented columns – Faculty Forum, News and Views, Quick Tips, and Resources – provide a platform for faculty and staff to exchange professional information, ideas, and views. Dialog on Language Instruction prefers its contributors to provide articles that have a sound theoretical base with a visible practical application which can be generalized.

Submission Requirement

Dialog on Language Instruction publishes only original works that have not been previously published elsewhere and that are not under consideration by other publications. Reprints may be considered, under special circumstances, with the consent of the author(s) and/or publisher.

Send all submissions electronically to the Editor: jiaying.howard@dliflc.edu.

Review Process

Manuscripts will be acknowledged by the editor upon receipt and subsequently screened and sent out for peer review. Authors will be informed about the status of the article once the peer reviews have been received and processed. Reviewer comments will be shared with the authors.

Accepted Manuscripts: Once an article has been accepted for publication, the author will receive further instructions regarding the submission of the final copy.

Rejected Manuscripts: Manuscripts may be rejected for the following reasons:
• Inappropriate/unsuitable topic for DLIFLC;
• Lack of purpose or significance;
• Lack of originality and novelty;
• Flaws in study/research design/methods;
• Irrelevance to contemporary research/dialogs in the foreign language education profession;
• Poor organization of material;
• Deficiencies in writing; and
• Inadequate manuscript preparation.

Once the editor notifies the author that the manuscript is unacceptable, that ends the review process.

In some cases, an author whose manuscript has been rejected may decide to revise it and resubmit. However, as the quality of the revision is unpredictable, no promise may be made by this publication pursuant to reconsideration.

Specifications for Manuscripts

Prepare the manuscripts in accordance with the following requirements:

• Follow APA style (the 6th Edition) – the style set by the American Psychological Association;
• Do not exceed 6,000 words for research articles (not including reference, appendix, etc.);
• Use double spacing, with margins of one inch on four sides;
• Use Times New Roman font, size 12;
• Number pages consecutively;
• In black and white only, including tables and graphics;
• Create graphics and tables in a Microsoft Office application (Word, PowerPoint, Excel);
• Provide graphics and tables no more than 4.5” in width;
• Do not use the footnotes and endnotes function in MS Word. Insert a number formatted in superscript following a punctuation mark. Type notes on a separate page. Center the word “Notes” at the top of the page. Indent five spaces on the first line of each sequentially-numbered note; and
• Keep the layout of the text as simple as possible.

Correspondence

Contact the Editor: jiaying.howard@dliflc.edu
Guidelines for Manuscript Preparation

First, decide for which column you would like to write: Research Articles, Review Articles, Reviews, Faculty Forum, News and Reports, Quick Tips, or Resources. Refer to the following pages for the specific requirement of each type of article.

Research Articles

Divide your manuscript into the following sections, and in this order:

1. Title and Author Information
2. Abstract
3. Body of the text, including:
   - Acknowledgements (optional)
   - Notes (optional)
   - References
   - Tables and figures (optional)
   - Appendixes (optional)

Ensure that your article has the following structure:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cover Page</strong></td>
<td>Type the title of the article and the author’s name, position,</td>
</tr>
<tr>
<td></td>
<td>school/department/office, contact information on a separate page to ensure</td>
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<td>anonymity in the review process. See the example below:</td>
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<tr>
<td></td>
<td>Foster Learner Autonomy in Project-based Learning</td>
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<td>JANE, DOE</td>
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<td></td>
<td>Assistant Professor</td>
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<td></td>
<td>Persian-Farsi School, UGE</td>
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<td></td>
<td><a href="mailto:jane.doe@dliflc.edu">jane.doe@dliflc.edu</a></td>
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<td>831-242-3333</td>
</tr>
<tr>
<td><strong>Abstract</strong></td>
<td>Briefly state the purpose of the study, the principal results, and major</td>
</tr>
<tr>
<td></td>
<td>conclusions in a concise and factual abstract of no more than 300 words.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>State the objectives, hypothesis, and research design. Provide adequate</td>
</tr>
<tr>
<td></td>
<td>background information, but avoid a detailed literature survey or a</td>
</tr>
<tr>
<td></td>
<td>summary of the results.</td>
</tr>
<tr>
<td>**Literature</td>
<td>Discuss the work that has had a direct impact on your study. Cite only</td>
</tr>
<tr>
<td>Review**</td>
<td>research pertinent to a specific issue and avoid references with only</td>
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<tr>
<td></td>
<td>tangential or general significance. Emphasize pertinent findings and</td>
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<td>relevant methodological issues. Provide the logical continuity between</td>
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<td>previous and present work.</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>State the hypothesis of your study. Describe how you conducted the study. Give a brief synopsis of the methodology. Provide sufficient detail to allow the work to be replicated. You may develop the subsections pertaining to the participants, the materials, and the procedure.</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Identify the number and type of participants. Indicate how they were selected. Provide major demographic characteristics.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Briefly describe the materials used and their function in the experiment.</td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td>Describe each step in conducting the research, including the instructions to the participants, the formation of the groups, and the specific experimental manipulations.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>State the results and describe them to justify the findings. Mention all relevant results, including those that run counter to the hypothesis.</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Explore the significance of the results of the work, but do not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Describe the contribution of the study to the field. Identify conclusions and theoretical implications that can be drawn from your study. Do not simply repeat earlier sections.</td>
</tr>
<tr>
<td><strong>Acknowledgments</strong></td>
<td>Identify those colleagues who may have contributed to the study and assisted you in preparing the manuscript.</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>Use sparingly. Number them consecutively throughout the article. They should be listed on a separate page, which is to be entitled <em>Notes</em>.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Submit on a separate page with the heading: References. References should be arranged first alphabetically, and then sorted chronologically if necessary. More than one reference from the same author(s) in the same year must be identified by the letter ‘a’, ‘b’, ‘c’, etc., placed after the year of publication.</td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td>Place detailed information (such as a sample of a questionnaire, a table, or a list) that would be distracting to read in the main body of the article.</td>
</tr>
</tbody>
</table>
Review Articles

It should describe, discuss, and evaluate several publications that fall into a topical category in foreign language education. The relative significance of the publications in the context of teaching realms should be pointed out. A review article should not exceed 6,000 words.

Reviews

Reviews of books, textbooks, scholarly works, dictionaries, tests, computer software, audio-visual materials, and other print or non-print materials on foreign language education will be considered for publication. Give a clear but brief statement of the work’s content and a critical assessment of its contribution to the profession. State both positive and negative aspects of the work(s). Keep quotations short. Do not send reviews that are merely descriptive. Reviews should not exceed 2,000 words.

Faculty Forum

This section provides an opportunity for faculty, through brief articles, to share ideas and exchange views on innovative foreign language education practices, or to comment on articles in previous issues or on matters of general academic interest. Forum articles should not exceed 2,000 words.

News and Events

Reports on conferences, official trips, official visitors, special events, new instructional techniques, training opportunities, news items, etc. Reports should not exceed 1,000 words.

Quick Tips

Previously unpublished, original or innovative, easy to follow ideas for use in the language classroom or in any aspect of foreign language learning and teaching, such as technology tips, useful classroom activities, learner training tips, etc. (Examples include: Five strategies for a positive learning environment; Using iPad to develop instructional video; Four effective strategies for improving listening – tips that your colleagues can easily adapt to their classrooms). Tips should not exceed 800 words.

Resources

Brief write-ups on resources related to the foreign language education field, such as books, audio/video materials, tests, research reports, websites, computer and mobile apps, etc. Write-ups should not exceed 800 words.
CALL FOR PAPERS

*Dialog on Language Instruction* is an occasional, internal publication of the Defense Language Institute Foreign Language Center (DLIFLC) and part of its professional development program. It provides a forum for faculty and staff at DLIFLC to exchange professional information. *Dialog* encourages submission of articles, reviews, forum articles, brief news items, quick tips, or resources.

**Deadline:** Submissions are welcome at any point. Manuscripts received by **31 January** will be considered for the fall issue and by **31 July** for the spring issue.

For guidelines in the preparation of your manuscript, please refer to the previous section (pp. 113-117): *Information for Contributors.*