



Title of Project

Disciplinary Language and Literacy Practices for
International Students in Architecture: Collaborative
Imagining through Studio Desk Crits

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TIRF Research Topic Investigated

Plurilingualism in Business, Industry, the Professions, and Educational Contexts

Project Summary

Although studies in higher education have attended to the complexities of learning disciplinary language and discourse (e.g., Lymer, 2013; Phillabaum, 2004), little attention has been paid to the learning of professional discourse in a second language (L2) and how L2 students' professional, communicative repertoires differ from those of their domestic peers. Taking a language socialization approach (Ochs & Schefflein, 1983; Ochs & Schefflein, 2012), this semester-long ethnographic study addresses how L2 students appropriate discursive practices in the design field and how that process differs from that of their domestic peers.

This video-based ethnographic study focuses on *desk critiques*, or repeated one-on-one instructional conversations about student design, in a college design studio. Using multimodal interaction analysis (Goodwin, 2017; Mondada, 2014), I analyzed a series of desk critiques wherein instructors and students configured diverse semiotic resources (such as words, drawings, models, and gestures) to communicate their imaginative design ideas.

Expanding the notion of involvement strategies (Tannen, 2007), this study illustrates how L2 students reused instructors' words and representational practices with modification to make visible their design to their instructors. I argue that L2 students creatively complement their linguistic barriers in professional communication by using their accumulated communicative repertoire and expanding their communicative competence. The study calls for a re-theorizing of academic language and literacy in English language education by emphasizing the intertextual nature of embodied actions in disciplinary practices with diverse semiotic resources interwoven and configured by people participating in the professional activities.