



The 11th IALIC International Conference

**Intercultural Dialogue:
Current Challenges/Future Directions**

**Durham University
Durham, United Kingdom**

Nov 30th- Dec 2nd, 2012

Programme

The 11th IALIC International Conference

Intercultural Dialogue: Current Challenges/Future Directions

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Weijia Zheng

Conference Support

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IALIC CONFERENCE DURHAM 30TH NOV- 2 DEC 2012

TIMETABLE OF PRESENTATIONS

Fri. 30th Nov 10.00-2.00	Registration; School of Education, Foyer			
2.00-3.30	ED101 Conference opening and introduction, Prue Holmes; Intercultural dialogue in context, Professor Anoush Ehteshami (School of Government and International Affairs, Durham University)			
2.30-3.30	Keynote Mike Byram			
3.30-4.00	Afternoon Tea (Foyer, SOE)			
Friday, 30th Nov. 4.00-6.00	ED 101 Pedagogic Forum: Developing Teachers' Intercultural Competence Chair: Prue Holmes	ED 215 Languages and Intercultural Competence Chair: Robert Johnson	ED 139 Internationalization: The Student Experience Chair: Tony Young	ED 242 Identity and Interculturality Chair: Richard Fay
	Peiser, Gillian The influence of teachers' interests, personalities and life experiences in intercultural languages teaching	Simões, Ana Raquela To draw languages and their speakers: A way to identify students' representations of languages	Mathias, Jinhua Breaking the silence in the classroom	He, Ying & Kennedy, Fionnuala Intercultural competence, situated identity and second language motivation among Chinese students in Ireland
	Hepple, Erika Developing intercultural competence in pre-service teachers from Australia and Malaysia: Insights from the "Patches" programme	Umrani, Sumera English in Pakistan: A case study of university of Sindh	Alqahtani, Muneer Boundaries, respect and morals: Friendship experiences of Saudi female students at a UK university	Wang, Yi-an A survey on cultural pedagogy and intercultural competence: Perceptions from EFL teachers in China
	Spooner-Lane, Rebecca Building intercultural competence: One "Patch" at a time	Itami, Chihoko Acquisition of integrated language-culture competence in an Activity Theory-based project	Lantz, Caprice Internationalization: Developing students' intercultural communicative competence	Baumann, Uwe Adult distance language learners: Their values, beliefs, identities and intercultural competence
	Wang, Liang & Lewis, Tim From authority to autonomy in the supervision of international research students: Dialectic or dialogue?	Salem, Laure Roumi Incorporating intercultural competence in English language teaching in a Lebanese University intensive English program context: An action research project	Young, Tony & Sercombe, Peter The role of cross cultural education in the adjustment of international postgraduate students to life and study at a UK university	Basilio, Daniel Reciprocal images of Portuguese and Turkish higher education students in intercultural mediation and dialogue

Sat. 1 st Dec. 9.00-10.00	ED130 Linguistic Analysis & Representation Chair: Xiaowei Zhou	ED134 ELF & ICD Chair: Richard Fay	ED139 Internationalization: The Student Experiences Chair: Melinda Dooly	ED242 Cultural Encounters Chair: Gillian Peiser
	Rasool, Khatijah Binti Abdul Achieving successful intercultural talk	O'Regan, John English as a lingua franca: A Marxist critique	Williams, Ryan Postgraduate international students' perception of the internationalisation strategy of a higher education institution in the United Kingdom	Wang, Jiayi Chinese officials' intercultural communication
	Freake, Rachelle Borrowed words and alterity: Intercultural communication in the Canadian context		Gilliam, Paul Intercultural communication into the 21 st century: Student journeys	Yu, Qiufen Understanding the impact of culture on interpretation and its implications for intercultural communication
Sat. 1st Dec. 10.00-11.00		ED101 Keynote Darla Deardorff		
Sat. 1st Dec. 11.00-11.20		Morning Tea (Foyer, SOE)		
Sat. 1 st Dec. 11.20-12.50	ED130 Pedagogic Forum Chair: Mike Berry	ED134 Challenges to ICD Chair: Malcolm MacDonald	ED139 Internationalization: Institutional Challenges Chair: Maria Dasli	ED242 Pedagogic Forum: Developing Workplace Communication Chair: Hans Ladegaarde
	Dooly, Melinda "They play soccer and speak fast": Developing intercultural competences in young learners through online interaction	Crosbie, Veronica Capabilities for intercultural dialogue	Dong, Hongbo Making sense of cultural others: A case study of Chinese and expatriate staff at a Sino-British joint university in China	Jaidev, Radhika Intercultural communication skills for the global workplace
	Tsutsumi, Rie A study of teaching motivation at universities in Japan: Rewards, obstacles and coping strategies	Nair-Venugopal, Shanta Cosmopolitanism: How relevant to intercultural dialogue?	Pavlichkova, Galina Globalization and intercultural competence in international assessment practice	Reissner-Roubicek, Sophie, Spencer-Oatey, Helen & Davidson, Andrew A blended learning initiative in intercultural training for the global workplace
	Santos, Marta; Araújo e Sá, Maria Helena; Simões, Ana Raquel Intercultural education in primary school: Representations of a group of educational partners	Phipps, Alison Intercultural dialogue in times of conflict: Human security in Gaza and Eritrea	Weiss, Katarzyna Anna From identity to intercultural communication: Eliciting more versatile responses from Chinese students in a group workshop model of teaching through connecting to selected elements of Chinese culture	Orange-Sibra, Victoria Developing methods for teaching intercultural competence based on the "job interview" speech event

Sat. 1 st Dec. 12.50-1.40		Lunch		
Sat. 1 st Dec. 1.40- 3.40	Ed130 Virtual Pedagogies Chair Tim Lewis	ED134 Developing Students' Intercultural Competence Chair: Maria Coperias	ED139 Internationalization: Challenges to ICD Chair: Tony Young	ED242 Developing ICC: New Pedagogic Frameworks Chair: Malcolm MacDonald
	Rossade, Klaus-Dieter Emerging transnational discourse spaces in advanced online language learner forums	Almeida, Joana; Simões, Ana Raquela; Costa, Nilzaa Intercultural competence & student mobility: Which pedagogic approach?	Zhou, Xiaowei & Fay, Richard Towards an anti-essentialist understanding of international education	Peng, Jingyan A case study of EFL teaching in a Chinese independent college: How does the curriculum of College English meet learners' expressed needs?
	3-PAPER COLLOQUIUM INTENT PROJECT Helm, Francesca & Hauck, Mirjam Online intercultural exchange: The state of the art. Results of the INTENT project survey	Jin, Tinghe Intercultural competence in the learning of Chinese as a foreign language in the UK. An exploratory study	Matsumoto, Kahoko Analysis of Japanese students' perceptions of intercultural encounters	Johnson, Robert Have you caught the virus yet? Using a cultural metaphor to transform the way we teach intercultural communication
	Dooly, Melinda & Lewis, Tim Evidencing and assessing online intercultural competences: the INTENT portfolio	Mason, Jonathan Effective pedagogies for developing intercultural competence in a Tunisian university teaching context	Diaz, Adriana Intercultural graduate attributes and language learning in Australian higher education	Daryai-Hansen, Petra The framework of reference for pluralistic approaches to languages and cultures: Descriptors and teaching materials
	Lewis, Tim; Dooley, Melinda; Helm, Francesca & Hauck, Mirjam A "hands-on" exploration of the INTENT platform	Busse, Vera Social and cultural diversity as a resource: Promoting competencies to deal with diversity in school	Castro, Paloma, Lundgren, Ulla & Woodin, Jane Intercultural dialogue opportunities in internationalization policies	Anderson, Christopher At the interface of applied linguistics and intercultural communication: Paradigms of intercultural interaction research for intercultural competence

Sat. 1st Dec. 3.40-4.00		Afternoon Tea (Foyer, SOE)		
Sat. 1st Dec. 4.00- 5.30	ED130 Pedagogic Forum: Study Abroad/Student Exchange Chair: Erika Hepple	ED134 Media & ICD 3-PAPER COLLOQUIUM Chair: Chava Tidhar	ED139 ICD: Methodological Issues Chair: Prue Holmes	ED242 Affective Aspects of Intercultural Communication Chair: Shanta Nair-Venugopal
	Berry, Michael Creating opportunity for face-to-face dialogue: Students as teacher-learners and rich academic resources	Mellor, Noha Watching boring stuff: Diasporic views on Muslim religious programming	Schmidt, Alexandra & Melo-pfeifer, Silvia Teaching and learning a heritage language: Multilingual and intercultural issues. Images of Portuguese as heritage language	Hooker, Rebecca The many faces of intercultural dialogue: An exploration of the multiple benefits and value of learning a foreign language for leisure purposes later in adulthood
	Reissner-Roubicek, Sophie Enhancing intercultural competence and employability through experiential and virtual learning	Rinnawi, Khalil “Instant nationalism” and the “Cyber Mufti”: The Arab diaspora in Europe and the transnational media	Ganassin, Sara Exploring with visual methods pupils’ identities within British-Chinese language schooling: Opportunities and challenges of a “child centered” research design	Zheng, Weijia How Chinese students experience emotion in intercultural communication in a UK university context: Developing an appropriate research design
	Beaven, Ana & Borghetti, Claudia Intercultural educational resources for Erasmus students and their teachers	Gal-Ezer, Miriam & Tihar, Chava National womb? Arab-Israeli women watch ‘Arab labor’	Fay, Richard; Holmes, Prue; Andrews, Jane & Attia, Mariam Researching interculturality, researching multilingually	Matsuoka, Rieko; Matsumoto, Kahoko; Poole, Gregory; Johnson, Michael & Tsutsumi, Rie Investigating the sociocultural factors affecting communication competence in a Japanese EFL context
Sat. 1st Dec. 5.30-6.30		ED101 IALIC AGM		
Sat. 1st Dec. 7.00		Conference Dinner (Joachim Room, St. Hild & St. Bede, near SOE)		

Sun. 2 nd Dec. 9.00- 10.00	ED130 Linguistic Analysis & ED130 Representation Chair: Muneer Alqahtani	ED134 Challenges to ICD: Teacher Student Interactions Chair: Prue Holmes	ED139 Developing ICD: Workplace Communication Chair: Hans Ladegaarde	ED242 Pedagogic Forum: Developing interculturality virtually Chair: Erika Hepple	ED215 Developing ICD in General Education in China Chair: Veronica Crosbie
	Kadhim, Kais A. A semantic analysis of deontic modality in English-Arabic political discourse	Pan, Zimeng A comparative study of English language ideologies in Chinese universities: The perceptions of English-native-speaking teachers and of Chinese stakeholders	Penman, Christine Ad world: The informative properties of advertising as sites of (inter)cultural mediation	Wang, Liang Giving social media a chance: The ifs and buts of developing an Internet-mediated intercultural approach to China's tertiary English education	Wang, Tiao (Lucy) General education and intercultural English teaching in Chinese universities
	Alzuweiri, Abed Almutaleb Is Bush an owl? Metaphor, culture and teaching Arabic as a foreign language	Kuoppala, M.-Kaisa Intercultural dialogue in an international teacher education programme in Finland	Du-Babcock, Bertha & Tanaka, Hiromasa Communication behaviors and strategies between intra-Asian decision-making meetings: an Asian perspective on intercultural business communication	Stickler, Ursula Curiosity and Respect: Intercultural aspects of a Chinese-English Tandem learning project	Qian, Jin (Jessica) The challenges in developing an intercultural curriculum for college English in Chinese universities
Sun. 2 nd Dec. 10.00-11.00		ED101 Keynote Gao Yihong			
Sun. 2 nd Dec. 11.00-11.20		Morning Tea (Foyer, SOE)			
Sun. 2 nd Dec. 11.20- 12.50	ED130 Developing ICD: Corpora Analysis Chair: John O'Regan	ED134 Ethics & Otherness: Critical Perspectives Chair: Alison Phipps	ED139 Developing ICD: Corpora Analysis Chair: Jane Woodin	ED242 Challenges to ICD: Teacher-Student Interactions Chair: Martin Hyde	
	Lin, Le Intercultural communication: a genre analysis of corporate websites: A study of East-Asia electrical industry	Ferri, Giuliana Ethical communication and the development of intercultural responsibility: A philosophical perspective	Handford, Michael Pinpointing cultural identity in professional spoken corpora	Blenkarn Petrie, Alexis "Jorge, don't do that!": Hidden intercultural conflict in Portuguese EFL classrooms	
	Coperias-Aguilar, Maria José Double intercultural dialogue in the Spanish press in the US	Ladegaarde, Hans Demonising the cultural Other: Legitimizing dehumanization of foreign domestic helpers in the press	Yassine, Souryana From ideologies of transmission and cultural alienation to intercultural construction and negotiation of third spaces in Algerian EFL textbooks	El-Sadek Kilany, Enas The role of communicative misunderstanding in developing EFL learners' intercultural competence	
	Pinto, Manuela & ten Thije, Jan D. What's behind a covert translation? How IKEA catalogues betray different cultural values	MacDonald, Malcolm N. Dialogue with the Devil: Security discourse, London 2012	Bruce, Megan & Rees, Simon Can I have a word please?: Enhancing understanding of subject specific and general academic language at foundation level through use of a corpus of student-generated texts	Proudfoot, Anna Distance language teachers as facilitators of intercultural dialogue	

Sun. 2nd Dec. 12.50-1.40		Lunch		
Sunday 2nd Dec. 1.40-3.40	ED130 Developing ICD through film and drama Chair: Mike Berry	ED134 Developing Students' ICC Chair: Veronica Crosbie	ED139 Contexts of Interculturality Chair: Alison Phipps	ED242 Culture and Mediation Chair: Muneer Alqahtani
	Zhang, Qi The impact of film on the attitudes of GCSE students towards Chinese language and culture	Savvides, Nicola Becoming intercultural speakers? An analysis of students' intercultural experiences at three European schools	Shimazu, Shigeko English skills and national power: Japanese students' perspectives on linguistic imperialism	Sakamoto, Keisuke Classroom interaction as a site of intercultural dialogue
	Beaven, Tita Performing languages: Exploring plurilingualism through doing drama together	Dasli, Maria British studies as a vehicle for cross-cultural awareness: Pitfalls, paradoxes and possibilities	Riitaoja, Anna-Leena Conditions of interfaith/intercultural dialogue in school education: Postcolonial approaches on theory and practices	Schmidt, Alexandra "That word seems like a train!" Images of Portuguese language learners towards the German (foreign) language and their affective relationship with it
	Iwasaki, Noriko; Brown, Lucien & Kirsch, Griseldis Learning through the critical analysis of the othering of learners' own culture in target culture films	Garrido, Cecilia The relevance of insider/outsider debate to the development of intercultural competence	Dacheva, Leah & Fay, Richard Zones of interculturality in identity performance: Tales of Ladino from Sephardic Jews in Bulgaria	Hyde, Martin Intercultural business negotiation: A cross-discipline model
	Bjork, Eva & Eschenbach, Jutta Reel life: films, feelings, and fundamental values	Watson, Jennifer & Zhu, Hua "I'm getting worse, according to the questionnaires, anyway!" The reliability of self-assessment questionnaires in measuring the development of intercultural communicative competence		de Araujo e Sa, Maria; de Carlo, Madalena; & Melo-Pfeifer, Silvia Mediation(s) in a teacher training on-line multilingual environment
Sun. 2nd Dec. 3.40-4.00	Afternoon Tea (Foyer, SOE)			
Sun. 2nd Dec. 4.00-5.00	ED101 Plenary, including keynote speakers, and conference closing			

KEYNOTES

Byram, Michael

University of Durham, UK

Are there limits to 'interculturalism'?

The introduction to this conference is representative of many statements about globalisation and the need for 'intercultural' dialogue, communication, action, interaction etc., and there is no doubt a need for scholarly analysis of and recommendations about the processes involved. There is no doubt either about the value of taking an 'intercultural' perspective in this work nor about the importance of an educational, political commitment to facilitating successful dialogue, action etc.

However on this occasion I will consider the limitations as well as the potential of 'interculturalism'. Some limitations are related to debates about theoretical modelling and concepts, others to the adequacy of theory to account for data, others again to the nature of scholarly commitment and political action.

This talk will be no more than a reflection on the questions which arise as 'interculturalists' respond to globalisation and societal change.

Michael Byram 'read' Modern and Medieval Languages at King's College Cambridge and completed a PhD in Danish literature. He then taught French and German in secondary and adult education. He has been at Durham University since 1980 engaged in teacher training, research student supervision and research on languages and education. His monographs include *Teaching and Assessing Intercultural Communicative Competence*; and *From Foreign Language Education to Education for Intercultural Citizenship*. He has edited other books including the second edition of the *Routledge Encyclopedia of Language Teaching and Learning*, with Adelheid Hu, and *The Common European Framework of Reference. The globalisation of language education policy*, with Lynne Parmenter, and was throughout the 2000s an Adviser to the Council of Europe Language Policy Division. He is now working on internationalism in education.

Deardorff, Darla K.

AIEA; Duke University, UK

"Intercultural" in international higher education: Trends, themes and future prospects

How does "intercultural" fit within internationalization, intercultural dialogue and international higher education? What are the current trends and themes emerging around intercultural learning within the internationalization of higher education? Often terms such as global citizenship and intercultural competence are at the heart of such discourse within internationalization efforts. Drawing from the recently released Sage Handbook of International Higher Education (Deardorff, de Wit, Heyl and Adams, 2012), this talk will explore the role of intercultural learning within internationalization and intercultural dialogue vis-a-vis "Internationalization at Home", along with critical aspects and future prospects. Such aspects include current trends toward measurable student learning outcomes and intentional interventions that deepen students' learning experiences. This talk will offer a snapshot of "intercultural" within internationalization and pose a series of questions for further dialogue and discussion.

Darla K. Deardorff is Executive Director of the Association of International Education Administrators (AIEA), based at Duke University. In addition, she is a research scholar in the Program in Education at Duke University and has held national leadership positions with NAFSA and with Forum on Education Abroad. Editor of *The Sage Handbook of Intercultural Competence* (Sage, 2009), she has published widely on international education and cross-cultural issues. She is also lead editor of the forthcoming Sage Handbook of International Higher Education, with co-editors Hans de Wit, John Heyl and Tony Adams. With nearly 20 years of experience in the field of intercultural education, she teaches courses in international education and intercultural communication and is on faculty of The Summer Institute of Intercultural Communication in Portland, OR, is visiting faculty at Leeds Metropolitan University in the UK and adjunct faculty at the Monterey Institute for International Studies. She has given invited talks, trainings and workshops around the world on intercultural competence, international education assessment and global leadership and serves as a consultant and trainer on these topics. The intercultural competence models developed from her research are being used in numerous countries and she is recipient of several awards related to her work. Founder of ICC Global, her areas of specialty include cross-cultural training, assessment and evaluation, teacher/faculty preparation/development,

curriculum internationalization, global leadership, and intercultural coaching. She received her master's and doctorate degrees from North Carolina State University.

Gao, Yihong

Peking University, China

Developing Productive Bilingual Identities in the Context of Globalization

The traditional models of subtractive and additive bilingualism (Lambert, 1974) suffered important limitations when applied to many Asian “foreign language” contexts. Thus productive bilingualism (Gao, 1994, 2001) was proposed, based on the theory of “productive orientation” of Erich Fromm (1948) and empirical data of recognized “best foreign language learners” in China. With productive bilingualism, the command of the target language and that of the native language positively reinforce each other; deeper understanding and appreciation of the target culture goes hand in hand with deeper understanding and appreciation of the native culture.

Yet in the context of globalization with its increasing “transcultural flows” (Pennycook, 2007) and “mobility” of languages and language users (Blommaert, 2010), many boundaries have begun to break down, such as those between “second language” and “foreign language” environments, “genuine” and “virtual” cultural exposures, “target language” and its fixed corresponding “target culture” of native speakers, and L2 “learning” and “use”. Models for the development of bilingual/multicultural identities, therefore, need to be revisited.

The present paper discusses “productive bilingualism” and productive bilingual identities in the context of globalization. Drawing on social constructivist concepts such as “imagined communities” (Norton, 2001) and recent empirical studies carried out in China (e.g., Gao, 2000, Gao et al., 2011), it is proposed that subtractive, additive and productive identity develop as types of identity relations associated with L2 learning, without fixation on “native” or “target” cultures.

It is further proposed that the identity of the model L2 learner has undergone general changes from a faithful imitator (subtractive bilingual) whose L2 use and cultural conduct are strictly modeled on those of native speakers, to a legitimate speaker (additive bilingual) who claims L2 variety and discourse rights equal to native speakers, and then to an intercultural dialogical communicator (productive bilingual) who communicates—speaks and listens—on the basis of mutual respect. Intercultural dialogical communication entails empathetic listening and reflective thinking and, as a result, produces creative discourses and effective communication.

GAO Yihong obtained her MA degree in linguistics from Durham University (UK) in 1983, EdM in TESOL from Boston University (USA) in 1988, and PhD in linguistics from Peking University in 1992. Currently she is Professor of Linguistics and Director of Research Institute of Linguistics and Applied Linguistics, School of Foreign Languages, Peking University. She is also Vice President of China English Language Education Association, and served as the President of The Association of Chinese Sociolinguistics. Her major research interest lies in the social psychology and socio-cultural contexts of foreign language learning and teaching. Her publications include *Culture and Foreign Language Teaching* (1997, second author, collaboration with HU Wenzhong), *Understanding and Transcending Linguistic and Cultural Differences* (2000), *Foreign Language Learning: “1+1>2”* (2001), *The Social Psychology of English Learning by Chinese College Students Motivation and Learners’ Self-Identities* (2004, first author), and *College Students’ English Learning Motivation and Self-Identity Development – A four-year longitudinal study* (forthcoming, first author).



ABSTRACTS

Almeida, Joana

Simões, Ana Raquela

Costa, Nilzaa

University of Aveiro, Portugal

Intercultural competence & student mobility: Which pedagogic approach?

A constellation of related but distinct concepts such as Europeanization, Internationalization and Globalization (Nokkala, 2004) can be used to approach the supranational dimension of the European Higher Education Area (EHEA). Despite the different focuses, all three conceptualization lines seem to posit student mobility as the hallmark of the longed-for harmonization among European higher education (EHE) institutions.

It is, therefore, no surprise that increasing student mobility still emerges “as one of the ultimate reasons for establishing the EHEA, and at the same time, its expected outcome” (Papatsiba, 2006, p. 97). The immediate consequence is citing greater output numbers as evidence of intercultural outcomes (Deardorff, 2006), hence the need to shift the emphasis from the promotion of student mobility to the processes underpinning its intercultural gains.

It is these processes that this communication discloses, by addressing an approach which seems to be a common practice among many American higher education institutions, but still scarce in the EHE context. That is, an interventionist-based approach according to which “students learn effectively abroad when we intervene in their learning” (Vande Berg & Paige, 2009, p. 433) and not simply by being on-site in a foreign country.

The research setting is a PhD case study aimed at fostering the intercultural competence of 19 incoming students from the European network Campus Europae (CE), at the University of Aveiro (2011/12). For that purpose, a course was designed according to a needs analysis pre-test questionnaire and focus group interview.

Structured into eight 2-hour inter-related modules, this quasi-experimental intervention was conducted by the researcher during the students’ Portuguese as foreign language classes. Our intention here is to discuss three research questions. First, what is the most effective training design when facilitating the intercultural competence of exchange students? Second, which contents, resources, training methods and assessment should be adopted? Finally, is there a minimum length necessary to trigger short-term changes in the targeted audience?

The answers to these questions are based on evidence gathered before, during and after the instructional course, focusing primarily on data from the post-test questionnaire and a follow-up focus group. The conclusions drawn may provide valuable insights into building pedagogies of intercultural learning as part of European horizontally organised student mobility.

BIO: Joana Filipa Cardoso Lopes de Almeida holds a 5-year degree in Portuguese and English for educational purposes, awarded by the University of Aveiro (UA) in 2006. In her early career she taught English as a Foreign Language at a private language institute. From 2007-2009 she worked as a research assistant in a meta-analysis project in Language Didactics in Portugal, coordinated by Maria Helena Araújo e Sá and Isabel Alarcão in the Department of Education, at UA. Passionate about the challenges of research activity and its social impact on society, she began a PhD in 2010, in the same department, under the sponsorship of the Portuguese Foundation for Science and Technology. Being a former Erasmus student at the University of Southampton in 2003/2004, Joana’s PhD lays in the intersection of student mobility and Intercultural Education and aims at fostering the intercultural competence of exchange students while abroad. Entitled “Student mobility and Intercultural Education: the network Campus Europae at the University of Aveiro”, this project is supervised by Ana Raquel Simões and Nilza Costa.

Member of the Open Laboratory for foreign Language Learning (LALE) of the Research Centre Didactics and Technology in Education for Trainers (CIDTFF), Joana is also member of the Erasmus student network (ESN) in Aveiro since 2010 and has been responsible for several activities aimed at facilitating the integration of incoming students at UA in the wider Portuguese community.

Ana Raquel Simões graduated in Portuguese/English by the University of Aveiro (UA) in 1999 and completed her PhD on Language Didactics by the same University in October 2006. Since her PhD, she had a Post Doctoral fellow (Nov 2006-March 2008) and now is an Auxiliary Researcher since April 2008 in CIDTFF (Research Centre for Didactics and Technology in Teacher Education), UA. Ana Raquel Simões has published in reviewed book chapters, scientific international and national journals and proceedings. She has also taken part of the scientific commission and organisation of scientific events and is a member of international and national research projects. She is a research founding member of LALE (Open Laboratory for the Learning of Foreign Languages), based on CIDTFF/UA, since January 2000, being responsible for activities within the fields of research, dissemination and cooperation with society. She is the PhD supervisor of several students (FCT grants) and Master thesis and she has also been responsible for teaching subjects at the Department of Education (DE) of UA, in initial

and post-graduation courses, as well as for 3 teachers' accreditation programs, she developed with school teachers in different contexts.

Nilza Costa is a full professor at the Department of Education at the University of Aveiro, Portugal, since 2004. She is also the coordinator of the Research Centre Didactics and Technology in Education of Trainers (CIDTFF), as well as of the laboratory in Quality Assessment in Education, both situated at the University of Aveiro. Holder of a degree in Physics for educational purposes and a PhD in Physics Education, awarded by the University of London, UK, she has developed research in the following areas: Assessment and Evaluation in Education, Quality in Education, Teacher Education. As a research scholar she has also coordinated several national and international research projects and monitored and evaluated Teacher Education programmes. Nilza Costa is also coordinator of the Doctoral programmes in Didactics and Training and in Education, at the Department of Education, since their inception, and supervises post-graduation students in Education. Member of the Teacher Training committee of the Campus Europae (CE) network, she is also the Coordinator of Teacher Education incoming CE students at the University of Aveiro.

Alqahtani, Muneer

Durham University, UK

Boundaries, respect and morals: Friendship experiences of Saudi female students at a UK university

Much literature describes Muslim women as "less capable" of integrating in western societies, sometimes struggling to make new friends from different backgrounds, and facing judgement from non-Muslims based on their appearance from non-Muslims. Further, there is the belief in Saudi Arabia that a family's reputation and honour are associated with the sanctuary of females not males. These complexities complicate Saudi female international students' opportunities for intercultural engagement with non-Muslim others.

This paper challenges these positions and argues that Saudi female students are willing to integrate and make new friends during their university sojourn in the UK. Nine Saudi female students were interviewed (via six semi-structured interviews and a focus group of three); five of them are married and have children and the other four are singles; Four of the participants are undergraduates and the other five are postgraduates. While the larger (PhD) study explores their integration and intercultural engagement in a multicultural environment and internationalised institution, this paper focuses on the concept of friendship only, and how they make contacts with other

students from different backgrounds, whether international or established British students. The findings show a desire from these Saudi women to integrate and make new friends regardless of their (the friends') religious, national or cultural backgrounds. However, the participants' responses varied from one to another when it comes to making male friends. Further, all of the participants experienced difficulties in making friends with established British students.

Two main conclusions emerge from this study. First, Saudi female students have attitudes and intercultural competences, although at different levels, that enable them to integrate and make new friends beyond their own background. Secondly, their experiences suggest that many of the established British students they encounter are less competent. This outcome challenges the traditional view of international students needing help in integrating and developing intercultural competence, and instead, highlights the need to develop the intercultural competence of established British students.

BIO: Muneer Alqahtani is a third year PhD student at the School of Education, Durham University. He studied for his MA in TESOL at Durham University in 2010 and that was the starting point for his research interests. He is interested in researching issues related to intercultural communication and how individuals renegotiate and reconstruct their identities when they are in intercultural environments. His PhD research focuses on the experience of Saudi Arabian students in the UK and how they reconstruct their identities whenever they are in contact with international or British home students.

Alzuweiri, Abed Almutaleb

Durham University

Is Bush an owl? Metaphor, culture and teaching Arabic as a foreign language

Foreign language classrooms, where Arabic is taught to native-speakers of various languages, represent an intercultural communication setting. Learning a foreign language (FL) involves, mastering a set of grammatical rules and certain new sounds and sound combinations, besides encountering new systems of conceptualising experience. Each language has its own conventional ways of structuring the experience of its speakers (Lakoff, 1987), and metaphor use is one way to conceptualize our experience. Metaphor is in essence "understanding and experiencing one kind of thing in terms of another" (Lakoff & Johnson, 1980: 5); it is a matter of thought rather than language. However, there is an obvious relation between culture and metaphor (Kövecses, 2005). Thus, it is highly expected that metaphor meanings will differ due to the different connotations inspired by diverse cultures.

In foreign language classrooms, learners encounter vocabulary items that involve figurative extensions of meaning (Littlemore & Low, 2006; Charteris-Black, 2002; Deignan et al. 1997; King, 1989; Yu, 1995). Research on acquiring a foreign language emphasizes the importance of metaphor as a crucial sign for FL learning (Littlemore, 2001). Teaching a FL involves teaching vocabularies such as animal words, which are a productive source domain in metaphors due to their wide range of categorical attributes and their connection with humans (Kövecses, 2010). So, the conceptual metaphor HUMAN IS ANIMAL exists when characterising someone as a fox, a cow, a snake, etc. Yet, the cultural elements that come into play during the process of conceptualization (Kövecses, 2008), could result in a different meaning of the same conceptual metaphor.

In the context of teaching Arabic to non-Arabic speakers, and with reference to animal metaphors, such cases occur in the classroom. Owl, dog, camel, donkey, amongst other animal words, appear in Arabic textbooks taught to FL learners at the Beginners' level. This study examines cultural discrepancies in the metaphorical meaning of some animal words in L2 Arabic and the learners' first languages. It also advocates the importance of teaching the cultural meaning of these animal words alongside linguistic meaning.

To gauge the cultural discrepancies in metaphorical meanings, L2 Arabic learners provide their understandings and interpretations of a list of animal conceptual metaphors on the formula of HUMAN IS ANIMAL. These interpretations are compared to their equivalent interpretation in Arabic. Results indicate the importance of considering the subtle cultural differences in metaphorical connotations in intercultural communication in general, and in the L2 Arabic classroom in particular.

BIO: Abed Almutaleb Alzuweiri is a PhD student at the School of Modern Languages & Cultures - Durham University, and a teacher of Arabic as a Foreign Language at The Centre for Foreign Language Study-Durham University. He has an MA in Linguistics and Language Acquisition (Newcastle University), a Certificate in Teaching Arabic as a Second Language and Certificate in Teaching English for Academic Purposes (SAOS, University of London). Abed's PhD thesis focuses on the contextual and situational factors of metaphor production and interpretation in political discourse. His current research interests are the role of metaphor in different discourses; politics, media, and second language learning& teaching.

Anderson, Christopher

Canterbury Christ Church University College, UK

At the interface of applied linguistics and intercultural communication: Paradigms of intercultural interaction research for intercultural competence

While the term intercultural dialogue can have a macro philosophical understanding, at a more fundamental level it is the very dialogue that occurs when human beings engage in verbal and non-verbal communication. Communication that aims towards a point of understanding, empathy and progress; communication that is therefore both functionally transactional and qualitatively interpersonal. In such communication, meanings have to be encoded and decoded in a way that takes account of the languages, identities, cultures and communication styles of the 'other'. Models of how individuals can achieve this point of successful communication have been built around models of 'intercultural competence' which outline not only the knowledge and skills necessary but the underlying attitudes required (cf. Deardorff 2006; Humphrey 2007). To develop and improve models of intercultural competence, a possible route is the examination of what happens when people from differing cultures attempt to communicate. Thus, theories and principles can be developed on the factors which contribute to both success and failure in intercultural encounters, which can inform what constitutes intercultural competence. Attempts to understand what happens in intercultural interaction falls at the interface of the disciplines of applied linguistics and intercultural communication (e.g. Spencer-Oatey & Franklin 2009). At this interface, I would argue the most valid means for exploring this phenomenon is through the detailed analysis of authentic communication data. This paper will explore three possible research approaches to analysing such data using an authentic example of an intercultural misunderstanding. Firstly, an intercultural communication approach within the mainstream American tradition; then, an applied linguistics approach drawing on intercultural pragmatics; and finally, an approach that draws on the ethnographic research tradition in anthropology and sociology. After considering the strengths and weaknesses of all three approaches, I will propose a research approach that synthesizes elements from each approach. This approach, I will argue, can provide a fuller understanding of intercultural interaction, and thus what it is to be interculturally competent.

BIO: Chris Anderson is a Senior Lecturer in Language & Communication at Canterbury Christ Church University in the UK where he directs the BA English Language and Communication programme. His early career was spent teaching English in France in the adult and higher education sectors. He returned to the UK in the late 1990s to pursue postgraduate studies in Applied Linguistics. His PhD thesis was a Foucauldian analysis of the TESOL profession. After taking up

his post in Canterbury in 2003, his interests have divided into two distinct, but related, areas. Firstly, the philosophical, social and political dimensions of applied linguistics and intercultural communication particularly in areas of professionalism, epistemology and ethics; and secondly a concern with the interface between second language education and intercultural communication; and the investigation of intercultural competence at the level of interpersonal interaction.

Basilio, Daniel

University of Aveiro, Portugal

Reciprocal images of Portuguese and Turkish higher education students in intercultural mediation and dialogue

This paper addresses the data collected within an on-going PhD research entitled “Reciprocal images of Turkish and Portuguese university students: for an (inter)cultural mediation between Portugal and Turkey”, aiming at developing the students’ intercultural competences enabling them to become effective cultural mediators and promoting an Intercultural Dialogue between the two countries.

This article pertains to the key conference theme – “cultural/intercultural dimensions of language learning and teaching”–, and departs from an intercultural approach to diversity and Foreign Language Education (FLE), focused on understanding how the two communities see each other, and how their images relate to the establishment of an intercultural communication between them.

Although Portugal and Turkey may be considered geographically, culturally, linguistically, and religiously distant, we believe they share similarities that may contribute to bringing them closer together: a shared Mediterranean culture, a similar peripheral position regarding the European continent, an imperial historical past which involved multicultural contacts, a history of emigration, and an openness to a wider geographical and cultural area. By uncovering the reciprocal images of both publics, we will know if the focus is laid mainly on differences or on similarities. In either case, we will highlight its relation to interfaith and intercultural dialogue.

The data was collected through the answers given to two distinct questionnaires by Portuguese and Turkish students learning each other’s languages and cultures, in the Higher Education context in their own countries.

We propose to present a qualitative diagnosis of their reciprocal images/representations, which include their viewpoints about the European Union and their shared images about each other’s religions, both topics being highly relevant factors in the two people’s self- and hetero-image construction.

Conclusions are made about how the images shared by the two groups of students pertain to the establishment of their “identities” and to their knowledge and attitudes towards each other, and, thus, to the preconditions related to the development of their reciprocal awareness and their Intercultural Competence, as intercultural speakers and (inter)cultural mediators.

These conclusions allow us to devise “cultural awareness” and intercultural competence development guidelines, for the Higher Education context, more specifically for FLE. We will provide them to the Portuguese and Turkish higher education institutions as a means to increase mutual awareness and understanding between their communities, and raise their interest in each other’s languages and cultures, ultimately contributing both for an effective intercultural dialogue between both countries and a stronger understanding of what it implies.

BIO: Daniel Gomes da Silva Basílio, 32 years old, has a graduation degree in Anglo-Portuguese Studies, and a post-graduation degree in Educational Training by the Faculty of Social Sciences and Humanities of the New University of Lisbon . He is currently finishing the Doctoral Program in Didactics and Training, in the Department of Education of the University of Aveiro.

He has a PhD scholarship awarded by the Foundation of Science and Technology, and is developing a research project entitled “Reciprocal images of Turkish and Portuguese university students: for an (inter)cultural mediation between Portugal and Turkey”.

He develops his research in the area of Education, more specifically of Intercultural Studies and Foreign Language Education (FLE), focusing on the images / representations of languages and cultures and intercultural competence, as well as intercultural mediation and dialogue within the context of FLE.

He is a member of the Open Laboratory for the Learning of Foreign Languages , the Research Centre “Didactics and Technology in Education of Trainers” (CIDTFF), and the Department of Education of the University of Aveiro.

He is also a member of the Intercultural West and East Platform (PICOO) and collaborates actively with the Luso-Turkish Friendship Association.

Along with his experience as a teacher and trainer of Portuguese and English language, he was a lecturer of the Instituto Camões in Turkey, where he was Cultural Advisor for the Portuguese Embassy in Ankara, lecturer in University of Ankara, and invited lecturer in the University of Economics in Izmir (Turkey).

He also worked as assistant manager responsible for the areas of training and certification, of a multinational agro-industry company, in Nampula, Mozambique.

Baumann, Uwe

The Open University, UK

Adult distance language learners: Their values, beliefs, identities and intercultural competence

Adult language learners and their intercultural development are an under-researched group. The current paper, based on a study conducted at the Open University, will focus exactly on this group: adult learners studying advanced level courses in French, German, and Spanish.

The students follow courses that teach language and culture in an integrated way, presenting both aspects intertwined in the distance learning materials. Moreover, these courses also contain an intercultural dimension as they aim to enhance the intercultural awareness and reflectivity of these adult distance learners, preparing them for intercultural dialogue in an increasingly globalised world.

The study is based on the framework of intercultural communicative competence developed by Byram (1997) and his collaborators, builds on previous work on distance language students of German (Baumann, 2007, Baumann & Shelley, 2006), and uses the autobiography of intercultural encounters (Byram, 2008), as a means of assessing these students' intercultural communicative competence.

A mixture of quantitative and qualitative approaches was used to investigate the students' development of and current state of intercultural awareness: an electronic questionnaire – sent to all registered students after completion of their studies – was answered by 196 students (a response rate of approximately 25%). This questionnaire was followed up by telephone and online interviews with a sample of volunteers from the three courses involved to complement and add to the quantitative data.

The findings reported in this presentation will provide an insight in the identities, values and beliefs of these adult language learners. It will also show the considerable variations in these students' life experience, experience of residence abroad, their ability to engage in intercultural dialogue and provide examples of conflict mediation and negotiation in intercultural situations.

BIO: Dr Uwe Baumann is a Senior Lecturer in German and Head of Department of Languages at the Open University. He has worked on the development of a suite of language courses at a distance for more than fifteen years which has seen considerable changes in the use of technology for the design and delivery of distance education in general and distance language learning and teaching in particular. He has an established research interest in intercultural communication, especially among mature distance language learners which has led to several projects and investigations. He is currently

involved in several collaborative projects on interculturality, an investigation of the values, identities, attitudes and beliefs of part-time language tutors at the Open University, researching multilingually and a study on advanced level mature distance learners of French, German and Spanish and their intercultural competence.

Beaven, Ana

Borghetti, Claudia

University of Bologna, Italy

Intercultural educational resources for Erasmus students and their teachers

This paper presents the 'Intercultural Educational Resources for Erasmus Students and their Teachers' (IEREST) Erasmus Multilateral Project (2012-2015) recently funded within the Lifelong Learning Programme.

The aim of the IEREST Project is to design an intercultural path composed of a set of teaching blocks to be provided to Erasmus students before, during and after their experience abroad in order to encourage learning mobility and to enable students to benefit as much as possible from their international experience in terms of personal growth and intercultural development. A crucial aim of the project is also to promote the systematic practice of providing intercultural modules to Erasmus students at an institutional level, proposing an intercultural path which is adaptable to the context of as many HEIs as possible. Moreover, the project intends to foster and improve the intercultural education services offered to Erasmus students also through a web platform, which will serve as a repository of teaching activities (materials and procedures) for the use of individual teachers and students in terms of both teacher-mediated learning and students' self-learning.

The innovative character of IEREST is quite evident: although a few initiatives promoting intercultural education in this context have been carried out (Anquetil, 2006: 162-208), such initiatives appear mostly experimental, unrelated, and based on functionalist or semiotic approaches (Dervin, 2008) or on ethnography (Roberts et al., 2001; Jackson, 2006). Moreover, they adopt different theoretical paradigms concerning intercultural learning, communication, and pedagogy.

IEREST will build its intercultural path on innovative solid theoretical bases which will be negotiated among the members of the project consortium on the basis of our common belief that 'interculturality' does not mean comparing the cultures of two or more countries, nor learning to adapt to a specific national culture. It implies recognising one's own and others' hybrid identities, seeing differences among and within cultural groups as well as between individuals, etc.

Methodologically, the project is organized in four implementation work-packages, at the core of which there is the development of the intercultural path and its experimentation in five different European HEIs (Universities of Bologna, Durham, Helsinki, Primorska Koper, and K.U. Leuven). The participation of an association of students (AEGEE-Europe) and an association of teachers (AEDE-Hungary) as associate partners will guarantee the utility, appropriateness, coherence and feasibility of the intercultural path for the main stakeholders.

In this paper we will therefore present the objectives, actions and intended results of the IEREST Project.

BIO: Ana Beaven has been teaching English as a Foreign Language at the University of Bologna Language Centre (CILTA) since 1992. She has taught general English at all levels of the CEFR, as well as English for Academic Purposes and Academic Writing courses to undergraduate and postgraduate students. For the last three years she has also been working on her PhD, studying cross-cultural adaptation in the context of higher education student mobility. Her other main interest is the creation of Open Educational Resources for languages, and the sharing of practices among language teachers. She has been involved in several European projects (WebCEF, CEFcult, Performing Languages). Claudia Borghetti carried out her Ph.D work at the National University of Ireland, Galway (2008). At present, she is collaborating as a contracted researcher with the Department of Foreign Languages and Literature of the University of Bologna, where she works as assistant coordinator of the project PAISÀ (Platform for Corpus-Assisted Italian Language Learning), and is researching intercultural education and foreign language teaching. She also works as teacher trainer and teaches Italian as a second language to different target student groups (migrants, as well as Erasmus and opera students).

Beaven, Tita

The Open University, UK

Performing languages: Exploring plurilingualism through doing drama together

The European Language Policy division emphasizes plurilingualism as one of the key pillars of language education in Europe. The role of language educators is to enable learners to develop their plurilingual repertoire, as well as the ability to use transferable skills in language learning. At the same time, it is important to develop a respect for the plurilingualism of others. Whilst the policies are clearly established and a framework of reference for pluralistic approaches is now in place, specific

accounts of how plurilingual projects are actually set up in practice, and their evaluation, are few and far between.

This paper presents one such project, Performing Languages, a European LLP project (performinglanguages.eu). Performing Languages brings together adults involved in informal learning of theatre arts from Italy, France and Spain, together with language teachers from the UK Open University, in order to explore issues of intercultural communication and plurilingualism in the context of amateur drama. This Grundtvig Partnership project enables the participants to take part in a series of bilateral visits to engage in drama workshops in the partner countries. Rather than having a designated project language, from the very beginning we were keen to engage in a polyglot dialogue that did not place some participants at an advantage simply by speaking the dominant language. Through data from interviews and the examination of several critical incidents that have taken place during the project, we explore the benefits as well as the challenges of conducting a multilingual project to encourage plurilingualism amongst adult learners.

BIO: Tita Beaven is a Senior Lecturer in Spanish and Associate Head of the Department of Languages (Faculty of Education and Language Studies) at the UK Open University. She is an experienced writer of educational materials, including e-learning. Her research interests centre around Open Educational Resources and Practices, and intercultural communication.

Berry, Michael

University of Turku, Finland

Creating opportunity for face-to-face dialogue: Students as teacher-learners and rich academic resources

This presentation will focus on the value of turning local and exchange students into teacher-learners of each other, from both a pedagogical perspective and an ethnographic academic research perspective. During the course students create multicultural teams, write reflective essays to team members after each class, and a final reflective essay about their face-to-face learning experience at the end of the course. An ethnographic reflection-on-reflection approach brings awareness via a reframing process of the 'what', 'how' and 'why' in me and others, which leads to creation of a Shared Third Space: a semi-coherent social space inhabited by people in transformation who are creating shared frames of reference in order to explore the diversity and commonality of their ways of communicating and living. As local and global participants create shared frames of reference, the 'parts' of their communication begin to fit together more 'logically', albeit in semi-coherent ways. The learning via experience comes via a

never-ending circular relationship between confusion, responsibility and opportunity. This experience can lead to becoming more 'response able': responding to others in a way that is appropriate for self and others.

Having the students move back and forth between English and their native languages during group discussions brings awareness of the linkage between their native language and their interpretations of local social practices. As students discover that culture can mean a combination of visible diversity and often invisible taken-for-granted shared frames of reference cohering the diversity, they better understand how negative and positive stereotyping of self and others can lead us astray. Fortunately, creation of bi-directional / multi-directional dialogues during the face-to-face learning process can create a basis for discovery of 'risk words/false friends', which leads to awareness that 'proper' English doesn't always communicate personal and social meanings across cultures. During the course students reach, to some extent, Michael Byram's goal: "a learner with the ability to see and manage the relationships between themselves and their own cultural beliefs, behaviors and meanings, as expressed in a foreign language, and those of their interlocutors, expressed in the same language." This presentation will offer examples of students discovering how and why their communication and social coordination practices work in positive and risky ways within and across cultures as well as analysis of this process over two decades.

BIO: Michael Berry, Ph.D., University of Wisconsin, moved to Finland as a Fulbright professor and remained in Finland as a Senior Lecturer of English for Intercultural Communication and professor of Intercultural Relations at the Turku School of Economics / University of Turku. Berry also served many years as Guest Professor at Johannes Kepler University in Austria. He is currently teaching one course a year with the goal of continuing his participative/observing intercultural learning from students. Berry is also an 'international observer' on the IALIC committee.

Bjork, Eva & Eschenbach, Jutta

Østfold University College, Norway

Reel life: films, feelings, and fundamental values

The Council of Europe defines "intercultural dialogue" as "a process that comprises an open and respectful exchange between [...] individuals [...] with different cultural backgrounds or world views." Further, one of the aims is to "develop a deeper understanding of diverse perspectives and practices" (Council of Europe, 2008). Our project "Reel life" makes it possible to promote this understanding in the language class.

We use feature films to create a space for focused intercultural exchange – on and off screen. Abstract cultural concepts, such as world views and values, become concrete in film. Film narratives show how people, with their own social and individual identities, orient themselves towards different value systems.

Our method builds on Alain Bergala (L'hypothèse Cinéma, 2002) and his use of film fragments, relating them to each other for maximum illustration and impact. Our selected fragments illustrate the motif of marriage proposals and wedding ceremonies. Fragments linked together illustrate value systems from different perspectives, and how cultural values are connected to type of family. The differing angles help counteract stereotyping, and open up for a nuanced intercultural exchange in the classroom, paving the way for new insights. Family values were our first choice, since the clash between loyalty, honour, and obedience on the one side, and individuality, independence and freedom on the other, poses a major challenge to successful intercultural dialogue in the world today.

The method breaks a traditional, linear approach to film, and facilitates a firm focus on topical themes, while opening up for flexibility and creativity. The students' individual imagination and cultural backgrounds create meaning out of the fragments shown. In this way they become aware of their own social identities, as they simultaneously experience the differing world views of both film protagonists and fellow students. This vouches for a dynamic intercultural dialogue where the starting point is our chosen conflicting value systems on screen. "Reel life" thus provides a stimulating setting off screen for the exchange of views between students of different cultural backgrounds, with the aim to reach a deeper understanding of each other's value systems. Film visualizes values and elicits emotional response. Our aim is that the response elicited in "Reel life" contributes to openness and a readiness to change perspectives.

We use *Head-on* (2004), *My big fat Greek wedding* (2002), and *Evet I do* (2009).

BIO: Since 1994 Østfold University College, Norway, has offered courses in Intercultural communication. We have both been employed since then, but in different functions. Eva Lambertsson Björk was Dean of the faculty between 1996 and 2009, Jutta Eschenbach taught Business German until 2002. However, for two years now we have co-operated closely in projects related to Intercultural communication.

Blenkarn Petrie, Alexis

International House Coimbra, Portugal

“Jorge, don’t do that!”: Hidden intercultural conflict in Portuguese EFL classrooms

Within English as a Foreign Language (EFL) classrooms, interaction is supported by many underlying variables. The interaction among teachers and students is key to developing classroom cultures: the sets of beliefs, practices, and behaviours which evolve throughout the life of a particular class group. One source of conflict within these groups is a lack of mutual understanding about what peoples' roles are, how they should behave, and what constitutes typical group practices. In groups where the teacher and/or learners come from different cultural backgrounds such conflicts can involve real or imagined cultural differences.

The idea of negotiated codes for classroom practice, as a product of dialogue between stakeholders, is commonplace and can help to resolve these conflicts. However, the form these negotiations might take, the ideas they are based on, and how they play out in classroom life need further consideration from an intercultural perspective if they are to be effective in bi/multicultural EFL contexts.

In this paper I will focus on British and American teachers' experiences of interaction with students in Portugal, of whom the majority are Portuguese. I will draw on data from a narrative research project examining how expatriate EFL teachers build relationships through intercultural interactions in their personal and professional lives. Apparent areas of conflict in negotiations about classroom practice were: who speaks, when, and with whom; politeness; appropriate discipline procedures; use of languages. Questions were raised about assumptions relating to authority and cultural precedence which influenced teachers' actions. It seemed that teachers' perceptions of how cultures enter classroom life could be explored further in order to suggest new perspectives on conflicts regarding what people can and should do in EFL classes.

By developing greater awareness of the unconscious beliefs underpinning their interactions with students, I believe that teachers can improve their ability to lead negotiations about classroom practices and resolve conflicts within class groups.

BIO: Alexis Blenkarn Petrie is an English Language Teacher based in Portugal. She teaches English as a Foreign Language to young learners and adults at International House Coimbra, though at present is on maternity leave. She graduated from the University of Glasgow in 2003 with an MA in English Language and recently completed an MSc in Educational Research at the University of Exeter. She spent two years teaching English as a Foreign Language in South Korea and a year in Poland before moving to her current home. She has also worked at Heathfield Summer School, Ascot for several years. Her chief interests are acculturation, classroom culture,

intercultural interaction, promoting ICC among young learners of English, teaching English for Academic Purposes, and narrative research.

Bruce, Megan

Rees, Simon

Durham University, UK

Can I have a word please?: Enhancing understanding of subject specific and general academic language at foundation level through use of a corpus of student-generated texts

Can I have a word please? – Enhancing understanding of subject specific and general academic language at Foundation Level through use of a corpus of student-generated texts.

Durham University's Foundation Centre provides an opportunity for non-traditional (e.g. international or mature) students to pursue a degree in any subject. We have about 200 students per year in our cohort, of whom about 60 are international. For our international students, this Foundation year is often their first experience of studying abroad in a second language. Likewise, our mature home students have often not been in formal education for a long time so both groups experience some cultural and linguistic difficulties with entering into British university life.

International students typically expect to encounter language problems and to have to acquire a new vocabulary for their studies. That they will need to expand their (native speaker) vocabulary to include general academic as well as discipline-specific language comes as a shock to our home students, however. Understanding that commonly used terms such as “heat”, “process”, “analyse” and “energy” also have specific meanings when used in particular academic contexts is a hurdle that all our students find hard to overcome in the initial weeks of the programme.

We have developed a tool which we will use in subject specific modules (such as Chemistry) and general skills modules (such as Academic Practice in Social Sciences) to allow students to uncover the meaning and use of vocabulary in context. The tool we are using is a corpus of texts written by Durham students. Initially these texts come from within the discipline of Chemistry, but we plan to roll out the project to include a wider range of subject areas across Faculties. The corpus is accessed via a concordancing tool designed as part of an Enhancing the Student Learning Experience grant (www.dur.ac.uk/foundation.focus/local). Students can explore the use of a variety of terminology in context and use this to improve their own writing.

Durham University Foundation Centre is unusual in teaching home and international students alongside one another; similar institutions tend to focus on only one type of student. Therefore, our broad base of native and non-native speaker students working together to understand the language required for academic study creates an interesting intercultural dialogue within the Foundation classroom which is of benefit to all participants. The idea that there is a new culture and a new language which all students (home and international) need to understand in order to join their Community of Practice underpins this year of study.

BIO: Megan Bruce is a Teaching Fellow in the Durham University Foundation Centre. She has worked in the University for 10 years teaching English for Academic Purposes (EAP) to international and, more recently, home students. Megan holds a BA (Hons) in Linguistics and English Language from Durham University and an MA in Applied Linguistics (Lexicography) from the University of Exeter. Her scholarship interests in the Foundation Centre combine her academic and teaching background: she has most recently been working with colleagues to develop a corpus of student writing to inform the teaching of content and functional vocabulary across a variety of disciplines.

Simon Rees: In my current role as a teaching fellow (chemistry) within the Foundation Centre at Durham University I work with a diverse group of non-traditional and international students. Over the course of a year I prepare them for undergraduate studies in a variety of degree programmes including: chemistry, biomedical science, medicine and geology. The classes are a very diverse mix of students and it provides excellent opportunities to study the intercultural interactions and challenges for these students. My particular research interests involve the acquisition of subject specific language by students and strategies that can be developed to improve student understanding and confidence. This has led me to an increasing interest in linguistics and language teaching and how there are analogous situations in the teaching of chemistry. Hence, I am particularly interested in applying the principles of language teaching within my own subject area.

Busse, Vera

Carl von Ossietzky University Oldenburg, Germany

Social and cultural diversity as a resource: Promoting competencies to deal with diversity in school

Dealing with social and cultural diversity in a constructive way is a basic precondition in our increasingly globalised world and crucial for the functioning of society in the long run. The intended intervention study aims to stimulate learning

processes which promote a positive approach to diversity. As part of the study, students will engage in an intercultural learning unit and reflect on so-called critical incidents, which display misunderstandings or conflicts that arise as a result of cultural differences. In dealing with these cases, students are encouraged to reflect on their own cognitive and affective processes (such as categorisation and judgment) and will thus become aware that thoughts, emotions and actions are culturally and socially influenced. Finally, students will devise strategies to handle the situations depicted. The study will be conducted in three different secondary schools (N = 270). Students in the experimental groups will study either individually or cooperatively, and are compared to control groups, which will receive no special training. The presentation will describe the theoretical background, rationale and methodological aspects of the project. It will also describe the five-step intercultural learning unit which was particularly designed for the study.

BIO: Dr. Vera Busse holds a research position at the department of education of the Carl von Ossietzky University Oldenburg in Germany. Her main research interests are motivation in education, particularly language education. By extension she is also interested in autonomous learning, cooperative learning, content and language integrated learning and intercultural learning. Before coming to Oldenburg, she was a research associate at the department of education and psychology at the University of the Basque Country (UPV/EHU), San Sebastian, Spain. She holds a PhD in educational science from the University of Oxford, England, where she graduated with a thesis titled "Foreign language learning motivation in higher education: a longitudinal study on motivational changes and their causes". She is a fellow of the higher education academy in England and holds a postgraduate diploma in learning and teaching in higher education. She has also acquired qualified teacher status for secondary schools in Germany and more than 10 years' teaching experience in EFL (English as a foreign language) and DaF (German as a foreign language) in different countries such as Germany, Spain, England and Australia. She has conducted various in-service courses and workshops for teachers.

Castro, Paloma

University of Valladolid, Spain

Lundgren, Ulla

Jo"nko"ping University, Sweden

Woodin, Jane

University of Sheffield, UK

Intercultural dialogue opportunities in internationalization policies

The internationalisation of higher education has been a major concern in recent decades for a variety of reasons. This concern has been addressed by policy-makers in a number of ways, most commonly through increased international partnerships and recruitment of international students. Much of the underlying motivation for internationalisation is underpinned by a desire for raising European universities' financial and/or academic position. This paper argues that it is advantageous for all to develop internationalisation policies in a creative, equal and reciprocal manner, focusing on the concept of intercultural dialogue (Council of Europe, 2008). Through the consideration of policy documents of three higher education institutions in Spain, Sweden and the UK, we identify that current orientations to intercultural dialogue focus more closely on instrumental motivations for internationalisation, and argue that opportunities for developing sustainable and long-term intercultural relationships are being sidelined or ignored in some cases. We consider opportunities for developing an intercultural dialogue approach to internationalisation, proposing a framework of indicators through which internationalisation could be related to intercultural dialogue in universities. Presenters will also report upon ongoing research investigating approaches to internationalisation in higher education in a number of institutions across the globe. The concept of intercultural dialogue will also be interrogated as a cultural construct which may not be applicable across all contexts.

This paper builds on collaborative work initiated through the CULTNET Research Group (<http://cultnetworld.wordpress.com/>)

BIO: Paloma Castro is a senior lecturer in education at the University of Valladolid. Currently, she is Vice-Dean of Research and Internationalization in the Faculty of Education, and coordinator of Erasmus and mobility programmes. She has published from her research on foreign language teacher education with a particular focus on the intercultural dimension. Her present research interests also include citizenship education and internationalization. She has participated as researcher in the European Project INTERACT (Intercultural Active Citizenship Education; Sixth European Framework Programme).

Ulla Lundgren is a retired senior lecturer in education, now working part-time at School of Education and Communication, Jönköping University, Sweden. She has undertaken research in the intercultural dimension of foreign language education and has taught in teacher education for many years where she, among other things, has developed and worked in interdisciplinary international courses of Intercultural

Encounters. Presently she is involved in CiCea research on World Citizenship Education and in two Atlantis projects, TRANSABCs and CIRT.

Jane Woodin is Director of MA Studies for the School of Modern Languages and Linguistics at the University of Sheffield, UK. She has a background in language learning and teaching, teacher education and curriculum design. Her research interests include intercultural communication in applied linguistics, language teacher education; dialogic approaches to learning, including tandem learning; and internationalization.

Coperias-Aguilar, María José

University of Valencia, Spain

Double intercultural dialogue in the Spanish press in the US

American society has traditionally been considered a 'melting-pot' made up of a myriad of people coming from many different places in the world or descending from immigrant ancestors. Although the white population has always been predominant in the United States, recent census projections show that groups that are now labelled minorities will form the greater part of the country's population by 2042. According to a US census bureau report published in 2008, the dominance of non-Hispanic white people, who then accounted for two thirds of Americans, will fall steadily to less than half in 2042 and 46% by 2050. The fast growth of the Hispanic or Latino population in the country is definitely contributing to this rapid demographical shift; according to the 2010 census, this group was over 50 million people, that is, over 16% of the total population of the country, which represented an increase of 43% in comparison to the 2000 census. A good part of the Latino population is made by adult immigrants who started to arrive in the US in great waves in the 1970s and many others who followed them, bringing along their mother-tongue, Spanish, and their customs. However, even a more important part of this group is made up of their children, who have already been educated in English and in an Anglo-American society, thus creating an intercultural dialogue. One of the most important areas where this intercultural dialogue is established is in cultural productions and in the media. After presenting the situation of the Latino community in the US, in the second part of this paper we would like to analyse how this intercultural dialogue is established by taking as an example two of the most important newspapers published in Spanish in the city of New York, *El Diario-La Prensa* and *Hoy*. By means of the study of these two newspapers we can observe a kind of double intercultural dialogue. On the one hand, the intercultural dialogue established between the different Latin-American

immigrants settled in this city that can be seen by analysing the textual and visual contents of these newspapers, which build a Hispanic speech community, related to the use of 'Spanglish', which also contributes to some kind of 'pan-Hispanic' cultural identity. On the other, an intercultural dialogue is also established between Latino and Anglo-American aspects. By using a small corpus of copies of these two newspapers published throughout the first decade of this century (2000, 2003, 2006, 2008 and 2011), we will analyse some issues such as linguistic aspects, identity questions on some information or publicity topics, as well as the socio-cultural context of the Anglo-American society.

BIO: María José Coperías Aguilar is a senior lecturer at the University of Valencia, where she teaches in the Department of English and German Philology. Her main teaching areas are Cultural Studies and English for Specific Purposes, especially for the media. She has published widely on several fields of English Studies both in books and journals. Her main areas of research are cultural studies, intercultural communicative competence, media in English, and literature by women. She has published several critical editions of the works of authors such as Charlotte Brontë (Jane Eyre), Anne Brontë (Agnes Grey), Jean Rhys (Wide Sargasso Sea) and Aphra Behn (The Rover and The City-Heiress) translated into Spanish.

Crosbie, Veronica

Dublin City University, Ireland

Capabilities for intercultural dialogue

In this paper, I argue that the capabilities approach (Sen 1999, Nussbaum 2000) offers a valuable analytical lens for exploring the challenge and complexity of intercultural dialogue. The central tenets of the approach involve a set of "humanly rich goals" (Nussbaum 2006), which include the recognition that development is a process of "expanding the real freedoms that people enjoy" (Sen 1999: 3), and in so doing, thus expanding the capabilities of individuals "to lead the kind of lives they value – and have reason to value" (Sen 1999: 18). This is done by focusing on capabilities, otherwise known as valued beings and doings, for a life of flourishing. Nussbaum has written about the capability approach in conjunction with democratic citizenship in education (Nussbaum 1997, 2006), and in this context she advocates three main capabilities that inform human development: critical examination, affiliation and narrative imagination. Sen (2006) encourages intercultural dialogue that precludes the essentialising of individuals on ethnic or religious grounds but rather celebrates the multiplicity of identities (c.f. Holliday 2010). He also argues that multiculturalism that becomes in practice "plural

monoculturalism" (2006) poses challenges to intercultural dialogue and should be replaced by policy that "focuses on the freedom of reasoning and decision-making, and celebrates diversity to the extent that it is as freely chosen as possible by the persons involved" (Sen 2006:150).

How the construct of capabilities can be seen to work in practice is demonstrated through the presentation of findings from an insider-practitioner case study concerning the teaching and learning of ESOL in Higher Education in which the following research question is posited: "In what ways can the language classroom be seen to contribute to the formation of learners' cosmopolitan and learning identities, which affect their capability to live and act in the world?" Evidence from the study indicates that cosmopolitan citizenship learning has a valued place in an ESOL multicultural classroom and a proposal is made to use the capabilities approach as a normative framework for social justice in the field of foreign language and intercultural education.

BIO: Veronica Crosbie is a lecturer in ESOL and Intercultural Studies in the School of Applied Language and Intercultural Studies, Dublin City University, Ireland. Her research interests include the capabilities approach, critical pedagogy, intercultural communication and learning portfolios. She is completing an Ed. D. with the University of Sheffield, UK, and is writing her thesis on capabilities and cosmopolitan identity in the HE classroom.

Dacheva, Leah

Aha Moments, Bulgaria

Fay, Richard

The University of Manchester, UK

Zones of interculturality in identity performance: Tales of Ladino from Sephardic Jews in Bulgaria

The community of Sephardic Jews in Bulgaria who know (to some extent) the language commonly termed Ladino (but often called Judesmo by the community itself) is dwindling.

Ladino is the traditional but endangered language of cultural affiliation for them, one with roots in the medieval Spanish of their ancestral 'homeland' (Spain) as enriched by the languages with which the Sephardic community came into contact once they were expelled from the Iberian Peninsula in the c15th. Against the backdrop of changing political and social realities in Bulgaria (with their inherent implications for the performance of Jewish identity), members of this community have draw(n) upon their Bulgarian and Ladino (and other) linguistic (and related cultural) resources to define themselves, to articulate their various identities, and to communicate within and beyond

Bulgarian society. As a result, they have developed and are continuing to develop local, national and global identities.

In this paper, we report on a narrative study of the lived language experiences of the (often elderly) members of this community in Bulgaria. The project involves several languages (and therefore issues of translation and representation) as well as the use of researcher narratives to develop reciprocal reflexivity between ourselves (necessary, given our differing identities and linguistic resources). In the stories we have generated to date, the performance of local, national and global identities can be seen to take place in five zones: 1) the (intra-)personal, i.e. a zone of internal dialogue; 2) the domestic, i.e. a zone for the family (especially relevant during childhood, upbringing etc); 3) the local, i.e. a zone for the Sephardic community in Bulgaria; 4) the diasporic, i.e. a zone for the wider Sephardic Jewish community (including mediated modes of communication through literature, newspapers, and journals); and 5) the international, i.e. the international community of Spanish-speakers.

BIO: Dr. Leah Davcheva, intercultural educator and coach at AHA moments, Sofia, Bulgaria, develops and facilitates courses for teachers, teacher educators, youth workers, and students engaging in international programmes. She has collaborated with Richard Fay on several narrative research projects addressing the interculturality of human interactions.

Dr. Richard Fay, Lecturer in TESOL and Intercultural Communication at the University of Manchester, is programme director for the MA in Intercultural Communication as well as teaching intercultural courses at undergraduate level. He also has interests in researcher education and narrative research.

Daryai-Hansen, Petra

Roskilde University, Denmark

The framework of reference for pluralistic approaches to languages and cultures: Descriptors and teaching materials

The Framework of Reference for Pluralistic Approaches to Languages and Cultures – Descriptors and Teaching Materials

The paper will present a set of tools that have been developed within the FREPA research project (acronym for Framework of Reference for Pluralistic Approaches to Languages and Cultures), supported since 2004 by the Council of Europe's European Centre for Modern Languages. The FREPA tools seek to facilitate learners' development and strengthening of plurilingual and intercultural competences. The tools consist of (a) a comprehensive list of descriptors operationalizing plurilingual and intercultural competences in terms of knowledge, attitudes and skills, (b) a database of teaching

material for all levels of learning categorized by the descriptors and (c) a training kit for teachers, all available on the project website: <http://carap.ecml.at/>. The Framework of Reference for Pluralistic Approaches to Languages and Cultures represents a complement to current European language policy instruments and especially to the Common European Framework of Reference for Languages, specifying in detail and structuring its rationale on plurilingual and intercultural competences.

Based on psycholinguistic research work on language acquisition conducted during the last decades (cf. Herdina & Jessner 2002), the FREPA project promotes pluralistic approaches as an essential method to develop plurilingual and intercultural competences. Today, there are at least four pluralistic approaches which are more or less established in the educational field: intercultural pedagogics (cf. Byram 2003), Awakening to languages (cf. Candelier 2007), intercomprehension of related languages (cf. Meißner et al. 2004) and the integrated didactic approach to different languages studied (cf. Hufeisen & Neuner 2004). In contrast to singular approaches, which take account of only one language or a particular culture, the concept of pluralistic approaches refers to didactic approaches which use learning/teaching activities involving several (i.e. more than one) varieties of language or cultures (Candelier et al. 2007: 7). Pluralistic approaches reject the 'compartmentalised' view of an individual's linguistic and cultural competence, assuming that this competence is not a collection of separated individual competences but a plurilingual and pluricultural, dynamically evolving competence encompassing the full range of linguistic and cultural features available to the learner. Pluralistic approaches consequently take into account all the existing competences developed by the students' within or outside the educational environment, i.e. the language(s) of schooling, regional, minority and migration languages, modern and classic foreign languages.

BIO: Petra Daryai-Hansen is Assistant Professor at the Department of Culture and Identity, Roskilde University, Denmark. She is mainly interested in language ideologies, language pedagogy, intercultural pedagogics and the internationalisation of education. She has been studying German and French at Freie Universität Berlin and Sorbonne Nouvelle Paris and has been working as language teacher in multilingual settings and as a pedagogical consultant for intercultural pedagogics. In 2010, she defended her PhD thesis at Cultural Encounters, Roskilde University. The thesis centers on the concept of language hierarchisations and language representations and analyses representations of 'foreign' languages within the framework of current official language and educational policies in Denmark and Germany. Since 2009, she has been part of the FREPA project and, today, she is part of the project team, working, in cooperation with

representatives of the ECML National Contact Points, with the dissemination of FREPA's set of tools. She has been involved in several projects. Currently, she is running a research project in collaboration with the International Profile School in Copenhagen, Randersgades Skole, where she analyses and evaluates how to develop students' plurilingual and intercultural competences, including the effects of early foreign language learning (English, French and German in primary education) and citizenship education in the language classroom ("Green kids"). Furthermore, she is part of the CALPIU Research Center, working with internationalisation processes at universities, and she is a team member of the INTERREG project "The mental bridge", focussing on language skills and intercultural competences in the Danish-German Fehmarn Belt region.

Dasli, Maria

University of Edinburgh, UK

British studies as a vehicle for cross-cultural awareness: Pitfalls, paradoxes and possibilities

This paper aims to contribute to the current debate on intercultural dialogue by exploring the relationship which British Studies has with cross-cultural awareness. It proceeds from the argument that while British Studies has traditionally given an important place to the acquisition of intercultural competence, its actual pedagogic practices are often obscured beneath complex tensions and dilemmas about the storage and transmission of cultural knowledge; which either frame culture purely in terms of material artifacts or as a process enacted in discourse. In this context, the paper reports empirical evidence from a longitudinal qualitative study which explored the culture learning processes of international students attending a credit-bearing British Studies module in part completion of a foundation/access programme in the UK to respond to two core research questions: How are the cultures of Britain presented by a British Studies module, and to what extent can a British Studies module claim to facilitate the development of intercultural competence? Drawing on three sets of in-depth student interviews and 15 classroom observations used to triangulate findings, the analysis reveals that the module presents partial representations of Britishness through discussion of factual information that places little emphasis on the affective dimension of learning. As a consequence, students construct relatively innocent and blatantly negative generalisations about the host culture by raising many important issues related to religious and ethnic prejudice. Realising, however, that their views may be called into question, they use mitigating discourse features to avoid negative

impressions in the presence of the interviewer. Regrettably, though, the module does not appear to address these cultural generalisations despite claims to the development of intercultural competence.

BIO: Dr Maria Dasli is Lecturer in TESOL at Moray House School of Education, University of Edinburgh where she co-directs the Centre for Education for Racial Equality in Scotland (CERES). Before her arrival at the University of Edinburgh she worked as temporary Research Assistant in TESOL and Applied Linguistics at the University of Exeter and after this as Lecturer in Languages and Intercultural Communication at Edinburgh Napier University where she latterly became Programme Director of the MSc in Intercultural Business Communication, and the MSc in Intercultural Business Communication with TESOL. Her research interests and published work focus on intercultural communication, critical intercultural language pedagogies, and pedagogies of forgiveness and reconciliation. Since 2008, Maria has been acting as Membership Secretary and Treasurer of the International Association for Languages and Intercultural Communication (IALIC). She is Fellow of the Higher Education Academy (FHEA).

de Araujo e Sa, Maria

Universidade de Aveiro, Portugal

de Carlo, Madalena

Università di Cassino, Italy

Melo-pfeifer, Silvia

Universidade de Aveiro, Portugal

Mediation(s) in a teacher training on-line multilingual environment

Mediation has gained a central space in the foreign language education conceptual landscape since the Common European Framework of Reference for Languages publication. However, although being a major protagonist in the sphere of the actual Foreign Language Education renewal, there is still a gap between the centrality it has been gaining in this disciplinary domain and the theoretical and empirical studies clearly focusing on its (re)definition, scope and specificities, namely in comparison with other concepts such as repair, scaffolding or negotiation (some known exceptions are Levy & Zarate, 2003; Stalder & Tonti, in press and Zarate et al, 2002). Furthermore, even when the concept "mediation" is a direct object of study, it is generally mobilised to understand bilingual environments, in general, and communicative problems in those situation, in so called "sequences of repair" or "remediation situations". In this intervention, we aim at questioning and furthering these both common paths in the study of mediation, showing that

this concept can be enlarged and move beyond this conception if “communicative clash” and of merely linguistic issues.

Our empirical study derives from an on-line session of the Galapro platform (www.galapro.eu), a teacher training scenario designed in order to disseminate and develop intercomprehension practices among teachers (see Araújo, De Carlo & Melo-Pfeifer, 2010 for a description). The session we will be studying occurred between October 2011 and January 2012, involving 69 active participants from 12 countries (in Europe and Latin America). The languages allocated in the communicative contract are Catalan, French, Italian, Portuguese, Rumanian and Spanish.

In this contribution will be analysed the discussion forums from all the sequential 5 phases of the collaborative and multilingual work session (“launching phase”, “our questions and dilemmas”, “getting informed to form (myself)”, “in training/education” and “evaluation and balance”). After a theoretical overview of the concept of mediation and of other neighbour conceptual frameworks (see above), we will describe the discursive mediation practices in this platform, in relation to the communicative environment (on-line, multilingual, intercultural, ...) and its goals (teacher training, development of Intercomprehension practices). We will show : i) how mediation works in on line multilingual environments; ii) its roles and dynamics beyond communicative problems and clashes; iii) mediator’s roles; and iv) how the platform and its communication means play a major role in the discursive mediation practices.

BIO: Maria Helena de Araújo e Sá is Professor at the Department of Education of the University of Aveiro (Portugal), where she teaches Language Teacher Education and coordinates the LALE - (Laboratory of Research and Training in Foreign Languages). She has participated in international projects concerning intercomprehension and intercultural communication and she has run several training courses at national and international level. She coordinated Galapro - Education of trainers for intercomprehension in Romance languages.

Madalena de Carlo is Assistant Professor at the Department of Linguistics of the University of Cassino (Italy), where she teaches French and Translation and Language Teacher Education. She obtained a PhD in Didactic of languages and cultures from the University of La Sorbonne in Paris (1989). She has participated in international projects concerning intercomprehension and intercultural communication and she has run several training courses at national level.

Silvia Melo-Pfeifer holds a PhD in Foreign Language Education. She is a member of CIDTFF (Research Centre ‘Didactics and Technology in Teacher Education’) at the University of Aveiro. Her research interests include: online communication, purilingual and intercultural interaction, images of languages,

intercomprehension in romance languages and heritage language education. She currently coordinates the educational department at the Portuguese Embassy in Berlin (Germany).

Díaz, Adriana

Griffith University, Australia

Intercultural graduate attributes and language learning in Australian higher education

According to the latest Global Survey conducted by the International Association of Universities, the importance attributed to internationalisation processes in the Asia Pacific region has increased remarkably over the last few years (Egron-Polak & Hudson, 2010). In this region, the top rationale driving internationalisation processes mirrors the global trend of “improving student preparedness for a globalised world” (p. 64). In Australia, this rationale is clearly reflected at both national and institutional policy levels. In this context, language education, as an inherently intercultural activity, has become the focus of initiatives aimed to expose students to a world linguistically and culturally different from their own. Indeed, at national level, the latest Review of Australian Higher Education specifically referred to the importance of language education in the development of ‘interculturally competent graduates’, emphasising that “knowledge of other cultures and their languages is an essential life skill for future graduates if they are to engage effectively in global professional practice” (Department of Education, Employment and Workplace Relations, 2008, p. 104).

At institutional level, examination of mission statements and policy documents indicates that 63% of the 38 Australian universities articulate this rationale, albeit under many guises, as specific graduate attributes (Pitman & Broomhall, 2009, pp. 445-446). Descriptors of such attributes largely conceptualise (inter)cultural awareness as both a value (respect, civic responsibility, appreciation of diversity) and a skill (ability to function in global/multicultural environments) (ITL, 2012; Pitman & Broomhall, 2009). However, these descriptors do not provide evidence of a clear connection between ‘intercultural graduate attributes’ and the crucial role of foreign language learning in the development of intercultural skills and, therefore, in advancing spoused internationalisation processes (Crichton & Scarino, 2007; Liddicoat, Eisenclas, & Trevaskes, 2003). Moreover, given the bleak picture that foreign language education is facing in Australian universities (Go8, 2007), one must wonder how “prepared for a globalised world” are students that are not being exposed to learning about a culture or cultures through another language.

In this paper, I will juxtapose this top-down perspective of internationalisation with the bottom-up realities of university language programs by exploring examples of best practice. These examples will focus on curriculum innovation strategies as well as teaching and assessment practices aimed to bridge the gap between espoused goals and actual graduate outcomes in two language programs (Italian and Chinese).

BIO: Dr Adriana Díaz currently holds a research-based position at the School of Languages and Linguistics, Griffith University. Her research interests include: intercultural language learning and teaching, criticality and transformative learning, teacher education and curriculum innovation in higher education.

Dong, Hongbo

Durham University, UK

Making sense of cultural others: A case study of Chinese and expatriate staff at a Sino-British joint university in China

This paper presents some findings from a doctoral study which explores the experiences of host Chinese staff in intercultural communication with expatriate staff in a Chinese-British joint university. In particular, it seeks to explore how the Chinese participants make sense of their interactions and communication with the expatriates. In the field of intercultural studies, the vast majority of research focuses on the perspectives of sojourners, while less attention has been given to the other party in intercultural communication, namely, the perspectives of host country nationals. Thus, this study aims to make a distinctive contribution by exposing perceptions and interactions of host Chinese staff towards expatriates in the specific university. The study draws on semi-structure interviews (60-90 minutes) among 22 participants.

The findings show that the Chinese participants paid more attention to the expatriates' personality traits, habits and cultural values when making sense of their interactions. These factors, together with the participants' motivation to engage with expatriates, their positions in the organization and the organizational environment, interconnect with each other and shape the complexity of intercultural communication. The analysis of the data shows that the Chinese cultural and communicative patterns labelled by some positivist scholars, such as Hofstede and Hall, cannot sufficiently explain or capture the complexity of Chinese participants' behaviours in interaction with the expatriates. Rather, some individual factors such as personality, motivation and previous experiences play a big role in influencing Chinese participants' attitudes and strategies in intercultural interaction. The study suggests that individual agency is increasingly significant in intercultural communication, and yet, is under-investigated and not well

understood, at least in the context of Sino-UK organisational joint ventures.

Ms Hongbo Dong is currently studying for an Ed.D at Durham University, UK. Prior to that, she was a lecturer and a mid-level administrator at Zhejiang Wanli University, China. She has published several articles in the Chinese media on topics of educational management. Now, her research interest has shifted to intercultural communication and the development of intercultural communicative competence in the context of Chinese tertiary education.

Dooly, Melinda

Universitat Autònoma de Barcelona, Spain

"They play soccer and speak fast": Developing intercultural competences in young learners through online interaction

It is becoming increasingly more common to hear of the need to educate future 'global citizens', and in language education this has opened debate about the role of intercultural communication in new and complex interactions –including online communication.

This presentation will outline and discuss the results of an applied linguistics research project, funded by the Spanish Ministry of Education (Project Title: PADS, EDU2010-17859). The project aimed to design and implement telecollaborative Project-Based Language Learning (PBLL) approaches in primary education, followed by qualitative research into the learning process of integrated competences of language, content and intercultural communication. Between 2010-2012 the students (six and seven years of age) took part in various activities that involved collaboration and communication with peers of the same age in Canada, Spain and Austria. Results indicate that there is burgeoning intercultural competence as the students begin to recognize and situate 'the other' who lives at a great distance from them; a cognitively demanding task for children of six and seven. It is argued that the development of social awareness and language learning in young children can be complementary to language learning as the young child, learning a foreign language ventures beyond their experiences in their first (or second) language towards new possibilities of identity and subjectivity.

Nonetheless, language learning and introduction of intercultural competences in very young learners is not often interrogated and there is a need to delve more into what it means for young children to discover that there are other ways of speaking and communicating and that these ways are often linked to cultures with other values and symbols different from their own. This presentation aims to open up critical dialogue concerning the development (and measuring) of intercultural

competences in young learners, in particular, when the language learning process involves authentic communication through computer-mediated communication.

BIO: Melinda Dooly is a teacher educator at the Universitat Autònoma de Barcelona (Spain), at the Department of Education of Language, Literature and Social Sciences. She has participated in numerous national and international projects and was International Relations coordinator for the Faculty of Education for five years. She introduced telecollaboration as an integral part of the curriculum of Teaching English as a Foreign Language degree at the UAB in 2005 and is currently co-editor of the book series Telecollaboration in Education (Peter Lang). Her research interests include foreign language teaching methods, (specifically language learning and technologies, Project-Based Language Learning), intercultural communication and plurilingualism. Melinda is reviews and criticism editor for Language and Intercultural Communication Journal.

Dooly, Melinda

Universitat Autònoma de Barcelona, Spain

Lewis, Tim

The Open University, UK

Evidencing and assessing online intercultural competences: the INTENT portfolio

Rationale: Funded by the European Commission's Lifelong Learning Programme for a period of 30 months, from October 2011 to March 2014, the INTENT project, involves eight European partners and a similar number of work packages. The overall aim of the project is to foster the integration of online exchanges into university curricula across Europe and beyond. Intercultural dialogue is therefore at the heart of the INTENT project. It is both a means and an end: the educational goal we are aiming at and the most effective way for us, as a team, to realise that goal. We seek dialogue not only with learners and teachers, but also with university leaders and those responsible for mobility policy in the European Higher Education Area.

INTENT has four key aims. These are as follows:

- ⊗ carrying out a study of telecollaboration in European HEIs;
- ⊗ developing tools and a platform to support telecollaboration in European HEIs;
- ⊗ identifying and developing strategies for the integration of online exchanges into HE curricula;
- ⊗ training telecollaborators online and through a series of national workshops.

We focus on a key aspect of the online platform (uni-telecollaboration.eu), launched in September 2012, which is

one of INTENT's key support mechanisms for university learners, teachers and leaders wishing to pursue and develop online intercultural exchanges. This is an e-portfolio aimed at enabling learners to compile evidence of their expertise as telecollaborators, whether as part of their personal CV, or for assessment by others. Hence the title 'Evidencing and assessing online intercultural competences: the INTENT portfolio'. This element of the platform has been singled out for particular scrutiny, because of the difficulty and sensitivity of devising appropriate descriptors for intercultural expertise. The e-portfolio, though central, is merely one aspect of the INTENT platform, which contains such features as: a databank of online tasks; a collection of case-studies of previous telecollaborative exchanges; a partner-search tool; an online forum for sharing ideas and experiences. In our view, the most effective approach to evaluating tools like this is by using them. For this reason, the third element of the INTENT session at IALIC 2012 is dedicated to 'A "hands-on" exploration of the INTENT platform', led by all members of the INTENT panel.

Abstract: It is almost a truism to highlight the role of intercultural communication in an increasingly 'interconnected world'. However, a sound understanding of effective communication across linguistic and cultural boundaries – in particular, in computer-mediated communication– requires ongoing reflection and research in order to strengthen and improve theoretical, methodological and pedagogical approaches.

Considering that upcoming generations will carry out a good part of their work, leisure and daily life through virtual interaction, the ability to cope personally and professionally with the conditions and challenges of working and 'living' with others online is patent. Moreover, being able to communicate with others through diverse online tools in different languages will not be enough to be interculturally competent. Just as individuals need the inter- and intra-personal skills of face-to-face interaction, they will need to be communicatively effective persons in virtual interaction.

In preparation for this, the Erasmus-funded project entitled INTENT (Integrating Telecollaborative Networks into Foreign Language Higher Education) looks to a future where dialoguing and learning with 'virtual', cultural others is part of the mainstream university curriculum. In particular, the INTENT project aims to establish a clear overview of the levels of use of telecollaboration, explore attitudes to the activity among key stake holders across European Higher Education Institutions, and identify practical barriers to the take-up of telecollaboration, including aspects of intercultural competences.

One of the features being developed in the project is an e-portfolio that aims to identify and help develop a set of competences of the "Telecollaboratively Effective Person" (TEP).

Inevitably, being a telecollaboratively efficient person includes having a range of linguistic, social and digital skills, as well as “intercultural competence” and must take into consideration the special context of online interaction, including but not limited to, multiple modalities and specific semiotics related to online communication. This presentation will provide the working model of the e-portfolio, with a special emphasis on the descriptors being developed for the crossing of boundaries in online communication in general and telecollaboration in particular.

BIO: Melinda Dooly is a teacher educator at the Universitat Autònoma de Barcelona (Spain), at the Department of Education of Language, Literature and Social Sciences. She has participated in numerous national and international projects and was International Relations coordinator for the Faculty of Education for five years. She introduced telecollaboration as an integral part of the curriculum of Teaching English as a Foreign Language degree at the UAB in 2005 and is currently co-editor of the book series Telecollaboration in Education (Peter Lang). Her research interests include foreign language teaching methods, (specifically language learning and technologies, Project-Based Language Learning), intercultural communication and plurilingualism. Melinda is reviews and criticism editor for Language and Intercultural Communication Journal.

Tim Lewis is a Senior Lecturer in Languages at the Open University, where he has worked since 2002. From 1992 to 2001 Tim was Director of the Modern Languages Teaching Centre at the University of Sheffield, where he introduced Tandem Learning to the languages curriculum and led the Centre’s participation in the EU-funded International Email Tandem Network and successor projects (1994-1999). Tim’s research interests fall into the overlapping spheres of telecollaboration, intercultural learning and learner autonomy. In February 2011, Tim co-edited Language Learning and Technology Volume 15 Issue 1, on ‘Multilateral Online Exchanges for Language and Culture Learning’. Tim previously co-edited Autonomous Language Learning in Tandem (Sheffield: Academy Electronic Press, 2003) and Language Learning Strategies in Independent Settings (Clevedon: Multilingual Matters, 2008).

Du-Babcock, Bertha

City University of Hong Kong, HK

Tanaka, Hiromasa

Meisei University, Japan

Communication behaviors and strategies between intra-Asian decision-making meetings: an Asian perspective on intercultural business communication

Communication Behaviors and Strategies between Intra-Asian Decision-Making Meetings: An Asian Perspective on Intercultural Business Communication

When speakers from different cultural backgrounds interact in order to make a managerial decision, the communication problems that develop can, in part, be accounted for in terms of differing perceptions that individuals have of what decision making entails. The majority of past research that has examined business interaction in relation to culture has aimed to measure differences between cultural groups based on essentialist or neo-essentialist views. In such conventional comparisons, Asia has been treated as a monolithic periphery. However, because cultural boundaries have become increasingly blurred, it is now crucial to examine intercultural discourse within such an assumed monolithic periphery. In investigating intercultural decision making meetings, the role of language chosen for communication is critical. English as a lingua franca (ELF) acts as more than a tool for intercultural communication. Limited linguistic and communicative competence can lead interlocutors to utilize specific strategies.

This study aims to redefine intercultural business communication from an Asian perspective by examining interaction between individuals from culturally-similar Asian backgrounds. The current study examines discourse patterns in small-group communication amongst 26 Japanese and 17 Hong Kong Chinese business professionals. Data from five intercultural and two intra-cultural business decision-making meetings were transcribed and subjected to interaction analysis. Both quantitative and qualitative research methods were employed. The overall findings indicate, that in spite of the generally assumed cultural similarity between Hong Kong Chinese and Japanese, distinctive differences were observed in turn taking behaviors. Quantitative analysis showed that, in general, Hong Kong Chinese took significantly more turns than did Japanese business professionals. The results of qualitative analysis indicated that Hong Kong Chinese and Japanese exhibited both similarities and differences; each cultural group striving to achieve an atmosphere reflecting group harmony. In using of silence as a communicative tool, Japanese and Hong Kong Chinese exhibited differences. Disagreements were expressed differently. The overall findings of the current study challenge the widely accepted use of concepts such as “collectivist-individualist” or “high context-low context” as dichotomies when observing business communication interactions within Asia. This analysis indicates the possibility of understanding such categories as being located on a continuum rather than existing as opposites.

BIO: Bertha Du-Bacock is an Associate Professor teaching (intercultural) business communication and Communication Strategies in Business Projects at City University of Hong Kong. She received the Kitty O Locker Outstanding Researcher Award

in 2008 and the Meada Gibbs Outstanding Teaching Award in 2004. She also received Outstanding Article Awards in the Journal of Business Communication (2007) and Business Communication Quarterly (2001).

Hiromasa Tanaka is Dean of International Studies Center and a professor at the School of Humanities and Social Sciences at Meisei University in Tokyo. He received his Ed. D. in Curriculum, Instruction and Technology in Education from Temple University. His research interest are in the area of business discourse and critical pedagogy with a special focus on human resource development in multi-national business corporations. Hiromasa was a managing consultant of SNNI Institute of Management. As a consultant, he participated in several corporate change initiatives and training curriculum development projects in Japan, Korea, China, Iran, Kazakhstan, Saudi-Arabia, Indonesia, and the United States.

El-Sadek Kilany, Enas

Newcastle University, UK

The role of communicative misunderstanding in developing EFL learners' intercultural competence

Communication is in part a culture-dependant activity. Hence, it is expected for communication to be influenced by the cultural context in which it occurs and to which the interlocutors belong. Studies of intercultural communication are concerned with communicative situations where interlocutors from varied cultural backgrounds use different language and discourse strategies, and how they handle differences in linguistic behaviour (Byram 2000, Žegarac and Pennington 2000).

Many studies in the last two decades have argued that intercultural communication is rife with misunderstandings due to the linguistic/cultural differences that have a major impact on interlocutors' assessment of appropriate language use (Banks et al. 1991, Gass and Varonis 1991, Hinnenkamp 2003, House 2003). Moreover, other studies have foregrounded different causes of misunderstandings in intercultural settings such as L2 communicative and pragmatic competence deficits (Bardovi-Harlig 1999, Coupland et al. 1991, Hartog 2006, Schegloff 1987). Thus EFL classrooms in the UK, which are marked by linguistic and cultural differences, are expected to represent arenas with high potential for recurring miscommunicative sequences. It is also expected that EFL teachers would consider these sequences as opportunities to develop learners' communicative and pragmatic competence.

This study investigates linguistic and pragmatic communication problems in EFL classroom interaction between L1 English-speaking teachers and L2 learners with diverse linguistic and cultural backgrounds. It focuses on the strategies used by the

teachers and learners to manage communication problems as they occur, and the various trajectories these misunderstandings follow. This study also examines how teachers' practices in managing misunderstandings in the EFL classroom contribute to the development of the communicative and pragmatic competence of foreign language learners.

Data for this study consists of twenty-eight hours of EFL classroom interaction collected in a British University's English language centre. Data is analysed utilising an eclectic Conversation Analysis - Pragmatic approach to provide a descriptive-explanatory account of communication problems in classroom interaction.

Results indicate that teachers often anticipate sources of trouble and strategically prevent communication problems before they occur. Results also reveal the pervasive usage of L1 among learners in the EFL classroom to manage communication problems. Drawing on these findings, the study suggests that miscommunicative sequences in the classroom could constitute a valuable resource for developing learners' communicative and pragmatic competence, and the need for teachers to integrate misunderstanding management into their pedagogic goals to prepare learners for the challenges of communication outside the classroom.

BIO: Enas is a Research Associate in the School of English Literature, Language, and Linguistics - Newcastle University, where she obtained her PhD in 2010. In her thesis, she investigated communicative misunderstandings within the framework of Relevance Theory. Her main research interests are: Pragmatics, Relevance Theory, Intercultural Communication, and English as a Lingua Franca.

Fay, Richard

The University of Manchester

Holmes, Prue

Durham University

Andrews, Jane

The University of the West of England

Attia, Mariam

Durham University

Researching interculturality, researching multilingually

Many sites of (social science and other) research demonstrate considerable linguistic and intercultural complexity. Such complexity often arises from the backgrounds and identities of those involved in particular research studies (i.e., solo researchers, researcher teams, participants/informants, community mediators, translators and interpreters, supervisors,

examiners, editors, etc). Further potential complexity results from the internationalised and multilingual character of much supervised research (e.g. English-medium doctorates undertaken in UK universities by international research students). Managing this complexity requires skilful linguistic and intercultural flexibility among researchers and researched; it also requires appropriate multilingual research practice. Whilst there are many opportunities for such multilingual research practice, there are also many constraints, and researchers have to weigh up all the complexities involved and determine an appropriate approach to the multilingual dimension of their research projects. Thus, they might:

- ⊗ use several languages in their engagement with relevant literatures;
- ⊗ negotiate ethical processes in ways appropriate linguistically and culturally for the context and participants concerned;
- ⊗ collect and generate data in several languages, perhaps using translators and interpreters to facilitate this process;
- ⊗ analyse such data in one of more languages and, as driven by personal preference as well with due consideration for the preferences and needs of others, discuss this data analysis (with co-researchers, supervisors, participants/informants, examiners, publishers etc) in different languages; and
- ⊗ agonise how best to represent data (in one language) for the audience/readers of a research text (e.g. thesis, article) where the original language is not likely to be understood.

Many insights into the complexities of researching multilingually arise in the field-specific tradition of researching multilingualism, but the challenge of researching multilingually—and interculturality—extends to those working in many other diverse fields. The research training provided for scholars working outside the field of multilingualism tends to overlook or discount the possibilities for and complexities of researching multilingually. To address this, the AHRC “Researching Multilingually” project has created a network to share and disseminate the experiences of those researching multilingually. This paper, which arises from the work of this network, first reports on what we, as the project team, have learned about the methodological and intercultural complexities when researching multilingually, then considers how these complexities might be conceptualised, and finally proposes the development of an awareness-raising pedagogically-inclined resource to support researchers for whom researching multilingually is a possibility and often a necessity.

BIO: Dr. Richard Fay, Lecturer in TESOL and Intercultural Communication at the University of Manchester, is programme director for the MA in Intercultural Communication as well as

teaching intercultural courses at undergraduate level. He also has interests in researcher education and narrative research. He is Co-Investigator for the AHRC-funded “Researching Multilingually” project informing this paper.

Dr. Prue Holmes, Senior Lecturer, School of Education, Durham University, is the programme director of the MA (Intercultural Education and Internationalisation MA). She teaches and supervises doctoral students in intercultural communication and education. She is the principal investigator of the AHRC-funded “Researching Multilingually” project.

Dr. Jane Andrews, Senior Lecturer in Education, University of the West of England, is programme manager for BA (Hons.) Education, Learning and Development and jointly runs the taught doctorate in education. She has an interest in young children and multilingualism and learning out of school. She is a team member of the AHRC-funded “Researching Multilingually” project informing this paper.

Dr. Mariam Attia is a Research Assistant on the AHRC-funded “Researching Multilingually” project hosted by Durham University. Her background lies in teaching Arabic to speakers of other languages, and her professional interests cover the areas of reflective practice, teacher development, researcher education.

Ferri, Giuliana

Institute of Education, UK

Ethical communication and the development of intercultural responsibility: A philosophical perspective

Ethical communication and the development of intercultural responsibility: a philosophical perspective.

The arguments presented in this paper are placed within the strand of intercultural communication research that rejects the notion of culture as an explanatory tool for behaviour (Pillar, 2007; Dervin, 2011) and problematises the idea that misunderstanding can be ‘fixed’ through intercultural training and the achievement of intercultural competence, or the awareness of the behaviour of the cultural other (Phipps, 2007). Taking this perspective, I argue that intercultural communication framed in the context of cultural difference and understood as the need to overcome cultural differences leads to a closure of understanding, when the other is essentialised and categorised through the assignment of a cultural identity. The main point I intend to bring forward is that the ethical dimension of intercultural communication emerges when the open-ended character of dialogue is foregrounded over the search for a final consensus.

The paper will address this ethical dimension of dialogue in the context of current discussions on intercultural responsibility (Phipps, 2007; Guilherme, 2010; Guilherme, Keating, Hoppe,

2010), following the distinction established by Levinas between the saying and the said. On the one hand, the said refers to thematisation, when the self bestows meaning speaking about something and not to someone. The saying, on the other hand, is a speaking to in the form of dialogue, when the self does not occupy a central position.

The notion of the other developed by Levinas is devoid of cultural undertones, and reflects ethical responsibility as a form of practical concern for the other person. In this form of existential analysis, ethical responsibility stems from the notion of the face of the other, when another person addresses me by facing or speaking to me. In each unique face we distinguish a universal character that cannot, nevertheless, be totalised, contextualised or put in a framework. Therefore, human individuals cannot be reduced to mere functions, members or organs of any given community, in the sense that cultural categorisation reduces the ethical force of the encounter with the other. Levinas describes this form of ethical encounter in terms of radical asymmetry between the self and the other, which I understand as the idea that the ethical commitment to dialogue rests on this promise of a final moment of intercultural understanding that is always deferred.

BIO: My interest in intercultural communication and education stems from my own teaching experience in multicultural schools in London. I hold a Masters in Bilingual Learners in Urban Educational settings from the Institute of Education and my previous research includes a comparative study of intercultural provision in two multicultural educational settings in Genova, Italy and in London. My current PhD research at the Institute of Education focuses on the formulation of a philosophical perspective using the philosophy of Levinas and Deleuze & Guattari in order to problematise constructs of cultural difference, ethical communication and otherness employed in Intercultural Communication.

Freake, Rachelle

Queen Mary, University of London

Borrowed words and alterity: Intercultural communication in the Canadian context

In Canada, an officially bilingual country, most Canadians use English as their first language and a significant minority use French. While English speakers live across the country, most French speakers live in the province of Quebec, where many have sought independence for their nation for many decades. This divide has meant that speaking English is sometimes seen as an icon of affiliation with English-dominant federal Canada, whereas speaking French is seen as a marker of Quebec nationhood. In more general terms, despite the official status of

both languages, each tends to serve different functions in English and French-speaking Canada and each is perceived differently by English and French speakers. Heller (1999: 143) describes this situation using the Canadian cliché of the “two solitudes”, which, she explains, refers to “[the] obstacles which keep Canada’s two major linguistic groups apart [...] alone, isolated one from the other, unable to share the other’s experience, and hence incapable of understanding the other’s point of view”. This paper explores the linguistic and national divide by examining French and English borrowed words within a corpus of 2009 Canadian newspapers.

When words are borrowed, they may have meanings that surpass translation because of what Hill (1995) calls “dual indexicality”. Dual indexicality involves the combination of direct indexicality (the referential meaning of the borrowed word) and indirect indexicality (stereotypes regarding the culture and speakers of the language from which a word is borrowed) (Hill, 1995: 206). In this way, borrowed words can only be understood insofar as both the referential meaning of a word and the stereotypes about the origins of that word are understood. These kinds of borrowings are humorous or derogatory within communities where audiences have instant, unreflecting access to shared cultural models of another language and its speakers. Such is the case in Canada, where languages serve important functions. This paper will explore the borrowed words *NATIONALE* in English Canadian newspapers and *CANADIAN* in French Canadian newspapers. These examples are drawn from a larger cross-linguistic corpus-assisted discourse study of language ideologies and nationalism in the Canadian media. Findings suggest some of the ways in which borrowed words create new meanings, which in a place such as Canada may have significant implications on understandings of identity, belonging, and the potential for cross-cultural communication.

BIO: Rachelle (Freake) Vessey is currently completing her PhD in the School of Languages, Linguistics and Film at Queen Mary, University of London. Her thesis focuses on language ideologies and discourses of national identity in Canadian newspapers.

Gal-Ezer, Miriam

Tihar, Chava

Academic College on the Sea of Galilee, Israel

National womb? Arab-Israeli women watch ‘Arab labor’

This paper focuses on Arab-Israeli women citizens their attitudes towards their fertility in real life and as presented in a bilingual satiric TV series, “Arab Labor” (2008), written by Sayed Kashua, an Arab-Israeli. The series depicts women of Jewish and Arab families (Arab-Israeli and Jewish-Israeli actors), competing

for a prize of one million shekels (\$250,000) for the first baby born on Israel's Independence Day. Defeating a nation, by controlling its national womb, thus causing its people to become "few", was already depicted in the bible: Egyptian Pharaoh who considered his Hebrew slaves becoming too "many", ordered every first-born male baby to be drowned in the Nile (1300 B.C.). Thus, "Few against Many", a Jewish historic-cultural common ancient narrative, sustained by historic circumstances of anti-Semitism and the Holocaust, perpetually occupies a nation's deep anxieties, especially in light of Israel's successive wars against the Arabs (Anson & Meir, 2006; Fargues, 2000 Goldscheider, 1967; Melamed, 2004). In this prolonged deep anxiety context, Jewish Israeli women are recruited to a national project: acceptance in society is dependent on fulfilling two conditions - serving in army, and "laboring" "many" children while nurturing a family (Berkowitz, 1999; Gal-Ezer, 2006; Gooldin, 2002; 2004). At the same time, the Arab-Israeli minority (20% 1,498,000 million), is considered by the Jewish nationalistic and religious sectors the "internal enemy", using its "fertile national womb" to labor "many children, to become part of millions of Muslims who aspire to exterminate Israel". This is in spite of the fact that Arab-Israeli fertility rates steadily decrease due to improved higher education and relative affluence (Atrash, 2011). However, alongside with modernization tendencies a prominent Islamisation process is prevailing with many Arab women, "declaring" their religiosity by wearing the Hijab – a head scarf, and the Jilbab -a long traditional dress that covers the body. The Arab woman's body is not private but a sensitive social issue. The woman's body does not always belong to her, as the honor of a man is dependent on his familial women demeanor: his mother, sister, and wife's body (Abu-Baker, 2002; G'anem, 2009).

The present study was set to reveal attitudes of Israeli Arab women towards their body and fertility. The episode was used as a stimulus to explore hidden attitudes and conceptions. Three focus groups of Arab-Israeli women were conducted: religious, traditional and secular. The findings show complex processes of tensions between the Arab-Israeli citizenry and the Jewish nation state, and emphasize the importance of academic education as a factor that fosters the autonomy of Arab-Israeli women.

BIO: Miri Gal-Ezer (Ph.D. Hebrew University of Jerusalem) is a lecturer at Kinneret Academic College on the Sea of Galilee, Jordan Valley 15132, Israel, formerly founder and Director of Art Education Centre, Tel-Aviv Museum of Art. Her book *Habitus, Texts & Rituals-The Israeli Canonic Art Field: Relative Autonomy and Moyen Avant-garde* was accepted for publication (Hebrew). Research interests include sociology of art and culture, especially in Bourdieusian theorization, media studies, audience reception studies, gender and feminism,

visual communication, sociology of language and CDA, personal and collective memory, the body; documentary and TV genres. miri-gal@012.net.il.

Chava E. Tidhar is Professor (Ph.D.), Head of the Israeli Communication association, Head of the communication department at Kinneret Academic College on the Sea of Galilee, Israel and formerly Senior lecturer at the Media Technology Center, Bar-Ilan University. Her research experience includes 32 years as the Head of Research and Evaluation at Israel Educational TV, independent research projects for NGOs, CTW and the Ministry of Education, including evaluation of media and non-media activities designed to promote tolerance and mutual understanding between Israeli Jewish and Israeli Arab children. In 1978 she initiated and organized one of the first seminar encounters between Jews, Israeli-Arab citizens and Palestinians from the West Bank, which led to mutual co-operative peace-promoting actions between participants. Her research interests include children and adolescents as media consumers, media uses in the family, new media technologies, audience reception studies, learning from the electronic media, media education, and gender representations in the media.

Ganassin, Sara

Durham University, UK

Exploring with visual methods pupils' identities within British-Chinese language schooling: Opportunities and challenges of a "child centered" research design

This study presents the methodological challenges and reflections arising from doctoral research on pupils' identities within Mandarin Chinese community schooling in the north East of England. Given the centrality of children as main participants in the research, I discuss how visual methods can assist a 'child centred design', and the opportunities and challenges that such methodological choices present. In particular, I am concerned about how suitable research methods can assist in addressing power imbalances to provide a more faithful account of the children's viewpoints.

Visual methods have the potential to trigger children's self-narrations and support them in using their own frames of references. In doing so, they provide an alternative non-verbal means of expression for complex and emotional themes and can be used in triangulation with verbal interviewing and observation. The presentation explores the suitability of visual methods in addressing the research questions and exploring identity and power related issues, and moreover, in making the research engaging and interesting for the young participants themselves. In particular, the value of Diamond ranking activities, as a creative and reflective skills tool, are discussed. While retaining a 'story-telling' dimension of self-

narration, diamond ranking exercises allow the explication of relationships between and hierarchies of ideas, feelings and values, providing rich and structured qualitative data to the researcher.

The presentation draws on methodological reflections combined with practical examples from the initial phases of my work, particularly discussing a pilot study on two children within Chinese language schooling, where the use of visual methods has been tested and tailored to the specifics of my research questions.

The study has implications for the creation of child centred research design, and issues arising from 'working with' rather than 'working on' young participants. Finally, drawing on the children's self-construction of community language schooling, the study explores methods for uncovering how 'Chineseness' is understood and embedded in the identities of those children, leading to broader reflections on British-Chinese young people and Chinese diasporic communities in the UK.

BIO: Sara Ganassin is a doctoral candidate at Durham School of Education. Sara graduated from Ca' Foscari Venice University School of Oriental Studies where she studied Chinese culture and language together with a background in International Cooperation and Development. In 2009 she moved to the North East of England, being involved through a regional voluntary sector organisation in a range of projects to support the integration and foster the rights of women and young people from asylum seeker, migrant and refugee backgrounds, but also engaging with white working class communities. She has undertaken different research projects, exploring issues related to 'diversity' 'migration' and 'marginalisation' alongside an awareness raising, training and campaigning aspect with the women and the young people themselves.

Garrido, Cecilia

The Open University

The relevance of insider/outsider debate to the development of intercultural competence

The insider/outsider debate is associated with research perspectives in international comparative education. It looks at researchers engaged in qualitative research across cultures and how their 'closeness' or 'detachment' to the researched subject or community, present them with a set of affordances that will impact their research and the interpretation of their findings. Initially researchers were placed either as 'outsiders' or 'insiders' (Merton 1972, Surrah and Ridley 1991, Christensen and Dahl 1997). These polarised positions would render researchers respectively as either objective and credible, or subjective, biased and achieving questionable research

outcomes. It is now recognised that the research process is much more complex than that. Researchers slide in and out of the inside/outside divide (De Andrade 2000, Sherif 2001), and reflexivity plays a role in helping them construct knowledge, reality and their own identity as a result of the research process. This paper aims to look at how the insider/outsider debate can support the development of intercultural competence. The set of competences associated with intercultural development, Byram's set of *savoirs* (Byram 1997), provide a useful framework within which to locate the insider/outsider discussion and its possible contribution to the intercultural development model. As individuals become acquainted and interested in engaging with another culture, a level of 'insiderness' starts to develop (*savoir*) but in the journey to becoming intercultural beings, the outsiders' perspective will be present and initially dominant, while interacting with aspects of the other culture that may seem 'alien' to their own sets of values (*savoir apprendre/faire*). As the journey towards interculturality continues, the 'travellers' will often slide between the 'known' and the 'unknown', conscious of being at times more inside than outside, or viceversa, but with the confidence to realise that neither situation is right or wrong (*savoir s'engager*), that embracing otherness allows for both, and that this will enrich the nature of the interaction (*savoir communiquer*).

The insider/outsider debate is also useful to understand that the switching between being insider and outsider (or being both at one time) plays an important role in shaping identity. During the process of becoming interculturally competent, while shifting between two camps and/or occupying two spaces, there is a constant sense of 'self' and 'the other', the "articulation of an ongoing iteration between social and self definition" (Ybema 2009). This 'definition' is only temporary. It evolves and gets reconstructed as the journey continues, and it is this evolution what equips individuals to become truly interculturally competent.

BIO: Cecilia Garrido is a Senior Lecturer in the Faculty of Education and Language Studies at the Open University. Her research and publications are mostly in the area of intercultural competence and its implications for curriculum design, materials development and teacher education in the context of language teaching and learning. More recently she has expanded her research to a more interdisciplinary field. Recent projects include her participation in an expert group outlining a research agenda for the Council of Europe's Intercultural Cities project and collaborative work under the umbrella of the British Association for International and Comparative Education (BAICE).

Gilliam, Paul

Limkokwing University, UK

Intercultural communication into the 21st century: Student journeys

State funded Universities around the world are rethinking their business models in the light of fundamental shifts in available (state) resources and pressures to improve positions in international ranking tables. There are also issues such as reversing the brain drain and responding to the growth of the private Higher Education sector. This research will seek to uncover the benefits and drawbacks to international (non EU) students who have completed higher education in the United Kingdom (UK). Previous research has focused on choice and satisfaction, typically using large sample, quantitative studies. These studies reflect marketing theory on consumer decision making and highlight factors such as home and social environment, social influences and opportunity. The consensus has always been that decision making in education is complex and influenced by many factors, including the cultural background of students. The paper introduces a critique of recent modifications and applications of general models of buying behaviour developed for educational decision making. In the light of comments that the World Wide Web and Internet are, for some, questioning the validity or usefulness of seminal theories on cultural differences applied to education, this research through depth analysis of students from diverse backgrounds will probe this area from first- hand accounts of students.

The main argument in this paper is that too little attention is paid to researching the consequences of a period of reflection by graduates on the influencing process of future students, given the importance of word of mouth in the totality of decision making by students. This qualitative research features student journeys as its principal method, with student interviews undertaken with students who have studied in the UK, but after they have returned home. Previous research on student satisfaction typically interviews students whilst they are still attending their 'overseas' University. It holds out the prospect of rich, thick description. Students' assessment of benefits and limitations could well give insights into how they will be advising the next generation into and through a changing global education scene. It has the potential of being of immense interest to Universities seeking to maintain income as well as academics in adapting pedagogical approaches in a rapidly changing market where 'teaching in English' is no longer the preserve of English speaking nations.

BIO: Paul is studying for an Educational Doctorate in the United Kingdom. He holds an Economics degree from London University and Masters in Marketing from Lancaster University. He is also an Associate of the Higher Education Academy and

Member of the Chartered Institute of Marketing. He has held External Examiner positions for MBA subjects at three UK Universities.

His decision to adopt an experiential approach for his research comes about from 'two careers'. Firstly as a senior marketing and market research executive in 'blue chip' major international 'brand focused' companies. His second career has been as a Lecturer then Marketing Director of a leading UK University Business School, responsible from 1990 -2007 for both UK and International marketing, including recruitment.

More recently he set up the academic team for an Asian University's London campus, helped launch their African Campus development programme, and is teaching in London at postgraduate level. His most recent major consultancy work includes in 2011 a 'European Union' focused branding opportunity project for a group of over 3,000 farm co-operatives in North East China.

He has chosen to undertake an Educational, rather than Business, Doctorate and use his professional experience in teaching and student experiences in his research. His contacts across the world will be of undoubted value in fulfilling his mission to learn from the reflected experience of former HE students in the UK and produce valuable insights into the student experience beyond the remit of student satisfaction surveys to assist in both business and pedagogical development.

Handford, Michael

University of Tokyo, Japan

Pinpointing cultural identity in professional spoken corpora

One of the challenges in analysing culture in communication is moving beyond the circularity of essentialism: as Sarangi (1994) points out, many approaches to IC analysis assume that interactions are intercultural because the interlocutors are from different nationalities and/or ethnicities, and then explain instances of communicationbreakdown in terms of national difference. As such, much IC analysis reifies culture. Furthermore, it tends to emphasize problematic rather than successful talk.

Bucholtz and Hall (2005), propose a sociocultural linguistic framework for analyzing identity in discourse that allows for culture to be seen in terms of both macro-level categories (like nationality) and local, ethnographically emergent positions. They also show how identity can be indexed through various linguistic features and styles. That identity is constructed, emergent and a product of communicative practices rather than a psychological given may allow for an escape from the

essentialist trap elucidated by Sarangi when considering the role of culture in communication.

This talk will discuss how ethnographically informed specialized corpora can be exploited to shed light on culturally key items in spoken professional discourse. The approach is primarily concerned with showing how statistically significant lexicogrammatical items constitute certain identities through reflexive social, professional and discursive practices in unfolding discourse (Handford, 2010). For instance, the pronoun *we* is statistically significant in different professional corpora (e.g. CANBEC, see Handford 2010), and indexes different local and macro inclusive and exclusive identities at within and across speaker turns, and across different stages and contexts of communication. The findings suggest that cultural identities other than the national tend to be indexed in professional contexts, and that the identification of culturally divergent practices by interlocutors can be a stepping stone to a more convergent position.

BIO: Michael Handford, PhD (Nottingham) is professor in international education at the University of Tokyo, where he teaches and lectures on intercultural communication, international English, discourse analysis, professional communication, and management. He runs workshops for Tokyo University academics on lecturing and teaching in English, as part of the university's internationalisation process. He is based in the Institute for Innovation In International Engineering Education. He also works as a business communication consultant with Japanese multinationals, training their staff in negotiation, meetings and presentations. Before moving to Japan he lectured in Nottingham University's School of English Studies.

He is the author of *The Language of Business Meetings* (Cambridge University Press, 2010), co-author of the business course series *Business Advantage: Theory, Practice, Skills* (also Cambridge University Press, 2011), and co-editor, with James Paul Gee, of *The Routledge Handbook of Discourse Analysis* (2011). He has also published journal articles and book chapters on metaphor and conflict in business meetings, genre, corpus linguistics, sociopragmatics and language learning, and international professional communication. He is winner, along with his co-author Dr. Petr Matouš, of the 2011 Horowitz Prize for best article in English for Specific Purposes, for the article titled "Lexicogrammar in the international construction industry: A corpus-based case study of Japanese-Hong-Kongese on-site interactions in English". At present he is building a corpus of construction communication.

He, Ying
Kennedy, Fionnuala

Waterford Institute of Technology, Ireland

Intercultural competence, situated identity and second language motivation among Chinese students in Ireland

Cultural identity is important for people's sense of self and how they relate to others, and it is closely linked with the development of intercultural competence. Literature shows that the more inclusive and more secure an individual's identity is, the more likely he or she is to engage in cooperative intercultural relationship (Kim, 2009). At the same time, language is a central component for integration into host societies, and a good knowledge of the national language is central to educational success (Esser, 2006). Different orientation of second language learning motivation not only affects learner's self-identity (Noels, Pon and Clément, 1996; Gao, Zhao and Cheng, 2007), it also affects their attitude and behaviour towards intercultural contact. For example, empirical research shows that those with high integrative motivational orientation are more likely to make active contact with others who are culturally different, thus they have more chances to acquire the linguistic and intercultural knowledge needed for socio-cultural competence (Culhane, 2004; Csizér, K and Kormos, J, 2008; Kam, 2006). However, research also indicates that intercultural contact can also increase language learning motivation (Dörnyei, Z., Csizér, K. and Németh, N. 2006, p.148). This paper will report on a research project which investigates perceived intercultural competence, identity and second language learning motivation among Chinese students who are studying in Ireland. Based on Clément and Baker's *Measurement of Situated Ethnic Identity* (2001), a questionnaire was completed by thirty-five Chinese students from four third level institutions. Participants were asked to evaluate their situated identity in twenty scenarios; at the same time, their second language learning motivation and perceived level of intercultural competence were self-assessed. The findings show that dilemma and confusion in self-identity hindered their intercultural contact and their development of intercultural competence. The results demonstrate that the three factors, i.e. perceived intercultural competence, identity and second language learning motivation, are inter-related in Chinese students' integration progress.

BIO: Allie Haying graduated from Guangxi Normal University, China with a BA degree in English teaching in 2002. After four years of English teaching in college, she studied at Waterford Institute of Technology and graduated with MA in Education in 2008. She then taught courses in Chinese language and culture for three years in secondary schools and institutes in Ireland. These courses were part of government funded project collaborated by the UCD Confucius Institute. Major research

projects she has participated in are: NCCA (National Council for Curriculum and Assessment) Project, as a core research member, compiling a Teaching Pack on Chinese Culture and Language for Transition Year in Ireland; Project administrator on 'Intercultural Communication Competence in Reading Courses amongst English Majors in Technology Colleges'; Research group member of 'The Investigation of the Demand for English Competence in Cooperation with ASEAN (Association of South East Asian Nations). She is currently involved in PhD research on intercultural competence, socio-cultural integration and second language learning motivation of Irish and Chinese students in Ireland at Waterford Institute of Technology.

Fionnuala Kennedy is lecturer in German and Intercultural Studies at Waterford Institute of Technology, Ireland. Her research interests include the intercultural dimension of language teaching and learning, tandem language exchange and the European Language Portfolio. She is currently involved in the Erasmus Lifelong Learning-funded IntUni network 2012-2015 (The Challenges of the Multilingual and Multicultural Classroom <http://www.intluniversity.dk/>), and previously in the Lanqua project (Network for Quality Assurance in Language Teaching 2007-2010 <http://www.lanqua.eu>), the Languages online Portfolio Project (LOLIPOP 2004-2007 <http://lolipop-portfolio.eu/>). In 2008 she was a co-recipient of the European Award for Languages – the Language Label for development of the TaLLiCo project (Tandem Language Learning for Intercultural Communication). In 2012 she was presented with a European Commission Language Ambassador Award.

Helm, Francesca

University of Padova, Italy

Hauck, Mirjam

The Open University, UK

Online intercultural exchange: The state of the art.

Results of the INTENT project survey

Rationale: Funded by the European Commission's Lifelong Learning Programme for a period of 30 months, from October 2011 to March 2014, the INTENT project, involves eight European partners and a similar number of work packages. The overall aim of the project is to foster the integration of online exchanges into university curricula across Europe and beyond. Intercultural dialogue is therefore at the heart of the INTENT project. It is both a means and an end: the educational goal we are aiming at and the most effective way for us, as a team, to realise that goal. We seek dialogue not only with learners and teachers, but also with university leaders and those responsible for mobility policy in the European Higher Education Area.

INTENT has four key aims. These are as follows:

- ⊗ carrying out a study of telecollaboration in European HEIs;
- ⊗ developing tools and a platform to support telecollaboration in European HEIs;
- ⊗ identifying and developing strategies for the integration of online exchanges into HE curricula;
- ⊗ training telecollaborators online and through a series of national workshops.

The three sessions offered by INTENT project members at IALIC 2012 relate primarily to the first three of these objectives:

Francesca HELM and Mirjam HAUCK will deliver an account of the findings of our study of past present and potential telecollaborators, carried out from December 2011 to February 2012 and comprising data supplied by 142 universities in 22 countries. The title of their paper is: 'Online Intercultural Exchange: the State of the Art. Results of the INTENT project survey'.

As well as providing a comprehensive account of the current state of university-level telecollaboration, Helm and Hauck will offer a range of recommendations, emerging from the study, which are aimed at securing the place of virtual mobility as a means of (a) developing intercultural, linguistic and electronic competences in the 80% of university learners who are unlikely to take part in physical mobility programmes and (b) preparing and supporting such programmes.

Abstract: Foreign language telecollaboration or Online Intercultural Exchange (OIE) engages groups of foreign language learners in virtual intercultural interaction and exchange with partner classes in geographically distant locations. These exchanges most often involve bilateral projects between classes in two different countries, each learning the other's language. However, they can also involve more complex, multilateral projects involving language learners from many different countries working together online using a lingua franca as a means of communication.

Telecollaboration offers an effective tool in the development of students' foreign language skills, as well as their intercultural competence and other transferrable skills. It is also an excellent form of preparation for physical mobility and is a viable alternative for those students who cannot participate in physical mobility programmes for personal or financial reasons. This presentation will begin with a global perspective of the 'state-of-the-art' of telecollaboration in Europe based on a survey conducted within the context of the EU-funded INTENT project (Integrating Telecollaborative Networks into Foreign Language Higher Education). Over 200 educators in 22 European countries completed the survey in full, as well as 131 students with experience of telecollaboration. Findings of the survey confirm the limited implementation of telecollaboration across Europe to date and some of the perceived barriers to

more widespread adoption. These, together with the implications for higher education institutions and European decision makers will be presented, together with strategies which have been adopted by some European higher institutions which were gathered in a series of case studies.

BIO: Francesca Helm is assistant professor of English at the Department of Political Science and International Studies at the University of Padova, Italy. Her research interests lie in the use of technology for language and culture learning, intercultural dialogue and conflict, Web 2.0 for education and multiliteracies. She has published several book chapters and articles on these topics and co-edited with Sarah Guth the volume “Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century”. She is a facilitator for the Soliya Connect Program and co-ordinator for the Padova group in the INTENT project.

Mirjam Hauck is a Senior Lecturer and Associate Head of the Department of Languages (Faculty of Education and Language Studies) at the Open University/UK. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, and e-literacy skills development. Apart from regular presentations at conferences, seminars and workshops in Europe and the USA, she serves on the CALICO and EUROCALL executive boards.

Hepple, Erika

Queensland University of Technology, Australia

Developing intercultural competence in pre-service teachers from Australia and Malaysia: Insights from the “Patches” programme

Developing intercultural competence in pre-service teachers from Australia and Malaysia: Insights from a Patches program. Innovative pedagogies can offer pre-service teachers the opportunity to develop their intercultural competence and take up more globalised viewpoints. One such innovation is the Patches program which brought together Malaysian and Australian pre-service teachers who were studying at the same university in Brisbane, Australia, to actively explore issues of cultural and linguistic difference. The participants were 14 Australian fourth-year pre-service teachers who were enrolled in a program on inclusive education, and 58 Malaysian pre-service teachers who had recently arrived at the university in Brisbane to commence their second year of an international education program. In peer groupings, these domestic and international pre-service teachers engaged in a series of interactive tasks and reflective writing workshops exploring intercultural experiences, over a period of ten weeks. Each element or ‘patch’ in the program was designed to build up into

a mosaic of intercultural learning. The flexible structuring of the Patches Program provided a supportive framework for participant interaction whilst allowing the groups to decide for themselves the nature and extent of their involvement in a series of community-related tasks. The process of negotiating and implementing these activities formed the basis for establishing meaningful relationships between the participants. The development of the participants’ intercultural competence is traced through their reflective narratives and focus group discussions, drawing on Byram’s concept of the five *savoirs*. Explaining aspects of Australian culture to their newly arrived Malaysian peers, allowed the Australian pre-service teachers to take a perspective of outsidership towards their own familiar social practices. In addition, being unusually positioned as the linguistic other amongst a group of Bahasa Melayu speakers, highlighted for the Australian pre-service teachers the importance of being inclusive. For the Malaysian pre-service teachers, participation in the Patches program helped to extend intercultural understandings, establish social networks with local students, and build a sense of community in their new learning environment. Both groups of pre-service teachers noted the power of “learning directly by interacting rather than through books”. In addition to interacting interculturally, the process of reflecting on these intercultural experiences is seen as integral to the development of intercultural competence.

BIO: Dr Erika Hepple is a lecturer in the School of Cultural and Language Studies at Queensland University of Technology, Brisbane, Australia, where she specialises in teacher education in the areas of Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics. She is also engaged in transnational teacher education programs with higher education institutions in Hong Kong and Malaysia. Her research interests include: the internationalisation of higher education; transnational teacher education; classroom discourse; second language learning and pedagogy. These are issues which she has investigated in her PhD and in subsequent research.

Hooker, Rebecca

University of Plymouth, UK

The many faces of intercultural dialogue: An exploration of the multiple benefits and value of learning a foreign language for leisure purposes later in adulthood

Learning and using any language generally involves dialogue. People do not normally talk to themselves, except perhaps to practise or recall conversations with one or more others: in preparation for dialogue. This paper approaches intercultural dialogue from the perspective of those in a seldom-investigated context; that of older British adults learning a foreign language

in Britain for leisure purposes: coined here as the emergent phenomenon of 'leisure language learning' (LLL). The different benefits of attending formal language classes are defined by the findings of a research study (Hooker, 2011) exploring the experiences of older British adults learning a foreign language. The 15 participants in this qualitative study come from a wide range of socio-cultural backgrounds but are all: between 45-75 years old; retired or working part-time; have all attended so-called 'evening' language classes in England within the past five years, and have English as their first language. Additionally they have all learnt actively through choice, paradoxically against the odds and for no ostensible reward such as for accreditation. Empirical data was collected by means of in-depth, conversational interviews, exploring participants' personal histories of encountering and learning foreign languages. An approach informed by hermeneutic phenomenology has allowed for iterative dialogue between people and interdisciplinary texts, resulting in multi-faceted interpretation and understanding of the meaning of 'leisure language learning' for adults in community settings. Benefits include, amongst others, learners' perceptions of: mental stimulus; the impact on their sense of self; increased feelings of well-being and purpose and feeling more socially included. Methodologically it incorporates a way of thinking about language pedagogy which goes beyond the usual 'discourses of performance, competency and skills' (Phipps, 2007), common to much second language acquisition research. This paper also explores other cultural axes that transect such language classes as well as the intercultural dialogue afforded by exposure to the different cultural and linguistic norms of the target language. This includes various axes of socio-cultural spectrums, e.g. that of education (from university-educated learners to one who attended 13 state schools) or that of age. The LLL class effectively becomes a 'leveller'. The broadening of horizons is not just confined to engaging with another language and its culture, but also results from the interaction with others in the class. Additionally it offers possibilities for other intercultural discourse, such as intergenerational dialogue about language learning by considering participants' accounts of their school language learning and current 'leisure language learning' as compared to younger students at school.

BIO: Dr Rebecca Hooker is a freelance researcher and language teacher. She has taught English both as a foreign language and to speakers of other languages (ESOL) since the early 80s, when living and working in Europe. She worked all over Europe for technical and medical publishers in the 1990s. She taught French and German at two Devon secondary schools from 2001-2009 and continues to teach these languages together with Italian and ESOL to older learners in adult and community education. Her learners come from a wide age range (5-85 years) with greatly varying motivation for learning an additional

language, e.g. citizenship, work or study. Most recently she has been teaching academic English, predominantly to Chinese students, at the University of Plymouth. Her current ESP projects include: designing a communication course in general English for international hospital and family doctors in south west England, as well as piloting an English language and culture workshop for all NHS staff. Her research interests centre on her doctoral thesis, 2011, concerning the multiple benefits of learning a language when over the age of 50, perhaps most importantly for stimulating the brain. Her paper on this appears in the March, 2012 issue of the 'International Journal of Education and Ageing'. Apart from researching the many different effects of language acquisition upon learners, she passionately advocates the advantages to all of language learning and intercultural awareness. She is particularly interested in qualitative methodology which draws on participants' personal experience and life histories and in hermeneutic phenomenology.

Hyde, Martin

Canterbury Christ Church University, UK

Intercultural business negotiation: A cross-discipline model

This paper presents a model for intercultural business negotiation that draws upon intercultural communication theory and business negotiation theory. The model is based upon a merging of these two disciplines with the aim of drawing together key tenets from the two fields to provide a new, exciting framework for practical use.

The model has been developed from both my HE lecturing experience in the two disciplines (ICC and Business Studies) and 10 years of real life international business negotiation experience. The aim is that it will be of use for those developing ICC skills as part of their understanding of International Business Studies negotiation skills and therefore has a specific pedagogical purpose and use.

The key underlying supposition in the model are the four-fold possibilities of drawing on the concepts of 'imagined cultural difference' as opposed to 'real cultural difference' at the collective level, and subsuming individual negotiators at the individual level to these categories either by ascribing the individual to an 'imposed belonging' or pursuing an alternative position of detecting an 'exposed / proposed belonging' during the negotiation process. How these categorizations interact for success or failure in intercultural negotiation is analysed, described and explained in the presentation.

This model is explained in reference to current ICC theory which increasingly highlights the dangers of operating with prescribed

(‘othered’) identities for ICC (Holliday, Hyde and Kullman 2010), and draws on and incorporates models of organisational (corporate) culture e.g. Deal & Kennedy (2000), Johnson (2000), Kotter (1992) - seen as a key reality that influences the process of ICC negotiation. At the individual negotiator level recourse is made to French and Ravens’ (1959) classic outlining of the bases and sources of personal power - which can be seen to be leveraged in the ICC negotiation process. Current theoretical approaches to business negotiation are incorporated into and discussed in terms of the proposed new model integrated.

It is hoped that this drawing together of key models from the two disciplines will provide a synergy of use for all those involved in teaching / training students for successful ICC negotiation.

BIO: Dr. Martin Hyde is a Principal lecturer in the English & Language Studies Department at Canterbury Christ Church University, UK. His main areas of academic specialism are Intercultural Communication and Discourse Analysis. He has worked as an HE lecturer for 22 years in English and Language Studies as well as recently in the Business School and has been involved in a number of international projects over this period as well as extensive programme design and delivery.

Martin undertook a 10 year internal secondment (2001 – 2011) at CCCU to become the Assistant Director of the University’s International Office where he was responsible for international student recruitment to the university and for the development of bilateral contractual agreements between the university and international partners.

In 2004 he co-wrote ‘Intercultural Communication’ with two university colleagues at CCCU for which a second edition was released by Routledge in 2010. He has also recently published ‘The International Student Guide to UK Education’ with Routledge, which focuses on cultural and academic adaptation to the UK university environment for international students. He is currently writing a study abroad guide for UK students.

His research interests from his PhD (Applied Linguistics) were on the construction of culture by different international academics in the field of language study. He is also interested in international business negotiation and recently completed the Open University’s MBA. Having studied both disciplines to these advanced levels he is interested in developing interdisciplinary understanding of ICC for negotiation and conflict management.

Martin is a keen linguist being fluent in French, Spanish and with a developing knowledge of Arabic and Japanese. He worked as a secondary school teacher in Morocco and the Dominican Republic before becoming a UK based university lecturer.

Itami, Chihoko

Meisei University, Japan

Acquisition of integrated language-culture competence in an Activity Theory-based project

Globalization has made Japanese business activities shift from simple export-import to cross-cultural collaborative works based on more frequent and multi-modal dialogues. Thus a compelling need exists for university graduates competent to work in multicultural environments. Global business practitioners need to integrate multiple competencies of knowledges and skills. Such competencies relate to various fields of discipline including leadership, linguistics and intercultural communication. However, traditional undergraduate courses have limitations as each of these competencies tends to be taught separately. Consequently students entering intercultural workplaces are overwhelmed by challenges in completing tasks requiring integrated use of multiple competencies.

An alternative approach to equipping students with these integrated competencies is through a course based on Activity Theory (AT), offering students opportunities for learning by doing. However, past research insufficiently discussed how students acquire this complex competence consisting mainly of language and intercultural communication abilities. Therefore, this study investigates the process of students’ learning by doing and rigorously examines connections between language learning and cultural practices.

This research employs ethnography of communication as an approach to investigate students’ learning. It describes students’ learning in an AT based course, Meisei Summer School Project (MSSP) offered in Meisei University in Tokyo, Japan.

The course is grounded in the idea of AT. The key concept is that students acquire integrated competencies necessary for intercultural business practitioners in the actual field where multicultural participants work together through engaging in performing an authentic activity. The MSSP assumes that human learning is viewed as a mediation process. In the MSSP, language, culture and activities serve as mediation for students’ learning.

The presenter discusses an insider’s perspective of students’ holistic acquisition of knowledges and skills which takes place through participation in cultural and linguistic collaboration within the project. Moreover, this paper argues that reflexivity is critical for researchers and students to interpret and understand the phenomena occurring in the project. Learning in the field is not about absorbing or imparting knowledge but gaining understanding of the world through participating in relevant activities.

The overall results indicate that students are becoming ethnographers because of their engagement in this

intercultural collaboration. The awareness of intercultural collaboration practices gained through the process would serve as an asset for the students in prospective multicultural workplaces.

BIO: Chihoko Itami is an MA student of Applied Linguistics at Meisei University, Tokyo, Japan. Her research interests include sociocultural and critical approaches to multi-competencies, identity and intercultural communication. She has participated in several Activity Theory-based courses as a teaching assistant to professors. She has worked as a research assistant to the competency analysis project granted by The Institute for International Business Communication. She was in charge of qualitative data analysis from Can-Do questionnaire.

Iwasaki, Noriko

SOAS, UK

Brown, Lucien

University of Oregon, USA

Kirsch, Griseldis

SOAS, UK

Learning through the critical analysis of the othering of learners' own culture in target culture films

Today L2 language learners have easy access to films produced in the target language and in the target community, and the learners are often keen to view them. Not only do these films provide an ample opportunity for learners to be in contact with the target language and culture but also allow them to critically analyze multimodal meaning making (the role of the image vis-à-vis language) to develop multimodal competence (e.g., Block 2009; Royce 2007). What is more, films provide learners with a unique window to the other's perspective and with opportunities for intercultural dialogues, especially when the learner's own culture is dealt in the film and/or when intercultural conflicts become evident. This is because such films reveal the ways in which their 'self' is represented as 'other' in the target community. Learners can engage in intercultural dialogues within themselves (struggles between their own, target and/or third cultures) and talking about the film further promotes intercultural dialogues among those learners who are all multi- or pluri-cultural.

In this paper, we first present a critical analysis of a scene from the Korean film "Good Morning President" where the newly appointed Korean president meets the Japanese ambassador. We then examine the potentials of such scenes and analyses in L2 Korean language classrooms based on interviews, discussions, and questionnaire data.

In "Good Morning President", described as a "humorous, unthreatening" film (Hancinema, online Korean drama and movie database), a young South Korean president is depicted summoning the Japanese ambassador to discuss a tension between the two countries. In this encounter, language and camera work play major roles in representing the other. The Japanese ambassador's Korean was marked by a heavy Japanese accent. The display of the president's power was effectively accomplished both by choice of language (speech levels such as formal, informal, honorific or non-honorific, and choice between the use of Korean vs. Japanese) and by multimodal means (positioning of the characters, their postures, gestures, and language). In addition, the camerawork never showed the two speakers on eye-level, but created a clear hierarchy, thus working complimentary to the use of language.

The scenes are shown to Japanese learners of Korean whose place might be at stake and to a group of students (of multilingual background) who major in Japanese (studies) and thus have strong attachment to the Japanese culture. Their interpretation and reaction to the aspects of the scene (especially on language and camerawork) are elicited and potentials for the use of such scenes to promote intercultural dialogues and "third place" (Kramersch, 1993) among language learners is explored.

BIO: Noriko Iwasaki is a senior lecturer in language pedagogy at School of Oriental and African Studies, University of London. She specializes in language pedagogy and second language acquisition studies. Her most recent interest is in impact of studying abroad in language and culture learning, teaching L2 literacy, and acquisition of mimetic words in Japanese. She currently chairs the Association of Japanese Teachers in Europe. Lucien Brown is assistant professor of Korean linguistics at the University of Oregon. His research spans two areas of linguistics: socio-pragmatics and second language acquisition. Within these areas, he is particularly interested in the analysis of honorific forms and politeness markers in the Korean language and the acquisition of these forms by second language learners.

Griseldis Kirsch is lecturer in contemporary Japanese culture at the School of Oriental and African Studies, University of London. Her research interests lie in the field of Japanese television and film, in particular television drama. Within these genres, she looks at representations of the 'Asian' Other as well as of the Second World War.

Jaidev, Radhika

National University of Singapore, Singapore

Intercultural communication skills for the global workplace

Employees in the global workplace must be able to communicate with interlocutors from different cultural backgrounds in particular work contexts. In order to engage in “procedural strategies” (Kramsch, 2007, p. 61) such as taking turns during conversation, participating in group activities, asking questions, debating and contributing ideas in such contexts, employees must be aware not only of similarities and differences between their own and other cultures but also of cultural biases, both their own and others’. This paper reports on the awareness and application of intercultural communication skills in the group learning processes of 2nd and 3rd year Science and Engineering undergraduates in a professional communication course in a university in Singapore. The course is an elective and generally attracts Singaporean, Malaysian, Indonesian, Indian, Chinese, Western European and Korean students. As it specifically aims to help students hone their verbal and written communication skills for the professional arena, the course incorporates a section on intercultural communication necessary for the global workplace which has a multicultural profile of employees in many parts of the world today and graduating students need to demonstrate their willingness and ability to adapt and work with colleagues from different cultural backgrounds even at the job interview stage. The design of the intercultural section is premised on the belief that students need to interpret and articulate their own worldviews including their biases first before they can empathise with that of someone from another culture (Deardoff, 2006, 2009).

This paper reports on the processes involved in raising students’ awareness to the knowledge and skills necessary for intercultural communication through the incorporation of theory and practice of intercultural competence values in the course. It documents students’ assessments of their own and their peers’ effective and ineffective intercultural behaviour (verbal and nonverbal) in specific contexts. The contexts include group discussions on projects, both in class and outside of class. The paper also draws on the written reflections of students’ own as well as their peers’ interaction and behaviour for valuable insights on their learning processes and outcomes with respect to intercultural communication awareness in this course. Finally, the paper thus suggests that group learning processes in a less stressful environment among peers at the tertiary level provide students with ‘dry run’ opportunities for self-discovery, the chance to test out their application of intercultural communication skills and increase their individual accountability through peer assessment and feedback in intercultural contexts.

BIO: I teach Professional Communication to 2nd and 3rd year undergraduates at the National University of Singapore and one of the key points I stress in my course is the absolute significance of intercultural understanding and communication

because as you may be aware, Singapore is a multicultural city-state and the workplace is becoming even more cosmopolitan as we have a lot of foreign talent in our organisations as well. So I stress this intercultural communication as a life skill for the 21st century.

Jin, Tinghe

Institute of Education, UK

Intercultural competence in the learning of Chinese as a foreign language in the UK. An exploratory study

By 2010, the number of learners who study Chinese as their second language worldwide was forecast to be about 100 million (The People’s Daily, 2006). Many UK universities and schools now offer Chinese language courses. Compared with European languages, our understanding of teaching Chinese as a foreign language is inadequate.

Intercultural competence has been identified as a key aspect to consider in foreign language education. Students need preparation for communication in a pluricultural/plurilingual world. The Quality Assurance Agency for Higher Education (2007) identified intercultural awareness, understanding and competence as one key element of the knowledge and understanding of language programmes, and the skill that language graduates need to acquire. The theoretical, methodological, and pedagogic resources available for developing and interpreting intercultural communication and intercultural competence need further exploration and development to meet the reality of Chinese language as a foreign language.

My paper reports early findings of my doctoral research into intercultural communication and intercultural competence in learning Chinese as a foreign language by UK HE students. My study aims to identify the key areas of intercultural competence in learning Chinese as a foreign language and seeks to explore the current approaches to the teaching and learning of Chinese as a foreign language in UK HE with particular reference to culture.

The main research question is: How is intercultural competence conceptualised in teaching and learning Chinese as a foreign language in UK HE?

The study consists of a pilot phase with university teachers and researchers, and a main study with HE students, from the field of Chinese as a foreign language. Data are collected using questionnaires, interviews and observation in addition to desk research.

The paper will report findings from the pilot phase based on semi-structured interviews carried out with 10 university

teachers/researchers. Data were analysed using a thematic analysis approach (at a semantic and latent level).

The findings suggested the construction of culture and elements of intercultural competence embedded in intercultural dialogue in classrooms. The concept of intercultural competence in relation to learning Chinese as a foreign language needs to be developed to reflect cultural features of Chinese language. The main study will be conducted to identify what these competencies are emerging from the characteristics of Chinese as a foreign language. Students' intercultural experience/encounters will be explored.

BIO: Tinghe Jin is currently a doctoral student in the Institute of Education, University of London. She was a teacher of Chinese language and literature in a high school in China. She holds a MA in International education and she conducted a case study on the challenges for middle-school teachers' continuing professional development in China for her Master dissertation. Her PhD research is about intercultural competence in the learning of Chinese as a foreign language in High Education in the UK. It is her first year PhD study. Currently, she has conducted the pilot study by interviewing university teachers and researchers and is conducting the data analysis.

Johnson, Robert

Regent's College London/Birkbeck College, University of London, UK

Have you caught the virus yet? Using a cultural metaphor to transform the way we teach intercultural communication

This presentation sets out to explore an alternative starting point for students or trainees who are learning about intercultural issues for the first time. In the background of the long established canon of intercultural theory, namely the taxonomic approach of Edward T. Hall, Geert Hofstede and Fons Trompenaars, we find a set of metaphors that are used to guide our understanding of the meaning and role of culture in intercultural (business) encounters. Seeing culture, for example, as an iceberg, an onion, a lens, a default setting or a kind of grammar for society entails a particular view of culture as being embedded within the individual. In other words, they are based on the underlying assumption of culture as something that is fixed, measurable and residing primarily within the national level of social consciousness. This conceptual approach has come under increasing criticism by commentators from different disciplines (McSweeney 2002, Soderberg and Holden 2002, Gerhart and Fang 2005 inter alia).

This presentation will explore the implications of adopting the metaphor of the virus in the context of teaching and training about intercultural communication. This metaphor can be linked to the as yet undeveloped theoretical framework proposed by meme theory or 'memetics' (Blackmore 1999), which emerged as a response to Richard Dawkins' notion of the 'selfish gene' (1976). While this approach is not immune from criticism itself, it may nevertheless offer a fresh outlook for the intercultural field. If we see culture as a set of ideas or practices that can be passed inadvertently or consciously from person to person, as something that is co-created from moment to moment in an intercultural encounter (Soderberg and Holden 2002; Osland and Bird 2000), can we achieve a level of relevance for entry-level students or trainees with little or no knowledge of the field that is at least comparable to the existing canon?

We will explore the possibilities for application of the 'culture as virus' concept in two domains: the international classroom and the multicultural workplace. As well as considering the substantive content of the class or training programme, we can also begin to reflect on the role of the teacher or trainer in the intercultural training room.

BIO: Robert Johnson is a lecturer, consultant and trainer specialising in intercultural communication. He has worked with a wide range of institutions and companies in the public and private sectors to raise cultural awareness and help trainees and students develop self-awareness, cross-cultural skills and knowledge of cultural differences.

As a cross-cultural facilitator, he has delivered tailored training programmes for numerous high-profile international clients to help them build strongly integrated team cultures. He has also developed original training tools for individual and group acculturation. His clients have included: Adidas, Deloitte, Ernst & Young, Gucci Group, Hitachi, KPMG, the Learning and Skills Council, the National School of Government, Nomura, Sony and UKTI.

In the academic field, he is Lecturer in Cross-cultural Management at Regent's College, London; and Visiting Lecturer in Intercultural Communication for Business at both Birkbeck College, University of London and at the University of Surrey. His research interests include training methodology, politeness and conflict across cultures, and Japanese language and culture. He has extensive experience of living and working as a language and communication trainer and consultant in France, Germany, Japan and China. He is a former Board Member of SIETAR Europa, the Society for Intercultural Education, Training and Research.

Kadhim, Kais A.

University of Malaya

A semantic analysis of deontic modality in English-Arabic political discourse

The focus of this research is in the area of a very specific genre of discourse which is BBC news texts. It seeks to examine how English and Arabic express deontic modality in a text and to determine the nature of the message in both texts. Such a study is important in order to provide some insights into the characteristics of English and Arabic in denoting modality in mass media, and most importantly to arrive at a better understanding of the function of deontic modality in the genre of news. The research approach adopted in this study includes a descriptive analysis of a sample of 10 texts; each text provides the same version in two languages; English and Arabic. The findings from this research provide evidence that each of the two highlighted languages has its own structures, styles and preferences in expressing deontic modality in transferring information and that the use of deontic modality in these texts is intentionally meant to present information in a fuzzy and vague way. This study will make use of Palmer's notion on Deontic Modality. The main finding drawn from this study are: despite the remarkable differences and preferences specific to each of the two languages, these languages tend to use expressions of deontic modality as a manipulating instrument to change the attitude of news texts.

Kuoppala, M.-Kaisa

University of Helsinki, Finland

Intercultural dialogue in an international teacher education programme in Finland

Students from diverse cultural and educational backgrounds enrich communication and content in an international and interdisciplinary teacher education programme. Different backgrounds and varying levels of English can, however, make interaction more challenging. This paper analyzes and discusses interview data from teacher educators and student teachers in the new one-year English-medium programme in the Department of Teacher Education at the University of Helsinki. Most of the participants are non-native speakers of English. About half of the student teachers are Finnish and the other student teachers originate from different countries around the world. Almost all of the teacher educators are Finnish. This paper examines how the participants experience and engage in intercultural dialogue in the multicultural programme. The student teachers and teacher educators share their views on cultural, linguistic, and other factors that affect interaction, communication, and dynamics in the international group. They

discuss various practices and ideas that could ease cooperation and learning in the multicultural academic context. They also suggest some strategies that could help overcome challenges in intercultural communication in English as a lingua franca (ELF). The participants found the multicultural context and international atmosphere as a contributor to vibrant discussions and a benefit to their own growth as persons and teachers. The diverse student body was considered a source of new and different ideas, experiences, and insights in the teacher education sessions and most of the participants regarded the diversity of the students solely as a resource. Nevertheless, some student teachers and teacher educators encountered challenges in dealing with the different behaviour, customs, or working styles that they attributed to different cultural backgrounds. The paper will conclude with a discussion on how the findings in this study can help participants in being better prepared for intercultural dialogue taking place in the multicultural programme.

Kaisa Kuoppala (MA) is a PhD student in the Department of Teacher Education at the University of Helsinki, Finland. Her research activities concentrate on the development of the new Subject Teacher Education Programme in English (STEP) that started in fall 2011. Her research currently focuses on the use of English as a lingua franca in the programme, interculturality in STEP, and other efforts to develop a coherent and interdisciplinary teacher education programme.

Kaisa has been active in international projects (e.g. EULE, Nordplus Milestone) that aim at increased cooperation and learning between teachers in different European countries. She has also participated in Erasmus teacher exchanges in foreign universities.

Kuoppala, M.-K. (2010). Subject Teacher Training and Teaching in English. An unpublished Master's thesis. Department of Modern Languages. University of Helsinki.

Ladegaarde, Hans

Hong Kong Baptist University, HK

Demonising the cultural Other: Legitimizing dehumanization of foreign domestic helpers in the press

Several recent publications have explored how foreign domestic helpers (FDHs) in Hong Kong are exploited and abused by their employers (see, for example, Constable 2007; Ladegaard *et al.*). These studies demonstrate that FDHs are treated like inanimate household objects by their employers; they are deprived of food and sleep, and they are denied the right to talk to their friends. In short, they are depersonalised and dehumanised. They are constructed as something less than

human as this makes it easier for employers to legitimise their exploitation.

This paper reports on an ongoing research project on domestic helper narratives. The narratives are recorded in a Hong Kong church shelter which gives temporary shelter to FDHs who have run away from their abusive employers. The paper briefly considers some cases that were reported to the police and subsequently ended up in court, and compares the maid's version of the events with the story that was later circulated by the press.

The focus of the paper is the public discourses about FDHs, and the aim is to understand how they contribute to legitimising the dehumanisation of the cultural Other. I'll provide examples from a corpus of about 100 newspaper articles about FDHs from Hong Kong's two major English-language newspapers, and compare these public accounts with the maids' own version of the story.

The analyses demonstrate that in the press, the Chinese employers' abuse of FDHs is consistently mitigated, whereas the maids' alleged crimes or misdemeanours are ascribed to their 'strange' cultural beliefs. Abusive employers are positioned as loyal law-abiding citizens who acted in a moment of affect; FDHs, on the other hand, are characterised as ungrateful and undeserving, or as aliens involved in 'primitive' activities such as voodoo. These examples of psychological essentialism (Verkuyten 2003) ascribe positive values to the employers and negative values to FDHs, and implicitly argue that FDHs' non-integration is at the core of the problem (Hanson-Easey & Augoustinos 2012).

The paper concludes that the public discourses about FDHs serve to demonise the cultural Other and justify their moral exclusion (Tileaga 2007). Stereotypes and prejudice serve ideological functions in that they legitimise the exploitation of certain groups over others, and in that they 'explain the poverty and powerlessness of some groups and the success of others in ways that make these differences seem legitimate and even natural' (Jost & Banaji 1994: 10).

BIO: Hans J. Ladegaard was educated at Odense University, Denmark and Cambridge University, England. Prior to his present post as Professor and Head of the English Department at Hong Kong Baptist University, he taught at universities in Denmark and the UK. His research interests include language attitudes and stereotypes, global and intercultural communication, language and gender, and discourse analysis, and he has published widely on these issues in books and international journals.

Lantz, Caprice

University of York, UK

Internationalization: Developing students' intercultural communicative competence

HE institutions increasingly recognise the importance of students learning to positively engage with culturally different others, an outcome often referred to as intercultural competence (ICC) (Deardorff, 2006). Interculturally competent graduates will be better able to contribute to a world in which cultural understanding is of primary importance for promoting world peace as well as effective and harmonious relationships between families, neighbours, and colleagues (Caruana & Hanstock, 2003; Haigh, 2008). Although the concept of ICC is gaining ground, institutions often assume it develops as a natural part of university study and interacting with culturally different others. As such resources are often directed towards economically beneficial 'international' activities such as recruiting international students (Middlehurst & Woodfield, 2007) aimed to a degree to increase campus diversity. However, researchers find that students often remain in their own cultural groups and have difficulty with intercultural interactions (e.g., Williams & Johnson, 2011).

A number of research studies have been done (e.g., Pedersen, 2010) on study abroad students which attempt to assess the impact of study abroad on ICC development. Such studies find that intercultural development requires intervention which suggests that the same might be true for students studying on home campuses especially as many, particularly home students, have not consciously made the choice to engage with culturally different others by studying abroad.

This presentation will describe the preliminary findings of a research study in progress which measures and explores ICC development in a cohort of home and international psychology students studying in a UK university to address the following questions. What level of ICC do students enter university with and how do those levels change over the first two terms at university? In what ways do factors such as student characteristics (e.g. home or international, ethnicity), intercultural background experiences and intercultural contact at university contribute to or hinder the development of ICC? What are students' perceptions regarding the importance of ICC in their university education and the extent to which they have developed intercultural whilst at university? What, if anything, do students think could be done to enhance intercultural learning?

This study takes a longitudinal mixed methods approach which includes a quantitative self-report ICC assessment, the Intercultural Development Inventory (IDI) (Hammer, Bennett, & Wiseman, 2003), a locally developed intercultural background questionnaire, and locally developed intercultural experiences questionnaire. Qualitative questions included on the questionnaires and addressed during individual interviews

uncover details of students' intercultural experiences and attitudes towards the development of intercultural competence. **BIO:** Living in 10 different US states and three different countries (US, UK, Japan) led me to develop a keen interest in cultural difference and eventually the pursuit of a PhD in this area. As a mature student, I came to the Education Department at the University of York with a number of years of professional experience in the corporate, government, charity and educational sectors working in diverse roles such as assistant director of careers, clinical projects manager, and psychology lecturer. While from the US, I have lived in the UK for the past eight years. My six year tenure as Senior Academic Coordinator for the Higher Education Academy Psychology Network perhaps contributed most to my understanding of higher education and enabled me to pursue my current PhD research exploring the intercultural development of psychology students in a UK institution.

Currently an Academic Associate with the Higher Education Academy, my list of publications include articles, book chapters, and a national guide focusing on psychology student employability used by psychology departments around the UK. I've made presentations at national and international conferences primarily revolving around support for teaching psychology in higher education with more recent work focusing on staff and student mobility and developing intercultural competence in students. I am currently contributing to a national publication aimed at UK psychology departments addressing employability practices which highlights the importance and relevance of intercultural competence and global citizenship to employability initiatives within psychology teaching and learning.

For more information see:

http://www.york.ac.uk/education/research/progress/caprice_1antz/

Lewis, Tim

The Open University, UK

Dooly, Melinda

Universitat Autònoma de Barcelona, Spain

Helm, Francesca

University of Padova, Italy

Hauck, Mirjam

The Open University, UK

A "hands-on" exploration of the INTENT platform

Rationale: Funded by the European Commission's Lifelong Learning Programme for a period of 30 months, from October 2011 to March 2014, the INTENT project, involves eight

European partners and a similar number of work packages. The overall aim of the project is to foster the integration of online exchanges into university curricula across Europe and beyond. Intercultural dialogue is therefore at the heart of the INTENT project. It is both a means and an end: the educational goal we are aiming at and the most effective way for us, as a team, to realise that goal. We seek dialogue not only with learners and teachers, but also with university leaders and those responsible for mobility policy in the European Higher Education Area.

INTENT has four key aims. These are as follows:

- ⊕ carrying out a study of telecollaboration in European HEIs;
- ⊕ developing tools and a platform to support telecollaboration in European HEIs;
- ⊕ identifying and developing strategies for the integration of online exchanges into HE curricula;
- ⊕ training telecollaborators online and through a series of national workshops.

The three sessions offered by INTENT project members at IALIC 2012 relate primarily to the first three of these objectives:

First, Francesca HELM and Mirjam HAUCK will deliver an account of the findings of our study of past present and potential telecollaborators, carried out from December 2011 to February 2012 and comprising data supplied by 142 universities in 22 countries. The title of their paper is: 'Online Intercultural Exchange: the State of the Art. Results of the INTENT project survey'.

As well as providing a comprehensive account of the current state of university-level telecollaboration, Helm and Hauck will offer a range of recommendations, emerging from the study, which are aimed at securing the place of virtual mobility as a means of (a) developing intercultural, linguistic and electronic competences in the 80% of university learners who are unlikely to take part in physical mobility programmes and (b) preparing and supporting such programmes.

Melinda DOOLY & Tim LEWIS focus on a key aspect of the online platform (uni-telecollaboration.eu), launched in September 2012, which is one of INTENT's key support mechanisms for university learners, teachers and leaders wishing to pursue and develop online intercultural exchanges. This is an e-portfolio aimed at enabling learners to compile evidence of their expertise as telecollaborators, whether as part of their personal CV, or for assessment by others. Hence the title 'Evidencing and assessing online intercultural competences: the INTENT portfolio'. This element of the platform has been singled out for particular scrutiny, because of the difficulty and sensitivity of devising appropriate descriptors for intercultural expertise.

Finally, the e-portfolio, though central, is merely one aspect of the INTENT platform, which contains such features as: a databank of online tasks; a collection of case-studies of

previous telecollaborative exchanges; a partner-search tool; an online forum for sharing ideas and experiences. In our view, the most effective approach to evaluating tools like this is by using them. For this reason, the third element of the INTENT session at IALIC 2012 is dedicated to 'A "hands-on" exploration of the INTENT platform', led by all members of the INTENT panel.

BIO: Tim Lewis is a Senior Lecturer in Languages at the Open University, where he has worked since 2002. From 1992 to 2001 Tim was Director of the Modern Languages Teaching Centre at the University of Sheffield, where he introduced Tandem Learning to the languages curriculum and led the Centre's participation in the EU-funded International Email Tandem Network and successor projects (1994-1999). Tim's research interests fall into the overlapping spheres of telecollaboration, intercultural learning and learner autonomy. In February 2011, Tim co-edited Language Learning and Technology Volume 15 Issue 1, on 'Multilateral Online Exchanges for Language and Culture Learning'. Tim previously co-edited Autonomous Language Learning in Tandem (Sheffield: Academy Electronic Press, 2003) and Language Learning Strategies in Independent Settings (Clevedon: Multilingual Matters, 2008).

Melinda Dooly is a teacher educator at the Universitat Autònoma de Barcelona (Spain), at the Department of Education of Language, Literature and Social Sciences. She has participated in numerous national and international projects and was International Relations coordinator for the Faculty of Education for five years. She introduced telecollaboration as an integral part of the curriculum of Teaching English as a Foreign Language degree at the UAB in 2005 and is currently co-editor of the book series Telecollaboration in Education (Peter Lang). Her research interests include foreign language teaching methods, (specifically language learning and technologies, Project-Based Language Learning), intercultural communication and plurilingualism. Melinda is reviews and criticism editor for Language and Intercultural Communication Journal.

Francesca Helm is assistant professor of English at the Department of Political Science and International Studies at the University of Padova, Italy. Her research interests lie in the use of technology for language and culture learning, intercultural dialogue and conflict, Web 2.0 for education and multiliteracies. She has published several book chapters and articles on these topics and co-edited with Sarah Guth the volume "Telecollaboration 2.0: Language, Literacies and Intercultural Learning in the 21st Century". She is a facilitator for the Soliya Connect Program and co-ordinator for the Padova group in the INTENT project.

Mirjam Hauck is a Senior Lecturer and Associate Head of the Department of Languages (Faculty of Education and Language Studies) at the Open University/UK. She has written numerous

articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, and e-literacy skills development. Apart from regular presentations at conferences, seminars and workshops in Europe and the USA, she serves on the CALICO and EUROCALL executive boards.

Lin, Le

Meisei University, Japan

Intercultural communication: a genre analysis of corporate websites: A study of East-Asia electrical industry

With the process of economic globalization, China, Japan and South Korea have become the main body of Northeast Asia Economic cooperation; their businesses have played an important role in the world economy. With the changing of the environment and the growth of enterprise groups, their relationship has shifted from competition to cooperation. Thus, their intercultural communication is inevitable and critical even though the cultures of these three countries are relatively similar. Therefore, it is necessary for them to understand each other's differences. This paper uses the data from the websites of three representative companies, one from each country and attempts to investigate how the corporate identities of the three companies differ from each other.

"Corporate identity refers to an organization's unique characteristics which are rooted in the behavior of members of the organization". (Van Riel & Balmer, 1997, p341) It takes into account elements such as culture and communications to create an image that represents the company's mission and values. This paper attempts to describe corporate identities that underline their corporate websites. Data is collected from the three companies, namely Haier in China, Sharp in Japan and Samsung in South Korea. Their English language web sites are selected as a major data source, genre analysis is employed to examine the three corporation's web sites, and attention is paid to language in use, design, and layout features. (Clark, Ruthven, and O'Brian Holt, 2010)

The analysis of corporate websites focuses on the items which could reflect the corporate identities and the content which the corporations emphasize. Corpus analysis is carried out with the help of AntConc3.2.4 to interrogate the genre corpus and is complemented by the analysis of semantic fields and word frequencies. The analysis shows what kind of words/expressions appear frequently in this type of text and what each company emphasizes. The three companies represent the body of organizations in which English is not used as a native language of the employees. Lexico-grammatial

features and phraseologies are a focus of this study. The research identifies the cultural differences and similarities between the three companies in terms of corporate identity.

BIO: Lin Le, he was born in Dalian, Liaoning Province, Northeast of China. After graduation, with tremendous interest in intercultural communication (ICC) and in order to enrich his mind, he selected Japan to continue his studies in 2007. Now, he is a first-year MA student of Meisei University.

He graduated from Dalian University of Foreign Languages in 2007. He majored in English and minored in Japanese. He went to Japan to study abroad in the same year. Taking into account his own interest in ICC and the actual situation in the future inauguration, he thought that it was necessary for him to understand the identities of multinational corporations in today's society. It became the main goal of his future research. He learned to analyze the identities of East-Asia corporations with genre analysis and corpus analysis through their websites. It enhanced his further understanding of the form of the ICC among the East-Asia corporations.

MacDonald, Malcolm N.

University of Warwick, UK

Dialogue with the Devil: Security discourse, London 2012

Since Antiquity the Olympic Games have offered the promise of democratic participation, (inter)national celebration, and (inter)cultural dialogue. However, 20 hours after it was announced that London had won its bid to host to 2012 Olympics, British Prime Minister Tony Blair returned to London to be confronted with the '7/7' attacks on the London Transport System (July, 2005). It is therefore unsurprising that security has been a preoccupation of the London Olympics Organising Committee (LOGOC) and its partners from the inception of the recent Games. This paper explores the linguistic and discursive realization of 'securitization' in a corpus of documents relating to the 2012 Olympics. Foucault's well-known description of the 'panopticon' (1977) has long done service within critical studies of discourse as a metonym for the efficient and systematic surveillance of modern populations. By analogy, Didier Bigo has proposed the model of the 'ban-opticon' to describe the contemporary episteme of '(in)security' within late capitalist societies, particularly within the EU. The ban-opticon has three characteristics: exceptionalism, exclusion, and free movement (Bigo, 2008). Against this conceptual backdrop, our paper will present an analysis of 176 documents downloaded from UK Government websites in May, 2012. The corpus represents the total population of texts which could be found using the search term 'Olympicsecurity'. A mixed methodology research approach was taken: first, a sub-corpus

of 12 core texts was identified and coded for preliminary themes and salient lexis; second, the entire corpus was machine-searched for salient lexical items using WordSmithTools (Scott, 2008); third, a quantitative keyword analysis was combined with the identification of related lexical collocates. Preliminary results reveal two things: one relating to Bigo's notion of 'exclusion', the other relating to what we will call the 'securitized subject'. We conclude that despite LOGOC's promise that the Games are 'sporting and entertainment events, not security events', far from the suppressing the issue of terrorism the discourse of securitization is actually saturated with terrorism, thereby bringing it into being (after Foucault, 1981). It could be said that the bureaucratic agencies which produced these documents have actually engaged in a 'dialogue with the devil' - thereby bringing into being the very thing which they seek to negate. By the time we meet in Durham, we will know how history has resolved these contradictions.

BIO: Malcolm MacDonald is an associate professor in the Centre for Applied Linguistics, University of Warwick, UK. He has taught and lectured in the Seychelles, Kuwait, Singapore, Scotland, Malaysia, UAE, and now England. His research interests lie in intercultural communication, with a particular interest in intercultural ethics; and institutional discourse, with a particular interest in security discourse and medical discourse. Malcolm has published widely in journals such as *Language and Intercultural Communications*, *Discourse and Society* and *Critical Inquiry in Language Studies*. He is now editor of the SSCI listed journal *Language and Intercultural Communication*.

Mason, Jonathan

University of Sousse, Tunisia

Effective pedagogies for developing intercultural competence in a Tunisian university teaching context.

A considerable body of research has developed over the last 20 years concerning the appropriateness of Western-influenced Communicative Language Teaching (CLT) methodology in non-Western contexts (eg. Holliday 1994, Pennycook 1994, Canagarajah 1999, Gu 2010). Similarly, in recent years, literature in the field of intercultural communication has also sought to introduce perspectives from non-Western contexts (eg. Nwoso 2009, Zaharna 2009, Chen and An 2009, Manian and Naidu 2009).

From 2007-10, I undertook a three year action research project on developing teaching materials for improving intercultural competence at Tunisian universities. In the light of a range of models of intercultural competence (eg. Bennett 1986, 2004, Byram 1997, Deardorff 2006), I selected three key factors most

relevant for developing intercultural competence in the Tunisian university context. I then developed a variety of teaching materials and activities, which I presented in class over the course of three years, receiving feedback from a range of student and teacher informants as to the materials' effectiveness in developing these three factors.

This paper will present findings from this research. In particular, I will show that students did find that many of the Western-influenced CLT activities I introduced were beneficial for developing their intercultural competence. However, I also discovered that these activities needed to be balanced with the students' traditionally held teacher-centred pedagogical expectations in order for students to engage with, and benefit from, the new materials. This would support a 'context-sensitive' approach (Gu 2010) to practically developing intercultural competence.

BIO: Dr. Jonathan Mason has an M.A. from Cambridge University and a Ph.D. from Leeds Metropolitan University on 'Materials for Developing Intercultural Competence in British Studies Courses in Tunisia'.

He has been teaching in Tunisia for the past 17 years. From 1995-1998 he taught at the British Council in Tunis. Then he moved to the Faculty of Arts and Humanities in Kairouan from 1998-2004, and on to the Faculty of Arts and Humanities in Sousse from 2004 to the present.

He is a member of the Materials Development Association (MATSDA), the International Association for Languages and Intercultural Communication (IALIC), and is also active in the 'Cultural Dialogues' research group based at the Faculty of Arts and Humanities, Sousse. He has presented, and published, a number of articles concerning teaching materials and pedagogy, the development of intercultural competence, and Cultural Studies.

Mathias, Jinhua

Durham University, UK

Breaking the silence in the classroom

Often Chinese students are perceived by Western educators as being very shy in class; they tend not to join whole class discussions. This is considered as a significant challenge by Western lecturers who aim to develop student-centred deep learning and expect spontaneous interaction in class (Haggis, 2003). Why is it so challenging for Chinese students to communicate with the teacher and/or home students in the classroom? It is generally understood that, culturally, the Chinese students' rules for communication pose problems for many Western lecturers. Many lecturers are also aware that some contextual factors such as learning to use another

language and learning to learn in a new academic environment have made it even more difficult for Chinese students to join in verbal discussion.

How large is this barrier for Chinese students? This study has investigated this problem from a student point of view. A study over the course of one academic year, 2010-11, took place and involved nine Chinese Foundation students: eight studying on a business programme and one on a science programme, in a foundation studies programme in a UK university. The participants contributed to the 30 percent of international students in the class.

Findings indicate that Chinese students voiced their anxieties about not joining in during class discussions, and faced both cultural and contextual challenges which hindered their participation in discussion. Stereotyping Chinese students as irrevocably "shy" is unhelpful. Instead, other factors, such as trying to keep up, need to be foregrounded. The findings encourage teachers and students, home and international, to open intercultural dialogue within the foundation studies classroom which is of benefit to all participants. They also highlight that urgent action should be taken for curriculum designers to internationalise the curriculum for all students. This will not only benefit both home and international students in developing international and intercultural perspectives, but also promote intercultural dialogue in the learning, and hopefully, social environment.

BIO: Dr Jinhua Mathias completed PhD degree in Civil Engineering at University College London and followed this with PGCE qualification at Institute of Education. She has been a mathematics teacher at Farnborough Sixth Form College for five years and is currently a teaching fellow at Durham University Foundation centre. She has considerable experience of teaching international students in UK. Her current research interest is in international education.

Matsumoto, Kahoko

Tokai University, Japan

Analysis of Japanese students' perceptions of intercultural encounters

In this globalizing, ICT-driven world, intercultural encounters happen every day, not only in the face-to-face mode, but also in a variety of forms mediated by computers and the Internet. Therefore, we educators living in the Far East and in an English as a Foreign Language (EFL) environment recognize an urgent need to teach intercultural competence to the young generation so that they will be able to function and participate in international communication as future global citizens.

As a part of the publicly-funded research, the aim of which is to develop a framework, teaching material and evaluation tools for intercultural competence as required in Japan, we have been collecting data of various intercultural encounters that our students have had. With almost 3 million foreigners living in Japan and an increasing number of students having study-abroad or home-stay experience, we have been pleasantly surprised by the number of different types of intercultural encounters our students have experienced and wrote about. The data collection was done through Council of Europe's "Autobiographies of Intercultural Encounters", a reflective learning tool which was translated and mounted on Moodle so that students can spontaneously make entries of their experiences at anytime from anywhere. We hoped that the analysis of this data will help us with the fine-tuning of the initial objectives and teaching material in the framework we have created.

Both the quantitative and qualitative analysis of various entries made by 62 students vividly show what specific problems our students face and how they tackle with and attempt to solve them in various situations of intercultural communication. What struck us was their strong dichotomous awareness, namely, "us vs. others" manifested in their own explanation of the experiences. Actually, the perceptions expressed by those who have successfully dealt with culturally-foreign situations or problems showed the conflicting two aspects, sometimes at the same time; they have developed a new open-minded attitude toward "the foreign other" and/or ended up strengthening the parochial view of their being Japanese. Further interviews of some selected subjects revealed that incorporating intercultural communication in language courses have a positive influence on their becoming more tolerant and understanding to different perspectives they have been exposed to in intercultural encounters.

BIO: Kahoko Matsumoto, Ph.D. teaches English and applied linguistics subjects at Tokai University in Japan, where she has developed and supervised various curriculum-related projects for 10 years.

Her specializations are sociolinguistics, instructional design and evaluation, especially performance assessment. She has also been involved in teacher training and faculty development. Currently, she is leading a publicly-funded project to produce the objectives and criteria for intercultural competence for Japanese students, and creating teaching material and assessment tools based on them.

Matsuoka, Rieko

National College of Nursing, Japan

Matsumoto, Kahoko

Tokai University, Japan

Poole, Gregory

Doshisha University, Japan

Johnson, Michael

Muroran Institute of Technology, Japan

Tsutsumi, Rie

Yokohama National University, Japan

Investigating the sociocultural factors affecting communication competence in a Japanese EFL context

As the phrase "for you, who cannot communicate in English even after studying it hard" used by an English language school recently, Japanese people are known as poor communicators in English.

We applied linguists, therefore, are responsible for probing the underlying factors causing this phenomena.

This presentation is intended as a summary of the social anthropological research on Japanese English learners' affective tendencies, which may function negatively. The purpose is to introduce an interdisciplinary grant-in-aid research project that will add further rigorous, empirical data to this discussion of second-language learning in Japan.

Despite a national educational policy that requires most Japanese to study English, many domestic and international observers perceive a society that is in general not communicatively competent in this foreign language (e.g., Poole, 2005). This research project will investigate the social psychological and social anthropological factors which may impede serious learners of English in Japan from being able to communicate.

Prior studies on English communicative competence (e.g., Matsuoka, 2009) indicate that Japanese society seems to value individuals who project an attitude of "other-directedness." Though there exists the possibility that this "other-directedness" may function to increase individual motivation to communicate in English, we posit that in social settings a sensitivity towards "the other" might increase communication apprehension and concomitantly decrease the level of willingness to communicate verbally.

Although in all human groups individuals probably maintain a certain level of communication apprehension at times, prior sociological and anthropological studies have pointed out a propensity for both "other-directedness" (e.g., Kuwayama, 1992, 2003; Maynard, 1997; Lebra, 2004), and a sensitivity toward "the public eye" ("seken", e.g., Abe, 2003) in Japanese society. For Japan learners, then, seken may play a role in second language acquisition. Through the consideration of such sociocultural factors, supported by the findings of psychological anthropologists' cross-cultural work explicating the flexible

nature of human emotions (e.g., Lutz, 1988), our hope is that as applied linguists we may develop more effective pedagogical strategies that are sensitive to the social context of Japan. (331 words)

BIO:

Rieko Matsuoka, EdD, is a professor at the National College of Nursing, Japan. Her present research interests include willingness to communicate in second language, discourse analysis, and linguistic relativity in Rakugo translation.

Kahoko Matsumoto, PhD, is a professor at Tokai University. Her main research project focuses on the development of can-do list for critical thinking among Japanese students.

Gregory Poole, DPhil, is dean and a professor of sociocultural anthropology at Doshisha University, Kyoto, Japan. His research focuses on the anthropology of education, language, and Japan.

Michael Johnson is an associate professor at Muroran Institute of Technology. His research interests include the motivational structure of engineering majors.

Rie Tsutsumi is a lecturer at Yokohama National University. Her present research concerns teacher's education.

Mellor, Noha

Kingston University, UK.

Watching boring stuff: Diasporic views on Muslim religious programming

Muslim communities provide an excellent case in point in analysing Diaspora communities of Muslims scattered all over the world, and yet bound by one religious identity. This process of building a certain Diaspora identity is communicated through debates about the characteristics of this identity and what it means for these communities across the world. While it is by no means given that Arab Muslim audiences in Diaspora share the same concerns, problems and demands of Arab Muslims inside the Arab region, recent scholarship did not give enough scrutiny to such comparative approaches to the analysis of voices and topics in this virtual sphere. The aim of this paper is to demonstrate this difference through an exploratory study among a selected sample of young Arabs in London focusing on their consumption of (or lack thereof) religious programming. I argue that Arabs, particularly Muslim Arabs in London, constitute unique Diaspora communities that seek to foreground their multicultural identity, which serves a two-fold role: It helps enforce virtual boundaries between those Arabs and other ethnic Muslim communities in London while accentuating the difference between their unique situational contexts (in London) vis-a-vis other Arabs inside the Arab region.

BIO: Noha Mellor is Reader in Media & Cultural Studies, Faculty of Arts & Social Sciences, Kingston University London. Address: Penryhn Road, Kingston upon Thames, KT1 2EE, London, UK.

Nair-Venugopal, Shanta

National University of Malaysia/University Kebangsaan Malaysia (UKM), Malaysia

Cosmopolitanism: How relevant to intercultural dialogue?

A consideration of the cultural landscape of a changing world tells us that it is 'flat' (Friedman, 2005); that one can 'see' as far as anyone else can from anywhere; that 'international standards' in many spheres of human life and activity have introduced us to landscapes of similarity and familiarity, that discourses have been universalised and that the internet has redefined the world (Castells, 2000) and rendered it borderless. Additionally there are no more safe havens for despots and tyrants, arms dealers and drug barons, genocidal and serial killers, paedophiles and human traffickers, and terrorists and extremists. The world is now 'without quiet corners'; there are 'no easy escapes from history, from hullabaloo, from terrible, unquiet fuss' as Rushdie (1991, p. 92) declares (Nair-Venugopal 2012).

Thus in embracing the reality of the world today, intercultural dialogue must embrace the reality of communities across borders, transnational, state, inter-governmental and civil society, diasporic and individual players, and include the trope of the cosmopolitan or 'citizen of the world'. 'The other' can no longer be considered the inevitably exotic being on the side of a cultural divide: 'the other' is also the social actor right in our midst - the "stranger" (Simmel, 1908; Harman, 1988) and the cosmopolitan.

The allegiance of the cosmopolitan is to the belief that as human beings we have obligations to other human beings and that we can accept and learn from our differences (Appiah 2006). Admittedly the cosmopolitan project becomes a challenge when there is a clash between universal concern and respect for legitimate difference. However, the underlying principle isn't about trying to reach consensus. It is about understanding each other. Cosmopolitanism asks us not only to recognise the stranger but also to recognise his and her strangeness and demands as the stranger. We are urged, in fact, to think of strangers as metaphorical "citizens" (ibid.) when we cannot understand them. By that belief alone, the stranger is not a peripheral being within the state, the 'cultural other', but someone who demands our engagement. Indeed if there is a willingness to do so, we can make sense of each other if that is what we want.

As Appiah observes cross cultural communication can seem extremely difficult only when we are trying to make sense of the stranger in the abstract. But in approaching the world the way cosmopolitans do, we can engage in intercultural dialogue that genuinely seeks to understand the other by firstly accepting the other as a different but valued human being, and secondly by learning from the differences between us. While all this may sound rather Utopian, this is the real strength of cosmopolitanism. The paper looks at the phenomenon of cosmopolitanism as global consciousness.

BIO: Shanta NAIR-VENUGOPAL is presently Professor and Principal Fellow in language, discourse and intercultural communication at the Institute of Occidental Studies (IKON), Universiti Kebangsaan Malaysia (UKM). Prior to this appointment, she taught, supervised and examined students at the undergraduate and graduate levels for more than thirty years in the School of Language Studies and Linguistics, UKM, where she rose to the rank of professor. She has published widely. Her latest publication is *Gaze of the West and Framings of the East* by Palgrave Macmillan, 2012. Another, a special issue of LAIC, "The discourse of Ethics and Equity", is forthcoming in early 2013.

Orange-Sibra, Victoria

Connecting Cultures, France

Developing methods for teaching intercultural competence based on the "job interview" speech event

This research project starts from the assumption that successful second language communication requires not only language ability but also a high level of intercultural competence. In an era of global mobility, when many people are competing for jobs in companies where they will not be able to function in their mother tongue, intercultural competence may be very influential in the initial job interview in gaining access to work. It is therefore important to understand precisely the nature of this event and to be able to train people appropriately.

The aim of this project is to examine, from an intercultural perspective, the 'job interview' as a 'speech event' (JISE) in both a French-speaking and an English-speaking context. Data is then used to test and develop methods for teaching intercultural competence in this cultural domain.

Extensive research has been carried out on speech acts (Cohen 1996, Blum-Kulka 1989, CCSARP1) but less on speech events, which are 'activities which are directly governed by rules or norms for the use of speech, with the speech act as the minimal term in the set – for instance, a conversation during a party (speech event), a joke within the conversation (speech act)' (Hymes 1972). The job interview has been examined in various

ways but no intercultural research has been found that looks at the job interview as a speech event and tries to develop a 'script', which can be defined as an 'account for stereotypes of routine activities occurring as a sequence of actions' (Schank and Abelson 1977, in Ranney 1992). The use of scripts originated in cognitive science and over the past few years some research in second language acquisition has been influenced by such scripts (Tateyama 2001). Other speech events have been analysed to produce a script (e.g. the medical consultation) and these are drawn on these for the speech event analysis.

Many studies have been made of intercultural competence, what it is and why it is important (Hymes 1972, Canale and Swain 1980 and Bachman 1990 in Kasper 1997, among others). The question of teaching intercultural competence has also been extensively considered (Kasper 1997); whether it is teachable at all, the opportunities learners have to develop their intercultural competence in the classroom, the different methods for teaching it and the results of these methods (Tateyama 2001, Bardovi-Harlig and Mahan-Taylor in press, mentioned in Flor, Juan, Fernandez, (eds.) 2003). However, there remains a clear 'need for studies examining how NS (native speakers) and NNS (non native speakers) communicate 1 'Cross-cultural speech act realization project'; a large study that contrasted preferred modes of issuing requests and apologies in eight languages and language varieties: Australian English, American English, Argentinean Spanish, British English, Canadian French, Danish, German and Hebrew (Blum-Kulka et al. 1989). effectively in different contexts' (Kasper 1997) and how we can teach this. This is why this project is particularly apt, as it looks at intercultural competence in the context of the job interview speech event.

BIO: Victoria Orange-Sibra, is the founder of Connecting Cultures. She is an expert in all the areas of activity of Connecting Cultures.

After obtaining an MA specialising in interpreting and translating she travelled extensively to develop her language and cultural skills. She has taught English as a foreign language in Russia, Spain and France to students of all ages and abilities. Her passion for intercultural interaction has led her to develop her interest in this field in the scope of over four years of research towards a PhD in intercultural communication. For the last ten years she has been putting her skills to work as a full-time translator and trainer. Therefore, she has both personal and professional understanding of her clients' needs. British-born, she has extensive experience of living abroad and is now based near to Montpellier in the south of France and works internationally.

O'Regan, John

Institute of Education, UK

English as a lingua franca: A Marxist critique

Over the last 15 years or so there has developed a school of thought within English language education globally which refers to the phenomenon and the emerging forms of English as a lingua franca (e.g. Jenkins 2007; Kirkpatrick 2010; Seidlhofer 2011). The English as a Lingua Franca (henceforth ELF) movement distinguishes itself from English as a Foreign Language teaching (or EFL) by locating itself within a Global Englishes paradigm (as opposed to a Modern Foreign Languages one) in which, 'non-native speakers [...] and all English varieties, native or non-native, are accepted in their own right rather than evaluated against a NSE [Native Speaker English] benchmark' (Jenkins, Cogo & Dewey 2011: 283-4). In this manner, ELF is seen as 'fluid, flexible, contingent, hybrid and deeply intercultural' (ibid: 284; Dewey 2007), and having far-reaching ramifications for English language education and pedagogy and its hitherto reliance on nativized varieties. ELF is also linked closely to globalization processes by being the primary linguistic medium through which these processes are realized and hence by which much global cross-cultural interconnectedness occurs. The trajectory of ELF research suggests the need, and indeed calls for, a transformationalist response to the emergence of ELF across a range of educational and policy parameters, while also recognizing that the dominance of native speaker models for teaching has proved highly resistant to change. This is despite the demonstration in much linguistic research that sociolinguistic notions of language variety and speech community are increasingly anachronistic and of a pre-globalized age. This paper explores from a more or less Marxist perspective why the native-speaker paradigm in English language teaching appears to persist globally, and associates this with the successful ideological projection and dissemination of specific forms of social and linguistic capital through capitalist globalization processes (Bourdieu, 1991; Marx, 1990 [1887]; Nederveen Pieterse, 2009). The paper argues that until such a time as ELF as a field is able to offer a critique of the historical, political and economic circumstances of English as a global language, it is unlikely either to be able to overcome the ideological hegemony of inner circle varieties, or understand why ELF is making little or no impact beyond the confines of the academy.

BIO: John O'Regan is a Senior Lecturer in Languages in Education at the Institute of Education, University of London where he leads the MA in English, Globalization and Language Policy. He has a wide and varied background in education, working for many years as a trainer in intercultural communication for the Council of Europe before moving into academia. Over the past fifteen years he has published widely in applied linguistics, on areas such as identity, critical discourse

analysis and intercultural communication. His main interests at the moment include intercultural communication in conflict resolution, the merging of theories of critical realism and critical discourse analysis, and the development of English in the world, with a particular focus on East Asian and South American contexts. He co-edits the international journal *Language and Intercultural Communication* and was a consultant to the National Centre for Languages (CILT) in the recent development of the UK National Occupational Standards in Intercultural Working. He is currently writing a book entitled *Text, Theory, Practice: Critical Discourse in Education for Multilingual Matters*.

Pan, Zimeng

Institute of Education, UK

A comparative study of English language ideologies in Chinese universities: The perceptions of English-native-speaking teachers and of Chinese stakeholders

In the era of globalisation, an upward trend is seen in recent years that universities in China are recruiting English-native-speakers to teach English language classes to Chinese university students. With a different mother tongue and cultural background, the foreign teachers will have certain influence on the English language learning of Chinese students. However, previous studies focusing on the English classes taught by English-native-speaker teachers in China are insufficient.

This doctoral research aims to concentrate on the intercultural communication between the English-native-speaking teachers and the Chinese university students, and to explore the English classes from the language ideology and critical discourse analysis perspectives. The main research question is: what variety of English and whose culture are taught and learned in the English language classroom in Chinese universities? The research will explore whether the foreign teachers hold a Standard English ideology or a China English ideology, i.e. what variety of English do the foreign teachers believe should be taught to the Chinese university students? When and to what extent should this variety be used by the Chinese students? The research will also investigate the English language ideologies of the Chinese students. Moreover, how the different language ideologies and socio-cultural norms between the foreign teachers and the Chinese students negotiate in the classroom will be studied. The power relations between the foreign teachers and the Chinese students will also be explored. At last, the influence of this negotiation process on the identity formation of Chinese students will be examined and discussed. Semi-structured interviews will be conducted with the English-native-speaking teachers who are teaching English language in

Chinese universities. Questionnaires and focus group will be used to gather information from the students. Class observation will also be employed to study the negotiation process between the foreign teachers and the students. Besides, document analysis of the English education policies on the state and university levels will be made, in order to understand the language ideologies of the Chinese government and of the university officials. Pilot study will be first conducted with foreign teachers and Chinese students to gather data on their perceptions.

For the conference, this report will present the research framework of this doctoral study, and the findings and discussion of the pilot study.

BIO: I am currently a Ph.D student at the Institute of Education, University of London. My Ph.D research concentrates on the English language education on the higher education level, with a particular focus on the universities in China. My research interest and research area include: intercultural communication, English language education and globalisation, English teaching and learning in the classroom context, power relations and identity formation in language teaching and learning, language ideology, and critical discourse analysis.

I completed my Bachelor of Arts in China as an English major. During the four years of college study, I worked as the English language teacher at BOYI English Training School in China. I taught English writing courses to secondary school students, and English speaking courses to the elementary school students. I also served as the assistant English teacher at Zhenzi Rural School and at Panjin Homeless Children Protection Centre in China. With the working experiences in the English education field, I also had four of my articles published in recognized journals in China. After that, I pursued my Master's degree at Oxford University in the UK, where I focused specifically on the higher education issues around the world. I also conducted a survey at Oxford University studying the acquisition and improvement of English language abilities of the Chinese students who come to the UK for study. Therefore, for this Ph.D research, I decide to combine my previous study and work experience together, and to concentrate on the English language education of Chinese students in the higher education field.

Pavlichkova, Galina

Durham University, UK

Globalization and intercultural competence in international assessment practice

Education has always been the benchmark of cultural and economic development of countries in a contemporary world.

The globalisation process gave rise to a number of International Assessments, tests that gave feedback and reflected upon different aspects of the education process of countries with varied cultural backgrounds. Contemporary thinking on how benchmarking should work characterizes it in integrated terms: "Assess locally, examine nationally, and compare globally" (World Bank 2005, 101) Intercultural Competence is a powerful tool for understanding and analysing global international and specific cultural processes in different country's educational systems.

We will argue that practice of international assessments can be seen as part of an international process of globalisation. To analyse the data it is crucial to take into consideration firstly the peculiar cultural features of educational systems and secondly globalisation process, that requires higher level of integration into the world practice and consequently unification.

I will share my experience of four-year longitudinal comparative research in

Education between Russia and UK using assessment tools of CEM Durham University. The main research questions were connected to the suitability and potential value of a cognitive assessment developed in England for young Russian children; the strengths and weaknesses of children in a sample of schools in Russia with children from England.

Whilst analysing pedagogical and psychological paradigms of the research I will focus on intercultural aspects of an international comparative research. The main questions for discussion in this presentation are: What are the cultural components in different educational systems that should be analysed? What are the most important intercultural competences that should be taken into consideration in an international research in Education?

BIO: Dr Galina Pavlichkova, BA and MA in Languages (English and German) and Education, MA in Psychology and Humanitarian Psychotherapy, PhD in Pedagogy

Galina Pavlichkova (1960), after taking Master degree as a Teacher of Foreign languages (English and German) from Kostroma State Pedagogical University (Russia) taught in a variety of schools in Kostroma area before starting an academic career. Since 1983 she worked in Kostroma State Pedagogical University and Regional Teachers' Training Institute gradually as an Assistant in the Department of Foreign Languages teaching English language and Intercultural Awareness; Lecturer and Senior Lecturer in Education and Educational Psychology in the Department of Pedagogy since 1993 after obtaining a PhD degree in Pedagogics from Vladimir State University. Since 1996 until 2006 she was the Head of Scientific Laboratory in Regional Teachers' Training Institute dealing with educational problems of schoolchildren in mainstream schools, running various psychoeducational assessments; the author of an educational programme for teachers' professional development courses.

Since 2006 she was a Visiting Researcher, Honorary Researcher and the Research Associate in the School of Education Durham University participating in international educational projects.

Peiser, Gillian

Liverpool John Moores University, UK

The influence of teachers' interests, personalities and life experiences in intercultural languages teaching

Whilst applied linguists have claimed the inseparable relationship between culture and language for many years, the cultural dimension in languages teaching has been approached from a variety of different perspectives (Risager, 2006). In short, there has been a shift in thinking from a bilateral approach that views culture as homogenous and relatively static (cultural awareness) to a new transnational or intercultural paradigm that emphasises cultural complexities and flows and advocates that languages education should seek to develop harmonious human relationships (Risager, 2007, Byram, 1997). Up until the English National Curriculum revision of 2008, Modern Foreign Languages (MFL) curriculum documents referred to the cultural dimension as cultural awareness (CA). Irrespective of which culture paradigm teachers were working in, however, a review of the curriculum at Key Stage 3 (ages 11-13) found that MFL teachers paid relatively little attention to culture in comparison to linguistic skills (Evans et al., 2009). However, the 2008 revision of the Key Stage 3 MFL Programme of Study seemed intent on firmly placing cultural learning on the curriculum map. The development of "Intercultural Understanding" (IU) became one of the new curriculum objectives and the Programme of Study (PoS) described foreign languages as important since it "contributes to mutual understanding and a sense of global citizenship". The PoS also lists IU as one of the four concepts underpinning the study of languages (QCA, 2007).

The focus of this paper will be the data analysis of the teacher perspective on the significance of IU in the Modern Foreign Languages curriculum in the wake of the latest curriculum revision. By employing an adapted version of Kelchtermans's (2009) personal interpretive framework as an analytical tool, I demonstrate through vignettes how teachers' beliefs about and attention to IU are idiosyncratic, haphazard and intuitive. These are primarily affected by teachers' personal interests, personalities and life experiences. Such findings have implications for MFL teacher educators. As a first step, it would be helpful to make pre- and in-service teachers aware of the variety of rationales and drivers for intercultural languages education. As a second step, however, beginning and experienced teachers would also benefit from opportunities for

reflection on the more personalised, human factors that impact on their practice. I argue that the study of intercultural theory, frameworks and objectives should be complemented by some study of the self and suggest that my adapted version of Kelchtermans's interpretive framework could be adopted as a suitable tool for enabling this very process in conjunction with the teacher narrative method for professional development (Connelly and Clandinin, 1990, Conle, 2000).

BIO: Gillian Peiser is a Senior Lecturer in Teacher Education at Liverpool John Moores University. She has taught there since 2005 on a variety of courses including German undergraduate, qualified teacher status and master's programmes. Prior to this, she was a secondary school teacher of MFL for 11 years and Head of Department in the North West of England.

She holds a BA (Hons) from Manchester University in European Studies and Languages, and an MA from Liverpool John Moores University in Educational Management. Her recently completed PhD investigated the significance of intercultural understanding in the MFL Key Stage 3 curriculum from the perspectives of policy makers, teachers and pupils. Gillian's research areas are related to intercultural understanding and teacher development.

Peng, Jingyan

Durham University, UK

A case study of EFL teaching in a Chinese independent college: How does the curriculum of College English meet learners' expressed needs?

College English is a required basic course for Chinese undergraduate students. Although it has been attached great importance, the curriculum of College English has been under lasting criticism. The 'inefficiency' in the teaching of College English has been extensively reported. This arouses the issue of accountability in the EFL teaching in Chinese higher education. It requires that EFL courses should be relevant to the needs of Chinese students.

It is reported that there is no serious needs analysis as a prerequisite for the College English Curriculum Requirements (CECR) (Cai, 2006) which was issued as a national intended curriculum by Chinese Ministry of Education for trial implementation in 2004 and for full implementation since 2007. Moreover, with the emergence of the independent college in Chinese higher education since 1999, there has been growing concerns over the national curriculum of College English. An important question is: "How does the national curriculum of College English work in the independent college context?" This paper reports on part of the preliminary findings of a case study in a Chinese independent college, which aims at interpreting

the curriculum of College English from the perspective of whether it meets learners' expressed needs.

Analysis of the CECR showed it is devoted to the development of learners' communicative competence without an intercultural dimension. In other words, this communicative competence involves mainly monocultural rules by pursuing the native-speaker model. Data from initial interviews with participant learners showed that developing communicative competence was a major objective of their English learning. Data from in-depth interviews and case studies showed that most participant learners did not think English would be involved in their future work, they were forced to learn English under the requirements of the curriculum and employment. Other participants (former students, employees and an employer) also expressed their views. Some are similar to learners' views, others are different from them. All these findings will be discussed and interpreted from the intercultural communication perspective, referring to Byram's (2008) 'education for intercultural citizenship'.

BIO: My name is Jingyan Peng. I am a doctoral student in the School of Education at Durham University, and also a member of CultNet. I received my bachelor's degree in Agronomy in 2003, and my master's degree in Foreign Linguistics and Applied Linguistics in 2006 in China. Before I came to Durham University in 2009, I worked in a Chinese independent college, as an administrator and a lecturer.

My research interest in intercultural communication and foreign language education feeds on my learning and work experience. My master's dissertation involves dealing with inequalities in intercultural communication in the field of translation. As a student and a teacher of College English in China, I concern myself with English curriculum development in Chinese higher education, particularly in the Chinese independent college. The extensively reported criticism of "the inefficiency in the teaching of College English" arouses the issue of accountability in it. This requires careful studies of learners' needs as a prerequisite for course design. My doctoral thesis is intended to interpret the curriculum of College English from the perspective of whether it meets learners' expressed needs.

Penman, Christine

Edinburgh Napier University, UK

Ad world: The informative properties of advertising as sites of (inter)cultural mediation

The purpose of this study is to explore the potential of advertisements as sites of cultural mediation and intercultural exchange to document the tension between greater global

homogeneity on one hand and enhanced local specificity on the other.

The finality of advertising is not to produce cultural artefacts per se. These are by-products of an industry which feeds on marketing-led research to gain a better understanding of societies in order to make their approach more relevant and ultimately more profitable. This study will reverse the above process by considering the output of the advertising industry to see how they illustrate on one hand the claim that "everything gets more and more like everything else as the world's preference structure is relentlessly homogenised" (Zhou & Belk (2004: 6), citing Levitt (1983) and, on the other hand "the trend towards divergence in post-scarcity societies" (De Mooij 2010). The paper will start by mapping out marketing-oriented research which documents the tensions between the global and the local, cultural adaptations and accommodations. After discussing the Hofstede-indebted essentialist perspectives which inform most of these high impact studies, it will identify aspects which have been inventoried as offering resistance to homogenisation or conversely are more open to greater integration. These will be pitched against research positing that "most advertising response differences are within-country heterogeneity and not genuine cross-national differences" (Koslow and Costley 2010: 223).

With the help of examples drawn from various backgrounds, the paper will then go beyond marketing-led literature to investigate what advertisements considered in context can tell us about cultural flows and enhance our understanding of human engagement with material culture.

BIO: Educated in both France and the UK, Christine held a number of lecturing and research positions at Stirling University before joining Edinburgh Napier University in 2005. Between 1991 and 2000 she also worked as a freelance editor/lexicographer for Harper Collins and Oxford University Press on a wide range of dictionary titles.

She currently coordinates the delivery of all French modules and lectures on the cultural aspects of advertising on two post-graduate programmes. She has been a Teaching Fellow since 2009 which reflects her interest in pedagogical issues. The focus of her academic research has been on both second language acquisition and cultural and cross-cultural aspects of consumption.

Phipps, Alison

University of Glasgow, UK

Intercultural dialogue in times of conflict: Human security in Gaza and Eritrea

To the west, sea and Israeli warships, lined up on the horizon, about a foot apart, the way my eye measures that kind of distance, 6 km out from the shore. In front, small yellow and blue fishing boats. To the east, Khan Younis refugee camp and a focus of much aid activity. To the south, greenhouses and olive trees, date palms and orange groves, planted on land left when the Israeli settlers left Gaza to settle more land on the West Bank. To the north, Gaza City. On the horizon, watch towers and a large air balloon watching Gaza's every move from the other side of the separation barrier.

This paper examines the strength of the concept of intercultural dialogue in two specific contexts: Gaza and Eritrea. These represent the world's most insecure regions. Gaza has a population of around 1.7 millions of whom over 60% are refugees, since the Nakba of 1948 (Masalha 2011(Ra'ad, 2010)). The Gaza strip has one of the highest population densities in the world and intercultural communication is mostly interreligious, through international NGOs and visitors, and, most palpably, through opposing political groups and with Israel military. Eritrea, a country with a population of around 6 million, supplies the world with the second highest numbers, in real terms, of refugees and asylum seekers. It is believed to have the worst record of any country when it comes to freedom of press and of expression and has the highest pro rata rate of conscription worldwide ((Gebremedhin & Tsfagiorgis, 2008; Hedru, 2009; Redeker Hepner, 2009).

The concept of intercultural dialogue has emerged from peace time European, Entente Cordiale scholarship and is enshrined in bodies such as UNESCO as a working ideal. It works well in relatively secure, stable environments and systems of education and health. Models supporting intercultural dialogue have proliferated in Europe and in other 'western' contexts over the last two decades. The IALIC conference has played its part in this development, growing in part of work by Sen and Nussbaum on human capability and concepts of human security (Nussbaum, 1997; Nussbaum, 2011). This paper seeks to examine the concept and practice of intercultural dialogue and its various models in the context of work within Gaza and Eritrea, where intercultural encounters are commonplace but where no models exist to reflect on the nature of interculturality and where many of the assumptions at play within conceptions of intercultural dialogue would be life-threatening if enacted. As such this paper proposes a turn from intercultural dialogue to conflict transformation. Drawing on initial work on conflict in intercultural language learning (Levine & Phipps, 2011; Lederach, 2003; Lederach, 2005; Lederach, 1995) this paper develops thinking on the place of conflict transformation in intercultural practice.

BIO: Alison Phipps is Professor of Languages and Intercultural Studies, and Co-Convener of Glasgow Refugee, Asylum and Migration Network (GRAMNET) at the University of Glasgow

where she teaches modern languages, Religious Education, anthropology and intercultural education. Her books include *Acting Identities* (Lang: 2000), *Contemporary German Cultural Studies* (ed. Arnold: 2002), *Modern Languages: Learning and Teaching in an Intercultural Field* (Sage: 2004) with Mike Gonzalez, *Critical Pedagogy: Political Approaches to Languages and Intercultural Communication* (ed. Multilingual Matters: 2004) with Manuela Guilherme and *Tourism and Intercultural Exchange* (Channel View: 2005) with Gavin Jack and *Learning the Arts of Linguistic Survival: Tourism, Languaging, Life* (Channel View: 2007). Her first collection of poetry, *Through Wood*, was published in 2008 with Wild Goose Publications.

Pinto, Manuela

ten Thije, Jan D.

Utrecht University, Netherlands

What's behind a covert translation? How IKEA catalogues betray different cultural values

Recent studies on intercultural issues have shifted the focus of research from a 'psychological' approach to one that explores the linguistic means a language is equipped with in order to encode cultural values (Muller-Jacquier, 2001; Bühlig, House & ten Thije 2009). The role of language as medium for culture has been advocated also in translation studies research. House (2001) introduces the term covert translation, a text that has been translated into the culture of the reader, emphasizing the importance for the reader to recognize in the translation not only the words, but especially the cultural values behind them. The present study capitalizes on these ideas and proposes the reverse route: can an analysis of the linguistic means employed in a translation lead us back to the values of that specific culture? We examined the linguistic properties of a number of persuasive texts - IKEA catalogues - in Dutch and in Italian and tried to reconstruct through a bottom up procedure which cultural values lay behind the choice for a specific language form instead of another. Interestingly, the novel aspect of this method is the use of a tertium comparationis (Hulst, 1995), i.e. the use of a text - in this case the original text is in English - that serves as reference for the detection of changes that have been applied in the translations.

Dutch and Italian IKEA catalogues have the same lay-out, show the same pictures, and propose the very same products. However, the content of the accompanying texts is different. Even if every text is translated from the same original version, each translation is manipulated in such a way that it reads as if it was truly written for the reader belonging to that specific culture. Every IKEA catalogue is hence a functionally equivalent translation.

A selection of texts (those describing atmosphere and those describing products) from the 2004 catalogue in Dutch and in Italian were examined according to a functional-pragmatic approach (Ehlich & Rehbein 1993, Buhrig & ten Thije 2005). This contrastive analysis revealed systematic differences that can be characterized as a direct way of addressing the reader (Dutch) vs. an indirect way (Italian). Other contrastive studies of persuasive texts in Dutch and in Italian confirm these findings (Vergaro 2004; Kok 2010). In the paper we discuss how these linguistic differences reflect different cultural values.

BIO: Manuela Pinto is assistant professor in the department of Modern Languages, Utrecht University, and is involved as a teacher in the Master program Intercultural Communication. She is affiliated to the Utrecht Institute of Linguistics - OTS and does research on L1, L2 and 2L1

Jan D. ten Thije is assistant professor in the department of Dutch Studies, Utrecht University and is coordinator of the Master program Intercultural Communication. Ten Thije is also affiliated to the Utrecht Institute of Linguistics - OTS and does research on (receptive) multilingualism and intercultural communication. Contact: www.jantenthije.eu

Proudfoot, Anna

The Open University, UK

Distance language teachers as facilitators of intercultural dialogue

In today's pluricultural and plurilingual world, it is important that teachers see their role not only as teachers of a language but also as facilitators encouraging students to engage in dialogue with the 'cultural others' who speak that language.

The study of intercultural competences and identities in the field of language learning has been the subject of past research. Until now, however, there has been little focus on teachers, particularly on those teaching languages at a distance.

This paper will report on a project which investigates how the intercultural competences and identities of Associate lecturers (part-time teachers) working with the Department of Languages may influence their understanding of intercultural awareness and intercultural communication and thereby the ways in which they prepare their students to engage in intercultural dialogue. The project sets out to explore teachers' own intercultural background and the extent to which they themselves engage (or have engaged) in intercultural dialogue.

The objectives are twofold. Firstly, the project aims to make a contribution to current research on intercultural communication amongst teachers of adult language learners. Secondly, by looking at how (if at all) teachers foster intercultural awareness, it is hoped to encourage good

pedagogical practice which will prepare students to engage with the people and the cultures of the languages they are learning.

Over one hundred Associate lecturers (the majority resident in the UK) completed an online survey which asked about their intercultural background, their own experience of intercultural dialogue, their teaching practices and their understanding of intercultural awareness and intercultural communication. In a follow-up to the survey, a number of the respondents were interviewed by telephone or audio conferencing, providing in-depth qualitative information on key aspects of the study.

The project is ongoing and the findings will be presented for the first time at the IALIC conference. They will show the extent to which teachers' own intercultural identity and their own experience of intercultural communication influences the way in which they prepare students to engage in intercultural dialogue and the extent to which they are successful in doing this.

BIO: Anna Proudfoot is lecturer in Italian and head of Italian at the Department of Languages, Faculty of Language and Education Studies, Open University, which she joined in 2006. She is Head of Italian and course chair of two Italian modules: L195 Andante (Beginners Italian) and L150 Vivace (Intermediate Italian). Before coming to the OU, she taught Italian in HE and FE institutions in London, Cambridge, Los Angeles and Oxford. In her previous post at Oxford Brookes University, she taught on the Languages for Business and the European Culture and Society degree courses. She also ran Oxford Brookes Language Services, the language training unit, which - in addition to language training - offered cultural awareness briefings for companies and individuals.

She has authored or co-authored various Italian language texts and Italian grammar texts aimed at adult learners. She has a background in Sociolinguistics and for her MA thesis carried out a project on the use of English in Italian printed advertising.

She is also interested in issues of language and cultural identity, in particular amongst subjects who have relocated within Europe, and she hopes this will form the basis of a future collaborative research project.

Her research interests, since coming to the OU, however, have been focused on the courses she teaches. She is currently looking at two areas of interest: firstly, the use of online tools and activities in a beginners' language course, and the role of the tutor; secondly, the development of intercultural competence in the distance learning environment. She lives in Oxford.

Qian, Jin (Jessica)

Dalian University of Technology, China; Durham University, UK

The challenges in developing an intercultural curriculum for college English in Chinese universities

College English reform in Chinese universities has been greatly influenced by the internationalization of higher education and the strengthening of general education in Chinese universities. Many of the major Chinese universities are carrying out a curriculum reform for College English.

During my own teacher-learner experiences of teaching English as foreign language in China and of studying and researching in a British university, I interviewed some Chinese students studying in British universities and found that one of the main factors contributing to their difficulty to cope with their overseas study is the lack of an appropriate intercultural curriculum back in Chinese universities.

In this paper I argue for an intercultural curriculum by practically implementing the idea that all curricula are inherently intercultural in some way. An appropriate intercultural curriculum should address issues of how to cultivate intercultural awareness, develop intercultural knowledge and skills, and enhance the students' intercultural experiences.

I also outline the challenges in developing an intercultural curriculum for College English, including recommendations on how to tackle these challenges. I present a more appropriate model of an intercultural curriculum in the context of internationalization of higher education and strengthening of general education in Chinese universities.

BIO: Qian Jin is an associate professor of School of Foreign Languages at the Dalian University of Technology (DUT), having previously taught English as a foreign language in DUT and doing research into the curriculum development. Her research interests include English education in higher education, the development of intercultural communication competence and intercultural awareness and international education. She has done research and published papers on teaching methodology, learners' autonomy and language learning. Now she is an academic visitor in School of Education, Durham University, and is working on a project "Practice of Educational Reform on ESP in Science and Technology University Context and Research on the Textbooks", funded by Education Ministry of China, and towards her Ph.D dissertation "Intercultural and Foreign Language Teaching in Chinese University General Education".

Rasool, Khatijah Binti Abdul

The National University of Malaysia, Malaysia

Achieving successful intercultural talk

Misunderstandings are bound to happen in any talk regardless of speakers' backgrounds. Previous research suggests that misunderstandings are more likely to occur in intercultural talk compared to interactions among speakers of similar backgrounds. It is also claimed that differences in terms of language and culture are the main cause of problems in this type of interaction. This study adopts the conversation analysis approach in analysing intercultural talk among highly proficient international students. The purpose of this study is to demonstrate that intercultural talk does not necessarily result in misunderstanding. Its main objective is to show that there are positive outcome in intercultural talk. It also aims to discover the strategies that interlocutors employed in making their meaning understood. The study also reveals the signals that interlocutors use to indicate that problems of understanding have taken place in the talk. The findings of the study suggest that meaning in talk is achieved through cooperation between interlocutors. When faced with problems of understanding, interlocutors would make use of various communicative strategies to resolve their problems. These include circumlocution and the use of similar sounding words strategies. The findings of the study also reveal that interlocutors make use of various repair devices to signal problems of understanding. Among the devices use are expressions that explicitly display lack of understanding, the use of the utterance 'you mean' and the use of the question word 'what' followed by the repetition of the source of difficulty.

BIO: Khatijah Bt Abdul Rasool is a Senior Lecturer at the School of Language Studies and Linguistics, at the National University of Malaysia. She has completed her Ph.D recently at the University of Sheffield researching on the topic of 'Discourse strategies for managing problems of understanding in native speakers- non native speakers conversations'. She has vast experience in the teaching of English Language and Linguistics at the tertiary level at Malaysian higher institutions. Her research has been aimed primarily at investigating cross-cultural discourse, misunderstanding and intercultural pragmatics. She has published on topics including NS-NNS discourse and problems of understanding in intercultural talk. Her current researches are on the areas of intercultural misunderstanding and the management of repair in talk.

Reissner-Roubicek, Sophie

University of Warwick

Enhancing intercultural competence and employability through experiential and virtual learning

“Enhancing intercultural competence and employability through experiential and virtual learning” is the title of an ongoing project that aims to connect the agendas and further the interests of diverse stakeholders in the HE context. Researchers at Warwick’s Centre for Applied Linguistics set out to explore issues surrounding the acquisition of intercultural competence, also addressing strategic concerns to enhance student employability, align with the principle “every student an international student” and collaborate with colleagues here and overseas in interdisciplinary teaching and research.

The project evolved from tentative ideas for a ‘before, during, and after’ three-stage plan for assessing the development of intercultural competence. These were drafted in collaboration with international colleagues and also drew on reports of earlier initiatives conducted at HE institutions in the UK. The present study approaches the question of when and how any development of intercultural competence and its assessment might be achieved, by designing and trialling a series of interventions that recruit students as lead learners and intercultural trainers as consultants in implementing the project’s aims. It involves ‘outgoing’ and ‘incoming’ exchange students, (other) international and home students, and makes use of a range of learning and communication technologies. Its design juxtaposes elements of eLearning and embodied/experiential learning, and will additionally exploit the Institute of Advanced Teaching and Learning’s virtual portal in bringing participants on different continents together in real time. In reporting on the initial progress of the project, the presentation draws on data collected during a pre-departure workshop for outgoing exchange students together with students’ prior- and post-workshop reflections; it concludes by discussing implications and longer-term aims.

BIO: Sophie Reissner-Roubicek joined the Centre for Applied Linguistics at the University of Warwick in 2010. She was previously at the University of Auckland where she worked variously in the eLearning Design Development Group, Academic Practice Group, English Language Self-Access Centre, and Department of Applied Language Studies and Linguistics during the course of her doctoral study. Her research focus on teamwork/leadership discourses in intercultural graduate job interviews aligns with university strategy to promote intercultural competence for employability, and currently involves her in the development of new modules and interdisciplinary research.

Reissner-Roubicek, Sophie

Spencer-Oatey, Helen

Davidson, Andrew

University of Warwick

A blended learning initiative in intercultural training for the global workplace

The call for course providers in tertiary education to offer theory-based and ideally experiential learning opportunities for acquiring intercultural competence to clients here and overseas has challenged us all to reconsider the needs of this hyperdiverse body of learners. In particular, it would seem practical to move towards a greater familiarity with the way theories and practices of intercultural communication and education are seen from an Asian perspective.

Global TIES is a new pedagogical initiative in intercultural training for the global workplace. Through the development of three eLearning modules designed to either stand alone or be complemented by a series of interactive video seminars, researchers at the Centre for Applied Linguistics at the University of Warwick have built on the success of the Global People framework of intercultural competencies (Spencer-Oatey & Stadler 2009), which is already accessed online on a large scale by overseas institutions involved in teaching intercultural communication. The trialling of the TIES course through a taster and pilot with Tokyo and Ritsumeikan universities respectively was followed by a further interactive course for Japanese professionals from different backgrounds. The presentation reports on our experiences of teaching through blended learning methodologies in this particular intercultural context, which provided an opportunity to further our understanding of Asian perspectives on intercultural communication. Data drawn from Japanese participants’ contributions to the TIES online discussion forum – reflective responses to particular eLearning tasks they had carried out autonomously in between live seminars – is presented and discussed, together with feedback from university students who participated on the pilot course, and their lecturer. These contributions offered discernible evidence of potential synergies among Asian and non-Asian theories and practices in teaching intercultural communication.

BIO: Dr. Sophie Reissner-Roubicek joined the Centre for Applied Linguistics at the University of Warwick in 2010. She was previously at the University of Auckland where she worked variously in the eLearning Design Development Group, Academic Practice Group, English Language Self-Access Centre, and Department of Applied Language Studies and Linguistics during the course of her doctoral study. Her research focus on teamwork/leadership discourses in intercultural graduate job

interviews aligns with university strategy to promote intercultural competence for employability, and currently involves her in the development of new modules and interdisciplinary research.

Professor Helen Spencer-Oatey is Director of the Centre for Applied Linguistics at the University of Warwick. She has published extensively in the intercultural field, including the popular books *Culturally Speaking* (Continuum 2000/2008) and *Intercultural Interaction* (with Peter Franklin, Palgrave 2009). She is particularly interested in the applied relevance of research to intercultural education, training and development.

Andrew Davidson teaches in the Centre for Applied Linguistics at the University of Warwick, and takes a leading role in the development of online and blended learning courses. His experiences of living, studying and working for several years in both the USA and Japan have shaped his interest in international students, internationalisation and intercultural issues. His current research interests are in intercultural education and intercultural interaction competence, with a special focus on East Asian international students.

Riitaoja, Anna-Leena

University of Helsinki, Finland

Conditions of interfaith/intercultural dialogue in school education: Postcolonial approaches on theory and practices

Council of Europe (e.g. White paper on intercultural dialogue, 2008) and interfaith dialogue has been seen as crucial dimension of intercultural dialogue (Council of Europe, 2004). There have been European-funded research projects of religious education and dialogue (e.g. REDCo) that have highlighted the importance of faiths or worldviews as a part of the intercultural and related dialogue in education. The need for intercultural dialogue and understanding in a “multicultural” society has also been recognized in Finnish education policy documents (Ministry of Education 2012a, 2012b; the National Board of Education 2004). Interfaith or interreligious dialogue, however, is not discussed in the policy documents outside of the subjects of religious education or ethics. Some intercultural educators in Europe are also very critical towards interreligious/interfaith education.

In my presentation, I consider the conditions of interfaith/intercultural dialogue in school education. I examine a) theoretical starting points of intercultural/interfaith dialogue and b) Finnish-European education policy documents and school practices through postcolonial and poststructural lenses. In my theoretical analysis, I approach the following questions: What are the notions of ‘dialogue’, ‘faith’, ‘religion’ and ‘culture’

in the theorisations of interfaith/intercultural dialogue? What is the aim and ideal of ‘good’ dialogue? What is the discursive and epistemic space of such dialogue? What are the conditions of ‘language’, concepts, reasoning and argumentation to be used? In other words, who ‘owns’ the room of dialogue and is this room neutral and equal to all participants? How different positions of participants are recognised and negotiated in this space? How does the context of school frame the idea of dialogue different from other contexts like informal education? In my empirical analysis, I consider the notion of interfaith/intercultural dialogue in Finnish-European education policy documents, school practices and in public debates on education. I consider the notions of ‘culture’, ‘faith’ and ‘religion’ but also the discursive and epistemic space where policy making, everyday life of schools and public debates on faith/culture are taking place. I take the examples of empirical practices from Finnish education policy documents and ethnographic data from two primary schools in Helsinki, Finland. BIO: Ms Anna-Leena Riitaoja is a doctoral student in Department of Teacher Education at University of Helsinki, Finland. She is finishing her Ph.D. thesis that is an ethnographic study on the construction of othernesses and the possibilities of ethical encounters in primary education policies and praxis in Finland. Her theoretical lens is based on post-colonial and post-structural feminist theories. Her research interest include intersections of "race"/ethnicity, gender, class, and worldview, subjectivity and otherness, epistemic and social justice, critical intercultural education, post-colonial global education, cultural politics of education, student and teacher mobility, and young people. She has been teaching in minor studies on multicultural education at the Department of Teacher Education. She is currently working as a researcher in the project by EU Lifelong Learning Programme titled "Intercultural Education Resources for Erasmus Students and their Teachers" (IEREST).

Rinnawi, Khalil

Tel-Aviv University, Isreal

“Instant nationalism” and the “Cyber Mufti”: The Arab diaspora in Europe and the transnational media

This paper explores the media consumption of members of the Arab minority in Germany, and addresses the implications of the modes of media consumption on this group in general and in terms of differences according to gender and generation. The main claim of this study is that the access of minority members to the Arab satellite media in the 1990s has strengthened their sense of belonging to their Arab homeland and identity. Consequently, in national terms it creates a form of ‘instant Arab nationalism’ while, from a religious perspective, the media functions as a ‘cyber mufti’. Members of the first generation

tended to consume mainly television media, while the younger generation, who grew up in the German culture and possess computer skills, tended to rely more on the Internet.

BIO: Khalil Rinnawi is a Senior Lecturer and researcher in the Department of Social Behavior in the College of Management in Rishon Letzion. He received his Ph.D. in Political Sociology from the Free University of Berlin. He is the author of *Instant Nationalism: McArabism, al-Jazeera, and Transnational Media in the Arab World* (University Press of America, 2006), which discusses the role of Arab transnational media and the emergence of a new pan-Arabism; *TV Consumption among the Arab Community in Israel* (Tami Steinmetz Center, Tel Aviv University, 2009); and the co-author of *Arab Media Revolution and Globalization* (Polity, Cambridge University Press, 2011). In addition, Rinnawi is the author of numerous scholarly journal articles.

Rossade, Klaus-Dieter

The Open University, UK

Emerging transnational discourse spaces in advanced online language learner forums

The presentation takes Karen Risager's proposals for a transnational language and culture pedagogy as a starting point to analyse task based asynchronous forum contributions in an advanced German language and culture distance education course in the Department of Languages at the Open University, UK. The data is based on postings to 12 themed forums (during 2011 and 2012) from a pool of some 120 mature students, statistical data from VLE logs and a post course questionnaire. The forums are highly contextualised, relate directly to course content and discussions are largely participant led. The communication mode is authentic in that it brings together geographically dispersed (UK and abroad) students in a virtual discourse space.

Both course and forum discussions correlated with the 'organisational and discursive traits' of Risager's transnational paradigm (2007: 193). The heterogeneous socio-cultural composition of the participant group appears to support the emergence of transnational discourse spaces which reinforced and enhanced the courses intercultural objectives. The geographically dispersed group also negotiate the various languacultures they are connected with. These alternative discourse spaces are collaboratively generated and take directions that are predominantly authenticated by the participants rather than introduced by teachers. The student generated discourse therefore also raises questions around ownership, control and the purposes of the learning process.

The presentation will present the theoretical and methodological premises, and the analysis of the quantitative and qualitative data. It will outline the emergence of transnational spaces in the contributions, and consider the implications of transfer to other learning spaces and student cohorts.

The presentation relates to the key themes (1) 'intercultural communication into the 21st century', (2) 'emerging methodologies for intercultural communication' and generally (3) 'intercultural and language pedagogies'.

(1) The asynchronous conferencing brings adult students together who differ in geographic origin, nationality and migration background, and who join the online discussions forums from UK locations and mainly from Europe's German speaking countries and regions. Many are plurilingualists who share their interest in German speaking culture and students exchange intercultural experiences with this culture in the forum (as natives, migrants, sojourners, tourists) or experience the forum discussion as an intercultural communicative encounter. Their collective pluricultural real life experiences furnishes the pedagogic discourse with intercultural case studies and critical incidents that can foster intercultural awareness and competency.

(2) The transnational focus of the forums and module context steers students away from simplistic stereotypical national paradigms. Course topics such as dual citizenship, foreign linguistic influences, migration from German speaking regions and migration into German speaking regions via European borders constitute an intercultural methodology that provides students with the necessary information and stimulus that can sustain discussions across cultures and beyond nations.

(3) The combination of student cohort composition, ICT enhanced discourse pedagogy and the thematic foci of the course create favourable conditions for the particular case of this presentation, but can also provide important markers for a generic description of intercultural pedagogy as a basis of future language learning course design.

BIO: Klaus-Dieter Rossade is a Lecturer in German in the Department of Languages at the Open University, UK and the director of the Language Studies Programme in the Faculty of Education and Language Studies. In his research he currently focuses on several aspects of Intercultural Communication in language learning, and the use of technology in language learning. Past research included research in German speaking culture and the history of German scholarship in the 20th century. He is also the convener of the Association for Modern German Studies and on the editorial board of the *International Journal of Pedagogies and Learning (IJPL)*.

Sakamoto, Keisuke

Meisei University, Japan

Classroom interaction as a site of intercultural dialogue

Context of the study: The research site of this study is a student-centered class at Japanese university. The students are expected to interact with classmates in various activities in order to complete their research projects for graduate thesis. The class members consist of Japanese and international student while the class site reveals intercultural dialogue among people from diverse cultural backgrounds being that of social, economic, ethnic, and educational.

Purpose of the study and research question: This study attempts to explore the social cultural factors and the process of intercultural dialogue in a university classroom. Viewing the classroom as a site of negotiation, I investigate how students with different cultural values and beliefs make their contributions to the process of knowledge construct, reconstruct, and co-construct. I explore in what way the process of intercultural dialogue is carried out through negotiation and renegotiation among the students with different ways of participating in social activities. I attempt to understand how diversities and conflicts are dealt with in such intercultural dialogue.

Conceptual and analytic framework: This ethnographic study uses Gee and Green's (1998) Mass system as its conceptual and analytic framework. It looks at how the following four aspects can be interrelated and integrated to interpret the students' behavior and the process of intercultural dialogue among them. Firstly, Material aspect: how the physical and social settings of the classroom influence the students' behavior. Secondly, Activity aspect: in what way is class activity carried out? Thirdly, Semiotic aspect: how are the cultural meanings of the class activities interpreted differently by the students? Fourthly, Sociocultural aspect: how the students' identities and feelings affect their ways of participating in group activities.

Data collection and data analysis: Ethnographic fieldwork is conducted to collect qualitative data. In this paper I present the result of discourse analysis of a discussion session between the professor and several students about how they see what is going on in the classroom. The analysis reveals diverse views on classroom activities and different interpretations of the learning process held by the individuals.

Discussion and implications: The study will conclude by pointing out how intercultural dialogue among participants contributes to the educational process. It will also discuss the implications of the research findings for pedagogy and classroom practice.

BIO: He is a first year graduate student in the Graduate School of Humanities at Meisei University in Japan. His research interests include postmodern theories in identity, discourse, and intercultural communication. He is also interested in qualitative research methodology. When he was a third year student, he went to Canada as part of the university's study abroad program. After returning to Japan, he completed his undergraduate thesis on the topic of how his participants (university students) identities were constructed and reconstructed through their experience of study abroad. His current Master's Degree study focuses on the social cultural factors embedded in the performance of students in the classroom during classes in which he works as an assistant teacher.

Salem, Laure Roumi

University of Balamand, Lebanon

Incorporating intercultural competence in English language teaching in a Lebanese University intensive English program context: An action research project

There is a need to go beyond the goals, content and methods that have been followed in English Language teaching in Lebanon. Awareness of teaching language from an intercultural perspective is lacking. Intercultural communicative competence is needed to deal effectively and appropriately with cultural diversity, in particular in volatile situations on the local and on the global level. The aim of this study is to incorporate intercultural competence in the Intensive English Program (IEP) at an English-medium Lebanese university to develop the learners' intercultural competencies and help them avoid stereotyping and otherization. I draw on Byram's (2006) model and Holliday et al.'s (2004) non-essentialist view of culture along with a socio-cultural approach to teaching English, using an action research methodology which fits the purpose of this study. The methodology is tested in three cycles over three semesters. The intervention consists of a supplementary course that draws on theoretical input and practical exercises. To get evidence and evaluate the outcome of my action, I explore the IEP Reading Skills 003 course students' attitudes towards the English language/culture, and the effect of intercultural teaching on those attitudes. I also examine the extent to which the stakeholders i.e. administrators, teachers and students are likely to approve or disapprove of intercultural teaching/learning. Following the interventions, I use focus group discussions and semi-structured interviews to find evidence of realization of objectives, using thematic analysis. Although the results are specific to a particular setting, the findings might encourage other English language teachers and

course designers to review their teaching practice and promote intercultural competence that helps students to avoid otherization, engages them, and prepares them for the intercultural world. It generates results which could be of interest to other professionals and researchers in the context of Lebanon, and perhaps in similar contexts in the world.

BIO: Laure Salem is a lecturer at the University Of Balamand (UOB), North Lebanon where she has been teaching English as a foreign language for 8 years. Her EdD, Incorporating intercultural competence in English language teaching in a Lebanese university intensive English program context: An action research project was recently granted by the University of Leicester and her research interest focuses on intercultural dialogue especially in sites of conflicts, struggle and domination. Lebanon itself has become a site of contest, struggle and domination. 'Dialoguing with the cultural others' has become the focus of Dr. Salem's research and teaching. Dr. Salem previously presented a paper " Teachers' perceptions of intercultural language teaching in a Lebanese university context: A small scale quantitative study" at the ATEL conference 13th May, 2010 (Lebanon).

Santos, Marta

Araújo e Sá, Maria Helena

Simões, Ana Raquela

University of Aveiro, Portugal

***Intercultural education in primary school:
Representations of a group of educational partners***

In this communication we intend to present and reflect upon the representations about intercultural education and curriculum design of a group of education stakeholders involved in a common project which aimed at conceiving, implementing and evaluating a project undertaken within a network of educational partners. The group of partners was reunited by a team of researchers from LALE -CIDTFF (Centre of Research in Didactics and Educational Technology), belonging to the University of Aveiro, according to an auscultation of the interest and availability of several institutions in the community to participate in such a project. The group was constituted by twelve (12) elements: six Primary School teachers (from 3 different schools), two teachers of Music (who work in those same schools), a representative from an immigrants' association, a representative from a cultural association, a representative from an association which works with disabled citizens and a representative from the City Hall and from the Local Library.

Throughout the school year (2010/2011), this group had the opportunity to work in partnership, sharing doubts, experiences

and ideas and developing their knowledge on how to create and implement activities within intercultural education framework. The activities undertaken had as a target audience not only the students from the participant teachers but also the other students from the 3 schools, as well as their parents and families, other teachers and staff, and the enlarged community. Before the group started the creation of the project on intercultural education, the coordinator of the researcher conducted an individual interview, of around 30 minutes, to each of the partners. The interview aimed at getting to know their representations on intercultural education, as well as their practices within this framework of action. The collected data were analyzed by means of categories created according to the literature review and also served as a means of orientation in the coordination of the project on intercultural education.

At the end of the school year another interview was undertaken, in order to collect data about the representations of the partners concerning intercultural education and the project in general. In this communication we intend to present the analysis of the two interviews, comparing the representations of the partners about intercultural education in the beginning and in the end of the project, as well as their thoughts and reflections about the project undertaken and the possibilities of such an approach in terms of curriculum design.

BIO: Marta F. J. Santos is a primary school teacher. She also holds a 5-year degree in Communication Design and a post-graduation in Educational Multimedia. Since 2008 she has been working as a science and philosophy teacher in Extra-curriculum activities in several primary schools of Aveiro (with children from 6 to 10 years old). In her early career she worked in Geometrix aiming the development of educational software on Mathematics and Ecology for primary school. She is currently doing a PhD project entitled "Intercultural education in primary school: partnerships involving schools and the community" , under the supervision of Maria Helena Araújo e Sá and Ana Raquel Simões of the Open Laboratory for foreign Language Learning (LALE) of the Research Centre Didactics and Technology in Education for Trainers (CIDTFF).

Savvides, Nicola

Durham University, UK

***Becoming intercultural speakers? An analysis of
students' intercultural experiences at three European
schools***

As societies become increasingly global and international, individuals from a range of diverse ethnic, cultural and religious backgrounds have more opportunities for intercultural contact and dialogue in their everyday and professional lives. In order

to live and work together positively and effectively in diverse contexts, within and across national borders, young people need to develop intercultural competence. This includes learning how to challenge problems such as apathy, racism, xenophobia, discrimination and intolerance and learning to understand and respect the identities and cultures of others, as well as reflecting on their own. Schools play an important role, both in terms of providing an intercultural dimension to the curriculum and through the socialisation processes that take place inside and outside the classroom.

There are numerous models and theories that have been and continue to be developed in order to assess or analyse intercultural competence. This paper draws on Byram's (1997) model of intercultural competence and the 'intercultural speaker' (IS) in order to analyse students' intercultural experiences at three of the intergovernmental European Schools. Data in the form of interviews, focus groups and observations with students were gathered as part of a larger project that explored the European dimension in education at three European Schools and the findings revealed that students' experiences at these schools had an intercultural dimension. Therefore, a decision was made to revisit the data and to apply Byram's (1997) IS model in order to: (1) explore further and better understand the nature of these students' intercultural experiences; (2) look at how far students are 'intercultural speakers'; (3) consider how useful Byram's model is in light of the findings and consider whether or not the data challenge or suggest further refinement of the model.

The findings reveal that students have many intercultural experiences that can be enjoyable and/or unnerving depending on the context, and that students are intercultural speakers in many ways, although not all of Byram's '5 savoirs' of intercultural competence were evident. Suggestions are made regarding possible further refinements to the model, including the addition of a 6th savoir, and the use of other models that might compliment the IS model.

BIO: Dr Savvides is a Lecturer in the School of Education at Durham University. Her research interests lie within the fields of comparative, intercultural and international education. She is co-convenor of BERA's Comparative and International Education Special Interest Group. Her research focuses in particular on the European dimension in education; European and International Schools; Intercultural and International Education; citizenship education, identity and sense of belonging. She teaches on postgraduate modules in the area of intercultural and international education and qualitative research methods. Her doctorate, completed at the University of Oxford, St Antony's College, explored how the European dimension in education is being incorporated within three of the intergovernmental European Schools.

Schmidt, Alexandra

University of Aveiro, Portugal

"That word seems like a train!" Images of Portuguese language learners towards the German (foreign) language and their affective relationship with it

One of the "struggles" in intercultural communication seems to be associated with the images of the languages in contact, particularly in scholar contexts: "many studies of representations of languages and language learning illustrate the crucial role played by learners' images of those languages, the people who speak them and the countries in which they are spoken" (Castellotti & Moore, 2002: 10). These images appear to hinder or favour learners' desires to learn a specific language, influencing their attitudes towards that language (including curricular choices and learning motivation) (Candelier & Hermann-Brennecke 1993). Furthermore, these images are not to be separated from the affective relationship that learners build with a language while studying it (Perrefort 2001).

In this contribution and based on these assumptions, we will focus on the outcomes of a PhD-project regarding the images of language learner in Portugal towards German as Foreign Language (GFL) and their affective relationship towards this language and its learning.

The referred project included two phases: firstly, we conducted an inquiry with a whole school community (including pupils, teachers, parents and employees), in order to identify the (socially constructed) images towards the "school languages" (English, French, German, Spanish and Portuguese). The results indicated homogeneous, often stereotyped images of German being a difficult, rather ugly language and associated with racism and economic wealth. Secondly, we focused on a GFL class during a whole

ocused on a German (FL) class during a whole school year and analysed how the previously obtained images are related to the (positive or negative) affective rapport of learners towards that language. We analysed the interaction in class, meaning linguistic and extra-linguistic behaviour of learners by means of transcribing videotaped episodes considered significant to our issues. Although showing curiosity towards the German Otherness and some pleasure in learning that language, the discourses give evidence to the idea of a language that is very difficult to learn, that includes a 'weird' sound system, "linguistic locomotives" (referring to compound words) and a complex grammar system. The outcomes indicate that the referred images seem to create a gap between learners and language sometimes favoured by the teacher's classroom discourse, resulting in insecurity (language anxiety) and affective distance.

These results underline the importance of language learning policies and practices that promote positive images of languages and its learning.

BIO: Alexandra Schmidt holds a PhD in Foreign Language Education. She is a member of LALE (Open Laboratory for Language Learning) at the University of Aveiro (Portugal) and works currently as Attachée (Education Department) at the Portuguese Embassy in Berlin (Germany). Her research interests include images of the languages, affect in language learning, plurilingualism in Europe and heritage language education.

Schmidt, Alexandra

Melo-pfeifer, Silvia

University of Aveiro, Portugal

***Teaching and learning a heritage language:
Multilingual and intercultural issues. Images of
Portuguese as heritage language***

In the current multilingual/plurilingual Europe, “Heritage Language” teacher working with children with migration background need specific preparation and training. From a sociolinguistic perspective, the concept of “Heritage Language” is often related to languages of citizens with a mobility/migration background in urban environments, with specific national and educational contexts (Brinton, Kagan & Bauckus, 2007). It also seems to be associated with languages with a particular status (in terms of mother tongue/foreign language) and prestige (in terms of its importance), depending on the role it plays in speakers’ daily life and on the rapport that is built towards that language.

It is largely recognized that the rapport learner and teacher establish with a specific language is not to be separated from the images towards that same language. These socially (re)constructed images seem to be highly influenced by different discourses and contexts and are often defined in relation to other languages (Billiez 1996).

In this paper, we will focus on images of Portuguese as Heritage Language Learner in Germany, mainly from a sociolinguistic perspective. Bearing in mind the multilingual settings of this kind of Language Education, we will try to identify pupils’ images towards their “Heritage Language”, comparing them with teachers’ images towards that same language. The results were obtained by a research project a methodology crossing two sets of data: pupils’ drawings (between 6 and 12 years old) and an online questionnaire, designed to older pupils (from 13 to 17 years old) and to teachers. We collected 984 drawing in 7 German Federal States, under the instruction “Draw yourself while speaking the languages you know”, and 137 questionnaires from pupils and teachers from Austria, Canada,

France, England, Germany, Italy, Luxembourg, Namibia, South Africa, Spain and Switzerland. Our analysis indicates positive images towards linguistic and cultural diversity and towards Portuguese as Heritage Language (even if often stereotyped), both from pupils and teachers. It also highlights some gaps between these publics, and between those images and the pedagogical practices.

After presenting the projects’ outcomes, we want i) to address some issues related to teachers’ training and practice, specifically concerning the (des)construction of images and stereotypes, favouring intercultural (communicative) competence and the development of a plurilingual competence; and ii) to point out perspectives of curricular design and teaching paths regarding Portuguese as a Heritage Language, bearing in mind the analysed images (their convergences and divergences).

BIO: Alexandra Schmidt holds a PhD in Foreign Language Education. She is a member of LALE (Open Laboratory for Language Learning at the University of Aveiro, Portugal) and works currently as Attachée (Education Department) at the Portuguese Embassy in Berlin (Germany). Her research interests include images of the languages, affect in language learning, plurilingualism in Europe and heritage language education.

Silvia Melo Pfeifer holds a PhD in Foreign Language Education and she finished a post-doc in the same area. She is a member of CIDTFF (Research Centre for Didactics and Technology in Teacher Education of the University of Aveiro, Portugal). She currently coordinates the educational department at the Portuguese Embassy in Berlin (Germany). Her research interests include online communication, plurilingual and intercultural interaction, images of languages, intercomprehension in romance languages and heritage language education.

Shimazu, Shigeko

Durham University, UK

***English skills and national power: Japanese students’
perspectives on linguistic imperialism***

English as a lingua franca (henceforth LF) has spread around the world through migration, economic exchange, and access to digital communication. As a result, various varieties of English have arisen. Nonnative speakers’ English is grammatically and phonetically marked. Some worry that English as a international language (hereafter EIL) is a threat to the interests of non-native English speaking countries because native English speakers benefit more from globalization. More generally, the spread of the English language around the world appears to lead to changes in cultural, educational, and socio-political perspectives. Some researchers even worry that the global

spread of English affects the global power balance. Phillipson (1992) pioneered the study of language power and its imperialism in economic perspective and said that the dominant use of English language for global communication might lead to an imbalance of power. Likewise, Seidhofer (2002) noted that the dichotomy of native and non-native speakers' norms of English would influence national power. However, the result of English spread is unclear without consensus about its effects. The author posits that, while language education involves political decisions, L2 learners are confronting L2 cultural barriers in English study. Therefore, there is a need of a critical awareness toward language teaching and its effects on societies.

This paper is part of a study of Japanese learners' views on the teaching and learning of English in Japan in the context described above. Although there has been much discussion of ELT in Japan, there is no research on the learners' views. The paper will explore the Japanese university students' views on whether the global usage of English would threaten national interests or not. This study is not focused on policy and politics but rather looks into whether the worldwide diffusion of English is seen as a threat in the community at hand, either in economic or in cultural or political regard. A group of 13 students were interviewed in depth in semi-formal interviews. The data shows that eight students agreed with the view that English has an effect on balance of power, while four students disagreed and one other student, a 'returnee' was neutral or uncertain. Furthermore, the students appear to worry about a shortage of physical, cultural, and psychological links in the world today. It may suggest that we to reconnect with each other through intercultural experience. The implications of the students' views for ELT in Japan will be discussed.

BIO: The author was born and brought up in Tokyo. From 1970 until 1978, she worked for Japan Airlines and retired as an assistant purser for international routes. Subsequently, she taught English at a preparatory school in Setagaya, Tokyo to the university students who were preparing to apply for the Airline. She obtained a BA degree in English Literature at Aoyama Gakuin University in 1996 and awarded the certificates of Senior High School Teacher First Kind License (English Language), Junior High School Teacher First Kind License (English Language), and Librarian in Tokyo Metropolitan Education Ministry. She lived in Bangkok from 1997 until 2007 and taught Japanese in the MFL program at Bangkok Patana School - British International School. From 2004 until 2006, she attended Graduate School at Chulalongkorn University in Thailand. In 2006, she graduated with an MA degree in EIL. She was a co-author of a paper about English Education in Asia with her graduate school peers in Thailand. She edited a textbook of Japanese language instruction for the Mainichi Japanese Language Institutes in Bangkok, Thailand. In 2010, she attended

the EERA Summer School held at the University of Gothenburg in Sweden and passed the course. She is presently enrolled in the MEd program at Durham University, where she researches English Education in Japan under the supervision of Professors Byram and Fleming.

Simões, Ana Raquela

University of Aveiro, Portugal

To draw languages and their speakers: A way to identify students' representations of languages

The need to communicate globally, as well as the mobility growth and the increase of interactions with diversity has called peoples' attention to the importance of implementing plurilingual and intercultural education approaches. In fact, "plurilingual and intercultural education is not a 'revolution'. It takes into account above all what already exists..." (Cavalli et al., 2009: 7), since our societies are becoming pluri and intercultural spaces (Byram, 2009). As these authors refer, plurilingual and intercultural education has become a project, as well as right on its own (Coste et al. 2009), according not only to the linguistic rights of the individual, but also to the importance of linguistic diversity and of multilingualism in every society.

Within these assumptions, the importance of analyzing subjects' representations of languages is undeniable, given that the results of research have highlighted the relationship between those representations and the perspective of the Other and of diversity in general, leading to intervention projects on intercultural education and on the development of students' intercultural competence.

In this text, we will present an interdisciplinary intervention experience with a group of 9th grade students throughout one school year, undertaken in collaboration with teachers and students, adopting a plurilingual and intercultural framework. The aims of the project were: (i) to facilitate the contact with situations which could positively influence students' convictions concerning diversity, and to (ii) create, implement and evaluate strategies aiming at the development of students' plurilingual and intercultural competence.

We took into account the following prepositions: (i) it is important to know and work on the students' representations of languages, since those representations play an import role and have implications in the teaching and learning process within a plurilingual and intercultural approach; (ii) students' drawings are one of the possible ways to diagnose their representations. Thus, in this presentation we will present the results concerning students' representations towards foreign languages studied at school, the learning of those languages

and also towards the speakers. The analyzed data were: (i) students' drawings and (ii) interviews, where students explained their drawings.

Based on the analysis of the results, we can state that students possess a somehow restraint linguistic horizon and a very school oriented representation of languages and of its learning, also perceived as very difficult. We will, then, identify some clues of coherent and transversal approaches which may be undertaken to work on those representations following an intercultural education approach.

BIO: Ana Raquel Simões graduated in Portuguese/English by the University of Aveiro (UA) in 1999 and completed her PhD on Language Didactics by the same University in October 2006. Since her PhD, she had a Post Doctoral fellow (Nov 2006-March 2008) and now is an Auxiliary Researcher since April 2008 in CIDTFF (Research Centre for Didactics and Technology in Teacher Education), UA. Ana Raquel Simões has published in reviewed book chapters, scientific international and national journals and proceedings. She has also taken was part of the scientific commission and organisation of scientific events and is a member of international and national research projects. She is a research founding member of LALE (Open Laboratory for the Learning of Foreign Languages), based on CIDTFF/UA, since January 2000, being responsible for activities within the fields of research, dissemination and cooperation with society. She is the PHD supervisor of several students (FCT grants) and Master thesis and she has also been responsible for teaching subjects at the Department of Education (DE) of UA, in initial and post-graduation courses, as well as for 3 teachers' accreditation programs, she developed with school teachers in different contexts.

Spooner-Lane, Rebecca

Queensland University of technology, Australia

Building intercultural competence: One "Patch" at a time

Globalisation of the world's economic, political, technological and environmental systems has resulted in educators preparing tertiary students with the knowledge, skills and abilities to work effectively in the global arena. The development of intercultural competence or the "ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006, p.238), is a key goal of higher education institutions. Both domestic and international tertiary students need to obtain at least a "minimal level of intercultural competence in order to operate effectively in an increasingly ethnically and culturally diverse society and globalised economy" (Eisenclas &

Trevaskes, 2007, p. 414). The preparation of quality teachers for the global context is particularly important as classrooms become increasingly multicultural and multilingual. Still, there is little understanding of how intercultural competence can be successfully fostered in a university setting. The development of intercultural competence is often an assumed outcome of local and international students sharing the same classroom space (Leask, 2005). However, studies suggest that there is little interaction and high levels of disinterest between local and international students (Eisenclas & Trevaskes, 2003; The University of Western Australia, 1999). Eisenclas and Trevaskes (2007) propose that is only through intergroup communication that students become competent communicators and develop the skills and attitudes necessary to breakdown cultural barriers.

This paper describes a program called Patches that was designed to enhance the intercultural interaction amongst domestic and international pre-service teachers. More specifically, the program assisted a group of Australian and Malaysian pre-service teachers develop intercultural competence through their involvement in a series of reciprocal learning activities. The program involved a sample of 58 Malaysian pre-service teachers and a sample of 14 Australian pre-service teachers. The pre-service teachers were divided into groups of approximately four Malaysian pre-service teachers to one Australian pre-service teacher. Each group attended organized activities, engaged in reflective writing tasks and a mutual learning project. Each learning experience was considered a 'patch' that eventually created a 'quilt of intercultural learning' (Dalrymple & Smith, 2008). The effectiveness of the Patches program was analysed in accordance with Deardorff's (2006) components of intercultural competence. Results indicate that both cohorts of pre-service teachers showed evidence of intercultural competence through participation in the program, with both groups reporting a much deeper appreciation and understanding of how to communicate more effectively in intercultural contexts.

BIO:Dr Rebecca Spooner-Lane is a lecturer in the School of Learning and Professional Studies in the Faculty of Education at Queensland University of Technology (QUT), Brisbane Australia. Spooner-Lane has worked extensively with successive Malaysian cohorts of students studying at QUT as a result of a transnational twinning program. Her research interests include fostering strong connections between domestic and international pre-service teachers, as well as supporting international pre-service teachers as they undertake practicum in an Australian context. Spooner-Lane was invited to showcase the Patches program at QUT's Making Connections – Innovations in Learning and Teaching Forum in 2010 and received the Vice Chancellor's Award for Excellence in 2011 for her role in establishing the 'Patches' program at QUT.

Stickler, Ursula

The Open University, UK

Curiosity and Respect: Intercultural aspects of a Chinese-English Tandem learning project

Developing intercultural communicative skills in adults is an as yet underresearched area. Although considerable efforts have been made to harness telecollaboration (Belz, 2002; O'Dowd & Ritter, 2006; Schneider & von der Emde, 2006; Thorne, 2005) and in particular Tandem learning (Brammerts, 2001) to further intercultural awareness and the development of intercultural communicative competence, only few projects in the area involve adult learners (Stickler & Emke, 2011).

In a unique pilot project, the Chinese academic team at the Open University, UK, introduced the concept of eTandem learning to adult beginner learners of Chinese. The students were paired with teacher trainees at a Chinese university (Beijing Jiaotong University). Because of the difference in language levels and the relative limitation of the beginner learners' language skills, detailed task plans and instructions were provided. 10 UK-based learners of Chinese and 10 students of English in Beijing conducted Tandem learning exchanges over six weeks during winter 2011-12. They had a choice of email or Skype exchanges, or a combination of the two. Tasks, email content and attachments, Skype recordings and the responses to two short questionnaires form the data basis of this small scale study.

Following the theories of transformative learning in adults (Mezirow, 1981; Taylor, 1994) and intercultural communicative competence (Byram, 1997), the authors will analyse the collected data and search for indications of intercultural awareness and its emergence. Preliminary results show that curiosity (the chance to meet a real person and try out language in authentic communication) and respect (the acknowledgement of differences and appreciation of the effort taken to overcome communication hurdles) play a significant role in the Tandem exchanges. Six of the Tandem pairs have indicated in a post-project questionnaire their willingness to continue informal Tandem learning with their peers. The project will be repeated in winter 2012-13, with an extended set of guidelines and a free choice of tools for communication.

BIO: Dr. Ursula Stickler is Lecturer in German at the Open University in the UK and convenor of the Open Languages Research Group. Her research interests focus on independent and technology-supported language learning. She is actively involved in several international projects collaborating in the area of Tandem learning, autonomous online learning, and

teacher training. She has written a number of articles and book chapters on language learning and teaching.

Tsutsumi, Rie

Yokohama National University, Japan

A study of teaching motivation at universities in Japan: Rewards, obstacles and coping strategies

Motivation is one of the most popular topics on language teaching and learning. Many studies focus on students' motivation on language learning, however, teachers' motivation is easily overlooked in the area of TESOL field. It is one of the most significant aspects to understand the current situation which English teachers face at work on a daily basis in order to understand it better and make an improvement in the TESOL field. Furthermore, it is essential to listen to true English teachers' voices in regard with their own work and its environment for a better understanding about the work. In fact, it is challenging to conduct this research because few research or studies has been accomplished in the EFL teaching field. Past literatures show that an overview of the study indicates that work satisfaction is a complex response. However, the researcher explores details of what teachers experience and how they perceive their teaching career as professionals.

The researcher presents a study to investigate how much English teachers at private universities in Japan are satisfied with their work as an English teacher. In this study, the researcher created questionnaires and conducted a survey to thirty English teachers at universities in Japan. This study shows the perception and the degree of satisfaction in their jobs. The study vividly shows what the most significant obstacles are as well as approaches to solve the problem. The researcher asked participants what the significant aspect in teaching including their personal teaching philosophy. The major question the researcher was looking for was the following; what is the reward, what is the obstacle, and what is the possible solution for the problematic aspects in the field? Overall, this study clearly gives us ideas of what motivates teachers and how it is closely related to their productivity in their daily teaching life.

BIO: Rie Tsutsumi is currently teaching at Yokohama National University. After receiving her master's degree in TESOL from San Francisco State University, she has been teaching academic English courses at private universities in Japan. Her main research interests include social and psychological aspects of language learning and teaching, teacher education, and career development.

Umrani, Sumera

University of Sindh, Pakistan

English in Pakistan: A case study of university of Sindh

This paper Deliberates Discussion On The Influence Of English Language On The People Of Pakistan. It Is Seen That those Who Successfully Acquired English Language Skills And Those Who

Could not, tend to form different socio-economic groups and identities. Knowledge Of English Impinges On The Individual And collective consciousness of people, what they think about others and themselves. This paper focuses on the place of English in Pakistan and explores why the underprivileged people in Pakistan have not been given equal opportunity to benefit from the power of English, as an International language. A brief history of language and culture in Pakistan is given vis-à-vis English. This paper shows how people, by design, have been confused in linguistic and cultural issues, presenting English as a language of Christian people and colonial masters and, as a result, denied access to standard education especially in English. This paper brings out why the people at the helm of affairs are not interested to change the status quo and provide genuine opportunity to people for intellectual and economic development. Parallel systems of education are maintained, one for the poor and other for the rich, in an effort to keep one's group identity exclusive. This paper highlights that acquisition and use of English forms a particular class and identity; people tend to consider themselves superior because they can communicate in English. This paper finally proposes suggestions for improvements in education sector especially in English language teaching and learning in Pakistan. My PhD research proposes to investigate the existing practices of English language teaching at UoS, a public sector university, and tries to explore the ways through which English language teaching and learning can be made effective having better learning outcomes.

BIO: I am a lecturer at the University of Sindh, Pakistan, currently on study leave. I have got four years teaching experience in English literature and language teaching at a public sector university in Pakistan. I am in my first year of PhD at The Moray House School of Education, The University of Edinburgh. My research interests are ELT and TESOL in Pakistani context. Dr. Maria Dasli and Dr. Lorna Hamilton are supervising my PhD on the same topic as mentioned in the given abstract.

Wang, Jiayi

University of Warwick. UK

Chinese officials' intercultural communication

This study investigates the Chinese officials' perspectives on intercultural communication. Based on a data set of 81 intercultural critical incidents and in-depth case study of a one-month Chinese official delegation trip to the United States, I argue that the Chinese concepts of human communication such as relationalism (Chang & Holt, 1994), face (Ting-Toomey 1988) and harmony (Chen 2010) may shed some light on theory and practice of Intercultural Communication. My analysis makes two

theoretical claims. First, I argue that 'Confucian relationalism' (Hwang, 2000) and 'Confucian harmony' (Chen 2010), though defined as China-specific, may find close equivalents such as networking in an intercultural professional context. Second, I argue for a relational study of face in order to understand these non-Western perceptions of intercultural encounters. My data shows that the Chinese professionals explicitly viewed their intercultural interaction through the lens of face in general, and the British and American interactants might have very different interpreting frames of the same interaction (Grainger et al. 2010). This analysis is supported by evidence from 38 participants' narrative accounts, 19.4-hour-long video recordings and 9-hour-long audio recordings of 26 intercultural meetings, notes of 12 Chinese internal meetings, 40 interviews and 10 open-ended questionnaires.

BIO: Jiayi Wang is doing her PhD research on professional (official/business) intercultural communication in the Center for Applied Linguistics, University of Warwick, where she is teaching translation part-time. After receiving her M.A. from Beijing Foreign Studies University, she worked in the international department of a Chinese ministry and was involved in various intercultural exchanges. Her working and volunteering experiences, including being an official interpreter of IOC member Princess Nora during the Beijing Olympic Games, have inspired her to study intercultural communication between Chinese and non-Chinese professionals. She has published articles on Sino-American judicial exchanges and translations on China's international cooperation, and was the editor of a ministerial journal on international exchanges.

Wang, Liang

The Open University, UK

Giving social media a chance: The ifs and buts of developing an Internet-mediated intercultural approach to China's tertiary English education

With the advent of computer and Internet technologies in social and educational application, technology-enhanced language learning has moved from early standalone computer-assisted modes to networked learning and collaboration in social contexts. Internet technologies, especially social media, as educational tools have made it possible to transform language learning and teaching through online intercultural exploration and exchange, as has been reported in studies on various cross-site collaborative efforts which intended to enhance intercultural language learning and teaching. However, empirical evidence from researchers and practitioners worldwide also shows that the pedagogical possibilities for

intercultural language teaching and learning are often shaped and framed by the national and local visions of education which inform the actual social context for teaching and learning practices.

This paper reports on an investigation into the use of Internet tools, especially social media, in English language teaching and learning at China's higher education institutions (including international partnership institutions). Survey data from multi-site fieldwork, consisting of questionnaires, interviews, observations and documents from 24 institutions overall, help to elicit both the positive and negative aspects of delivering an Internet-mediated dimension of teaching and learning about/through language and culture. Findings show that while it is evident that Internet tools and social media are in existence in and outside language classes, technological availability is not necessarily equivalent to accessibility for pedagogical use in language activities. Institutional, personal, pedagogical and technological factors complicate the ways in which Internet tools (social media) are integrated into an intercultural approach to English language teaching and learning.

Some cases are presented to demonstrate how Internet-mediated practices are actually embodied in different scenarios of English language classes. These cases include classes across the spectrum from non-English majors to English majors, from undergraduates to postgraduates, from monolingual to bilingual classes. Comparisons suggest that, despite their differing characteristics and contexts, there are some commonalities in respect of Internet-mediated practices which can inform a pedagogical framework for integrating Internet tools and social media into intercultural teaching and learning, not necessarily with remote partner classes. The paper concludes by making suggestions and recommendations to teachers and practitioners both in China and abroad for practical preparation of Internet-mediated intercultural language activities.

BIO: Dr Liang WANG is currently a research assistant for the EU-funded European Benchmarking Chinese Language Project (EBCL) based at School of Oriental and African Studies, University of London, as well as an Associate Lecturer in Chinese at the Open University, where he was awarded his Master of Research and PhD degrees in 2008 and 2011 respectively. He also received an MA in Media Technology for TESOL from University of Newcastle upon Tyne in 2003. He specialises in technology-enhanced language learning, Internet-mediated intercultural foreign language education, teaching and assessing intercultural communicative competence, learner autonomy and blended language teaching and learning. One of his research focuses is the contribution to establishing a model of intra-class Internet-mediated intercultural learning communities, based on his extensive fieldwork with Chinese universities and colleges, which complements the prevailing

cross-site telecollaborative models. He also maintains his interest in investigating a portfolio approach to evaluating learners' intercultural competence. More recently he has been committed to developing the intercultural dimension in benchmarking CEFR-based Chinese language and in doing research multilingually.

Liang Wang has published peer-reviewed journal articles and book chapters on aspects of internet-mediated intercultural language education, especially in China's higher education institutions, with a focus on the pedagogical, practical and assessment issues. He has also been an active member in a number of academic communities such as acting as Communications Officer/Web Editor for the Intercultural Communication Special Interest Group of the British Association for Applied Linguistics.

Wang, Liang

SOAS, UK

Lewis, Tim

The Open University, UK

From authority to autonomy in the supervision of international research students: Dialectic or dialogue?

This paper is based on work undertaken for the Researching Multilingually project. It pursues the themes of autonomy and authority as articulated in accounts provided by four international students of their experience of studying for a research degree in universities in Europe and the UK. In doing so, it attempts to explore a central site of tension in that experience. The relationship between autonomy and authority lies at the heart of the research supervision process, in which – classically – the authority initially attributed to supervisors is progressively assumed by their increasingly autonomous research students. The transition appears straightforward but may also be a source of unease, especially when it appears to conflict with cultural norms. This paper explores the extent to which the developmental process in question is essentially Socratic (i.e. dialectical) or Bakhtinian (i.e. dialogic), as well as testing the assumption that the dialogic construction of knowledge is an exclusively Western concept.

Authority and autonomy both assume a number of guises in conducting and writing up research and both have positive as well as negative faces. Though they exist in a kind of symbiosis, it may not always be a comfortable or easily managed one. This paper also deals with authority as attributed in written form to previous scholars, by means of paraphrase, citation and reference. It also explores differing concepts of authority in the student-supervisor relationship and how these may change – often as a result of the shifts and negotiations inherent in

intercultural dialogue - over the period of research for a higher degree. It contrasts the assumption that fostering autonomy is a central aim of the supervision process with the sometimes rather negative experience of this which students report.

The paper also explores some of the cultural resonances and dissonances surrounding the concepts of authority and autonomy. It examines a further paradox: namely that a relatively informal supervision setting does not necessarily imply an absence of authority (or even power); nor does it necessarily equate to greater autonomy for the individuals working in it. It concludes by considering how both concepts might most accurately be represented for the benefit of prospective international students.

BIO: Dr Liang WANG is currently a research assistant for the EU-funded European Benchmarking Chinese Language Project (EBCL) based at School of Oriental and African Studies, University of London, as well as an Associate Lecturer in Chinese at the Open University, where he was awarded his Master of Research and PhD degrees in 2008 and 2011 respectively. He also received an MA in Media Technology for TESOL from University of Newcastle upon Tyne in 2003. He specialises in technology-enhanced language learning, Internet-mediated intercultural foreign language education, teaching and assessing intercultural communicative competence, learner autonomy and blended language teaching and learning. One of his research focuses is the contribution to establishing a model of intra-class Internet-mediated intercultural learning communities, based on his extensive fieldwork with Chinese universities and colleges, which complements the prevailing cross-site telecollaborative models. He also maintains his interest in investigating a portfolio approach to evaluating learners' intercultural competence. More recently he has been committed to developing the intercultural dimension in benchmarking CEFR-based Chinese language and in doing research multilingually.

Dr Tim LEWIS is a Senior Lecturer in Languages at the Open University, where he has worked since 2002. From 1992 to 2001 Tim was Director of the Modern Languages Teaching Centre at the University of Sheffield, where he introduced Tandem Learning to the languages curriculum and led the Centre's participation in the EU-funded International Email Tandem Network and successor projects (1994-1999). Tim's research interests fall into the overlapping spheres of telecollaboration, intercultural learning and learner autonomy. In February 2011, Tim co-edited *Language Learning and Technology* Volume 15 Issue 1, on 'Multilateral Online Exchanges for Language and Culture Learning'. Tim previously co-edited volumes on *Autonomous Language Learning in Tandem* (Sheffield: Academy Electronic Press, 2003) and *Language Learning Strategies in Independent Settings* (Clevedon: Multilingual Matters, 2008).

Wang, Tiao (Lucy)

Harbin Institute of Technology, China

General education and intercultural English teaching in Chinese universities

General Education is a new fashion in Chinese university courses currently. This development began with the setting up of independent courses during the mid-1990s in a few top universities, and extended to more high-ranking universities around 2007. English departments (or schools) in all these universities are responsible for introducing foreign civilization as a core course within the framework of General Education.

General Education courses include knowledge of history, arts, science, society, law and medicine, etc, and require English as the bridge from Chinese cultures to foreign cultures. So English teachers in China play a crucial role to help students in developing their intercultural knowledge, intercultural skills and intercultural awareness. Teachers and students need to develop intercultural awareness, and they can do this by involving themselves in English reading, academic writing, presenting in international conferences or learning from others in classrooms. This changing scenario means that intercultural teaching will need to be a new goal for all English teachers in China.

In this paper I discuss the notion and development of General Education in China, the setting of core courses of General Education within English language programmes, e.g. Foreign Civilization, English History, English Classic Reading. By comparing Chinese, American and British General Education, I explore the intercultural influence on General Education in the current context, and also, opportunities for teachers and students to develop their intercultural skills and awareness.

BIO: Wang Tiao is a Lecturer in English at Harbin Institute of Technology, China. She is a visiting researcher in the Department of English Studies at Durham University from January 2012 to January 2013.

Her research interests are in American literature and English teaching. Her teaching in China includes Comprehensive English Reading, English News Listening, General Oral English, and English Academic Writing, etc. She has published several papers in English studies journals in China.

Wang, Yi-an

Hangzhou Dianzi University, China

A survey on cultural pedagogy and intercultural competence: Perceptions from EFL teachers in China

Competence (ICC) have been a trend in language teaching and learning since 80's. This trend has been underpinned by College English Reform in China since 2004, which asked for promoting students' higher cultural awareness in EFL classroom. EFL teachers are crucial to cultural teaching practice, and their cognitions on intercultural competence determine how intercultural education develops in China. This study is based on a provincial survey revised from Sercu's study (2005) to investigate status quo of EFL teachers' cognition of ICC and their cultural Pedagogy in EFL classroom from 8 universities and colleges in China. The survey provides data about how teachers perceive the cultural dimension of foreign language teaching and learning, their reports on their own teaching, and their cognitions on ICC. The findings reveal some problems with respect to culture teaching and learning in EFL classroom in China and reach some constructive suggestions from teachers' perspectives.

BIO: Associate Professor, School of Foreign Languages, Hangzhou Dianzi University, China. Phd Candidate, Intercultural Institute, Shanghai International Studies University, China. Master of Arts (Cross-Cultural Communication), the University of Sydney, Australia. Research interest: Theories, models and assessment of intercultural competence and their application in Chinese context; intercultural education in EFL classroom in China.

Watson, Jennifer

Zhu, Hua

Birkbeck College, UK

"I'm getting worse, according to the questionnaires, anyway!" The reliability of self-assessment questionnaires in measuring the development of intercultural communicative competence

A significant number of studies have used self-assessment questionnaires to measure impact of participation in intercultural exchange or training programmes (e.g. Hammer, 2005; Fantini, 2006.) However, some influential studies in psychology report that self-assessments can be 'inflated' or 'biased', possibly due to positive illusions held by subjects, biased reference points or lack of sufficient metacognitive ability (Kruger & Dunning, 1999). In the context of intercultural

learning, Jackson (2008) reported that participants in short-term study abroad had 'inflated' perceptions of their intercultural sensitivity. In addition to the issue of 'inflation', some studies report lower post-programme scores among some participants, when using similar questionnaires over a short period of time. In a study by Zhu Hua, Jiang Yan & Watson (2011), six out of 12 children rated themselves lower in the post-programme questionnaires. This contrasted with their overwhelmingly positive responses to related open questions. A possible explanation for these seemingly contradictory patterns is that participants' reference points moved during the programme, partly because 'the more you know, the more you realise how little you know; the less you know, the more you think you know.'

In this presentation, we plan to explore the issue of reliability of self-assessment questionnaires in assessing change by investigating the impact of participation in a three week intercultural programme among a group of 36 participants, aged 14 to 15 years. Each participant took part in a purposely designed predictive and reflective questionnaire (PaRQ) which allowed them to record their predicted rating at the beginning of the programme and reflective rating at the end of the programme in addition to rating of current position. Cross comparison was made between these measures and with the programme leaders' assessment of participant achievement and participants' own narrative comments. It is found that a good percentage (though less than a majority) of participants' self-ratings of their current positions pre and post-programmes did not show positive change. However, their reflective rating and rating of current position at the end of the programme show some positive differences, a trend supported by their programme leaders' assessment and their own affirmative narrative comments. The implications of these findings will be discussed in connection with the issue of reliability of self-assessment questionnaires and the potential of PaRQ as an alternative tool to measure changes.

BIO: Jennifer Watson, M.Ed., is currently doing her PhD at Birkbeck College. Her project is focused on the evaluation of learning in informal education programmes with CISV (a charity promoting intercultural and peace education) as a case study. She has published previously in *Journal of Language and Intercultural Communication* and *Interspectives*, and contributed to *Participation, Facilitation and Mediation: Children and Young People in Their Social Contexts* (2012, edited by Claudio Baraldi and Vittorio Iervese; Routledge).

Zhu Hua is Professor in Applied Linguistics and Communication at Birkbeck College. Her research areas include language development and disorders and intercultural communication. Recently she has been working on interculturality and children's interaction in intercultural encounters. Among her recent publications relevant to the theme of the conference are

Language Learning/Teaching as Social Inter-Action (2007, with Paul Seedhouse, Vivian Cook & Li Wei); Palgrave Macmillan); The Language and Intercultural Communication Reader (2011, Routledge) and Exploring Intercultural Communication: Language in action (to appear in 2013, Routledge). She is the co-editor of new book series Routledge Studies in Language and Intercultural Communication (with Claire Kramersch).

Weiss, Katarzyna Anna

University of Central Lancashire, UK

From identity to intercultural communication: Eliciting more versatile responses from Chinese students in a group workshop model of teaching through connecting to selected elements of Chinese culture

The topic of this paper is quite relevant in terms of 21st century global migration of people. Modern employees do not hesitate to swap countries particularly when working for multinational corporations. However, more often than not, the process of migration begins with the choice of university in a foreign country. This shows the need for not only speaking the language of a given country, but also stresses the validity of possessing relevant intercultural communication knowledge and skills that would allow the person to live, study and work in a foreign country with the least discomfort for the individual and/or the local / intercultural environment.

The presentation 'From Identity to Intercultural Communication' was given by the author to students of the third year of English and to students from across of the university at the Hang Zhou Dianzi University in Hang Zhou, China in April 2012. Content presented was combined with group workshop activities, based on the author's experience as an intercultural coach. The students had a chance to interact with other students from their own culture and decide on certain aspects of the modern Chinese student's identity. Another activity requiring group work related to the problem of perception of people from another culture. The activities were to show students the clear link to how people from different cultures are in most cases subconsciously perceived/judged/assessed through our own culture of origin. In the first presentation, the Chinese students displayed a tendency to give 'polite' responses to clearly avoid losing face on the side of the presenter. Therefore in the second presentation, open to a wider number of university students, a certain content modification was introduced to demonstrate that 'polite' responses are not the only ones socially acceptable or possible in an intercultural context as there are things in the Chinese culture that justify more honest replies without the risk of losing face by either the student or the presenter. Another aim of the content modification was to

check if using such an approach will actually help to elicit more versatile responses from the Chinese students in comparison to the first presentation. The approach proved to be successful as the responses varied from the ones elicited from the first group. The author therefore suggests exploring the culture of another party involved in a given intercultural interaction and looking for similarities and symbols that would be understood by both parties thus contributing to successful intercultural communication.

BIO: Katarzyna Anna Weiss (MA in Japanese Studies from the Institute of Linguistics of Adam Mickiewicz University, Poznań, Poland) has been at University of Central Lancashire since September 2009. She has also studied at the Centre for Translation Studies at the University of Vienna, Austria and at Tohoku University, Sendai, Japan. She holds a Postgraduate Diploma in TESOL.

Katarzyna's research interests are two-fold as she combines teaching skills and experience with extensive experience as an interpreter and translator. Apart from designing materials for interpreter training, her current research covers various aspects of Intercultural Communication Competence and assessment as well as intercultural coaching. Katarzyna started her PhD research in October 2011. She is certified to use and administer Cultural Orientations Framework online assessment tool and is an intercultural coach and trainer. Moreover, Katarzyna is a certified life coach (Zen Coaching model) and works with clients from different cultures. Her coaching experience is particularly useful in her roles as Lecturer and Personal Tutor. Since September 2012 she has also been a co-ordinator of student experience activities for School of Languages and International Studies at UCLan. Her other role is Marketing Manager for University of Central Lancashire Examination Board which is related to international marketing of UCLanEB ESOL qualifications (www.uclanexams.org).

She is a member of Chartered Institute of Linguists, SIETAR UK and University of Central Lancashire coaching network.

Williams, Ryan

University of Maryland, USA

Postgraduate international students' perception of the internationalisation strategy of a higher education institution in the United Kingdom

This research will discuss the internationalisation strategy of a particular UK Higher Education Institution (HEI) located in the Northeast of England. The internationalisation strategy of this HEI will be evaluated through the experiences and opinions of post-graduate international students residing in an international accommodation owned by the university. It is

important to understand if the institution's internationalisation strategy reflects the concerns and experiences of the international student adjustment process that it is going to effect. Adjustment is going to be defined as the subtle change that takes place when someone is presented with external changes in their environment (Berry, 2005), and the process in which they react and adhere to these changes in reference to academic, sociocultural and psychological aspects. The term "international students" will refer specifically to post-graduate, non-UK nationals studying at the particular institution. However, the themes that are developed in this research can be applicable to all non-UK students, undergraduate and post-graduate. The following research includes a review of literature, a section on the methodology used, data collection, analysis and results, and a conclusion. This research will ask questions based on the internationalisation goals of the institution and make conclusions about the future direction that the HEI's internationalisation strategy is headed. How do international students at this particular HEI feel about topics such as the international student population, culture awareness, internationalisation of the curriculum, integration, foreign language study, and transitional leadership? This study will then conclude by discussing the role that the university plays in the international student adjustment process based on the opinions and suggestions of the international students interviewed.

BIO: Ryan is an International Student Advisor at the University of Maryland: Baltimore County in Baltimore, Maryland, U.S.A.. Ryan has recently completed his MA in Cross-Cultural Communication and Education at Newcastle University. Previous to that he graduated from Towson University in Baltimore, Maryland, U.S.A. with a BA in History. He spent 3 years working with Towson's International Office and 5 months working with Newcastle University's International Office. His research focus is on internationalization of higher education and the effect it has on international student experience, adjustment counselling for international students, and integration between international and domestic students. Besides advising and working with F-1 international students, Ryan focuses on programming to assist with international student adjustment to life in Maryland and the United States. His travels have taken him to Europe and Africa as well as all over North America. His interests include experiencing different cultures through traveling or meeting new people, running/biking, live music and food.

Yassine, Souryana

University of Tizi Ouzou, Algeria

From ideologies of transmission and cultural alienation to intercultural construction and negotiation of third spaces in Algerian EFL textbooks

This study aims at highlighting the development in attitudes towards cultural contextualization and the ideologies which underlie them in three locally produced Algerian EFL textbooks; Think it Over (1989), Comet (2001), and New Prospects' (2007) used in High School to teach pre-university students.

While the first two textbooks broadly aim at developing the learners' communicative competence, the last one - designed after a General Education Reform launched by the authorities in 2003 - shifts objectives and aims at developing the learners' intercultural competence as stated by its designers in the foreword.

This study tries to explain, through a Social Semiotic Multimodal Analysis (SSMA) of the reading texts and visual images used in the three materials, how the included cultural content which was mostly targeting the foreign cultures (Other) (mostly British and American mainstream and Western European cultures) changes to include some aspects of the learners' local culture (Self) in an attempt to include intercultural aspects.

This study further investigates how the contact of cultures, previously seen as negative portraying foreign cultures as a threat to the learners' local culture and thus not allowing for cultural dialogue between the Self and the Other, is revalued in the recent textbook (New Prospects) as a means to develop the learners' intercultural competence allowing them to construct their Third Space and to function in cross-cultural contexts. The analysis consists of the examination of the representations of the Self (learners' local culture) and the Other (Foreign cultures) and their interaction as conveyed by the reading texts and visual images selected by the designers as contexts for teaching EFL and developing the learners' communicative/ intercultural competence. The analysis is based on the social semiotic theory originally inspired by the work of M. A.K. Halliday (1978-1985) and subsequently developed by Kress and van Leeuwen (1996) and the theory of multimodality (Machin, 2007, and Kress, 2010).

BIO: Souryana YASSINE, lecturer in applied linguistics at Mouloud Mammeri University of Tizi Ouzou (Algeria) teaching undergraduate and post-graduate courses in general and applied linguistics, sociolinguistics and discourse analysis. My research interests deal mainly with culture issues, ideology and Otherness in EFL teaching materials, gender studies, and critical discourse analysis, social semiotics and multimodality. (I completed and just submitted a joint PhD from University of Tizi Ouzou, Algeria and university of Birmingham, UK to be discussed shortly.)

Yu, Qiufen

Edinburgh Napier University, UK

Understanding the impact of culture on interpretation and its implications for intercultural communication

As we enter the 21st century, it has become an increasing phenomenon that more and more people have become bicultural. Little empirical research, however, has been carried out to explore how culture informs the communicative behaviour of bicultural individuals in a specific context. This paper aims to fill this gap by reporting a study which examines interpretations of broadcast talk by two groups of bicultural – native speakers of Mandarin Chinese who have been studying in UK and native speakers of British English who have been studying Chinese language and culture. Adopting a dynamic constructivist view of culture (Hong and Mallorie, 2004), this paper compares and analyses contextual assumptions each set of bicultural individuals draw on in response to an utterance produced by a caller in the context of radio advice talk show within the framework of Relevance Theory (Sperber and Wilson, 1995). In so doing, this study aims to investigate how culture informs the behaviour of these bicultural individuals in the process of utterance interpretation, and how differences in interpretations between hearers from different cultures are related to cultural differences in communication. The findings from my research are then discussed and the implications that they might have for further intercultural communication research are explored.

BIO: My main areas of research interests are discourse studies and intercultural communication. I am particularly interested in investigating professional and institutional discourse and have conducted empirical, cross-cultural comparative research in business settings. I am also interested in analysis of cultural differences in actual language use, particularly the possibility for explaining cultural differences in cross-cultural and intercultural communication informed by a cognitive model of communication developed by Sperber and Wilson (1995/1986), namely, Relevance Theory. My PhD study adopted a relevance theoretic approach to investigate cultural differences in communication focusing on utterances made by native speakers of Mandarin Chinese and British English.

After receiving my PhD degree in the area of intercultural communication from Loughborough University in 2011, I am currently working as a research assistant- post doctoral at Edinburgh Napier University. The project that I am working on focuses on the language use within the investment management branch of the financial service industries. In particular, it looks at the way in which the local information

underpinning investment decisions in new or emerging markets is gathered and evaluated, with particular emphasis on China.

Young, Tony

Sercombe, Peter

Newcastle University, UK

The role of cross cultural education in the adjustment of international postgraduate students to life and study at a UK university

The ‘internationalising’ university represents one of the most vibrant and researched current arenas for intercultural dialogue, exchange, struggle and contestation (Andrade, 2006). This presentation describes an approach by which intercultural effectiveness emerges among a group of ‘international’ postgraduate students studying for an MA in Cross Cultural Communication (CCC) at a UK university. The approach described explicitly attempts to resist the reification and essentialisation of notions of culture and identity. We also report on a study comparing the adaptation of a group of these CCC students with a closely comparable group who were not. This study involved a total of 83 students from a variety of countries in Asia, Europe and North America, and used a range of instruments and techniques including psychometric surveys, observation, diaries and semi-structured interviews to explore interrelationships between a broad number of adaptation indices. Findings indicated that CCC students scored more highly, to a significant degree, across a range of adjustment indices. Their overall academic achievement (grades for both taught and research elements of their degrees) were significantly higher than those for the comparison group. CCC students also tended to exhibit higher levels of characteristics associated with intercultural effectiveness such as open-mindedness and empathy, and appeared to have a higher degree of social contact with other non-conational ‘international’ students, as well as with members of the host community. Their overall levels of satisfaction with life in their new environment were also higher. Their patterns of adjustment (discerned from interviews and diaries) also show deeper levels of reflection on and engagement with processes of adjustment and exchange, chiefly with other, co-national or non-conational, ‘international students (Young et al, 2012). We discuss these findings in relation to the potentially pivotal role of cross/intercultural effectiveness in the internationalisation of higher education in the UK and worldwide, and consider how it might contribute to the current drive to make ‘every student an international student’.

BIO: Tony Young is a senior lecturer and the head of applied linguistics in the School of Education, Communication and

Language Sciences at Newcastle University in the UK. He teaches and co-directs Masters Programmes in Cross Cultural Communication. He has taught and researched in Malaysia, Indonesia, Italy, France, Spain and the USA. His research focusses on intergroup and intercultural communication, especially in language and higher education pedagogy, and in health contexts. He was awarded the James J Bradac Prize for his work on communication and living with dementia in 2010. He is President Elect of the International Association of Language and Social Psychology.

Peter Sercombe's academic background is in applied linguistics and language education. He has taught mainly in Brunei, Malaysia, Turkey and the UK. He is currently a senior lecturer in the School of Education, Communication and Language Sciences at Newcastle University in the UK, where he also teaches and co-directs MA programmes in Cross Cultural communication. His research interests include cultural maintenance and adaptation, multilingualism, and the sociolinguistics of language use and language change, with particular reference to minority groups.

Zhang, Qi

Dublin City University, Ireland

The impact of film on the attitudes of GCSE students towards Chinese language and culture

Foreign-language films were introduced in language education (Mallinger and Rossy 2003; Pegrum et al. 2005; Pegrum 2008) in order to increase learner motivation (Sherman 2003) and understanding of cultural differences (Kramsch 1991) and to prepare the learner for global citizenship (Guilherme 2002; Starkey 2007). While films can provide students with authentic exposure to the target language in a relatively natural context, especially when the learners have little exposure to the target language, very few studies have been conducted on the use of cinema in the teaching of Chinese language and culture.

Two Chinese films were employed in teaching Chinese to GCSE students from three secondary schools in the north-west of England. The three groups of young learners (N=39) aged 12-16 explored Chinese language and culture through watching Chinese films and participating in cinema-based study sessions. Despite the unquestioned significance of the role of language in intercultural dialogue, the male participants tend to have more positive attitudes towards the importance of foreign languages after the event in comparison with their attitudes before attending the film sessions. In order to prepare for a plurilingual and pluricultural world, the use of film might be a good technique to raise students' awareness of the importance of

foreign language in intercultural interaction, especially for male learners.

Comparing the pre- with post-event evaluations, the correlation tests show that the integration of film in the classroom can indeed increase motivation to learn Chinese and improve participants' understanding of cultural others. Therefore, foreign language film has significant cross-cultural value which can offer audiences opportunities and insights into another culture. Interestingly, compared to their female counterparts, male participants consistently not only report lower motivation, but also demonstrate less intercultural awareness after film sessions. A possible explanation for this gender difference is the choice of film. As well as linguistic diversity and cultural variety, it is essential to select a film based on good comprehensibility, artistic appeal and learners' interest. However, the majority of participants indicated that this is either 'the first Chinese language film' or 'first ever foreign language film' they had seen in their life. This 'first time in the life' experience is positive overall in the current study, which might shed some light on communicating with a culture and contextualizing a language which is rare and difficult for British students to access in their immediate environment. The cultural elements conveyed by foreign language film and the audience's comprehension could be the starting point for establishing intercultural exchange.

BIO: Dr. Qi Zhang is a lecturer in Chinese Language and Culture, School of Applied Language and Intercultural Studies, Dublin City University. Dr. Qi Zhang received her M.A. in Durham University and Ph.D. in Newcastle University. She worked in Manchester Metropolitan University before joining Dublin City University in 2011 as the coordinator of Chinese studies. Her main research interests are sociolinguistics, language attitudes and intercultural communication.

Zheng, Weijia

Durham University, UK

How Chinese students experience emotion in intercultural communication in a UK university context: Developing an appropriate research design

This paper presents the research focus and design of a larger PhD study which explores how Chinese students manage and experience emotion in intercultural communication with non-Chinese people in a British university context. Much literature discusses the mismatch between Chinese students' expectations of intercultural communication and the reality, where there is a lack of interaction between them and people from the host culture. This study explores this phenomenon from an emotional experiences perspective. This perspective is crucial for three reasons: first, our daily communication

experiences are often full of emotional colours; second, part of the very essence of intercultural competence is intercultural relationships, which are mediated by individuals' emotional experiences; and finally, much literature highlights the importance of the affective and relational aspects in Chinese communication which, until recently, has been neglected in the intercultural communication literature. The paper outlines the challenges in developing an appropriate research design for this complex and under-discussed phenomenon in Chinese intercultural communication.

First, current literature on the concept of emotion, and on processes of development, expression, and management of emotion in interpersonal and intercultural communication are reviewed and evaluated. The research questions are then presented. A proposed methodology, which draws on ethnographic approaches is outlined. The challenges of identifying and selecting participants, the relationship between 'talking about' (in ethnographic interviews) and 'experiencing' (in real life experiences) emotions, and their implications for the research design are discussed. The choice of language used in data collection and analysis process, the issue of translating data into another language, and their implications for the research are also discussed. Finally, the researcher's positioning vis-à-vis the research is analysed. For example, the researcher's status (i.e., a Chinese doctoral student, who is also studying in this context), and the challenge of balancing the more subjective 'insider's' perspective, while maintaining a more 'objective', 'outsider's' view of the data.

Overall, this paper explores the main points to pay attention to when developing an appropriate research design for investigating Chinese students' emotional experiences in intercultural communication.

BIO: Weijia Zheng is from Beijing, China. She got her MA in TESOL in Durham University in 2010. She started her current Ph.D research in School of Education, Durham University from April 2011. Her research topic is the emotional aspect of Chinese students' intercultural communication experiences in a UK university context. In addition to referring to current literatures on intercultural competence, she is thinking of touching upon some relevant social psychological theories in her theoretical framework construction, as it is noticeable that little attention has been paid on the affective aspects of intercultural competence, which she believes is crucial as people's daily communication experiences are often full of emotional colours. She has done some literature review and a pilot study. She is currently refining her theoretical framework and methodology, and is making preparations for the formal data collection process.

Weijia is involved in intercultural studies group, founded by her supervisor, Dr. Prue Holmes, as well as other various academic seminars in and outside Durham (e.g., Cultnet conference,

Webinar seminar, Postgraduate Symposium held by the Senior Common Room of the College of St. Hild and St. Bede). By actively engaging in these intradisciplinary and interdisciplinary seminars, she has greatly broadened her academic horizons and developed her academic thinking skills. She is always keen on exchanging her academic ideas with other peers, as she has found that this is a very productive way of doing research.

Zhou, Xiaowei

Edinburgh Napier University, UK

Fay, Richard

The University of Manchester, UK

Towards an anti-essentialist understanding of international education

Internationalisation of higher education in the UK affects the educational experiences of students as well as those who teach them. Through our teaching of intercultural communication to culturally-diverse communities of Masters students in our respective universities, both of us are participants in this phenomenon. As intercultural researchers, we seek to better understand what this might mean for all those participating in it. In this paper, informed by our experiences of teaching internationalised classes (which include students from the Chinese-speaking world), we discuss HOW to develop this understanding. We could draw on our contrasting insider and outsider perspectives: specifically, Xiaowei is originally from P.R. China, has undertaken intercultural-focused postgraduate studies in the UK, and has recently begun teaching Chinese-speaking students in the UK; and Richard is from the UK and has limited experience of China but substantial experience of interacting with his Chinese-speaking students in the UK. Thus, using constructs such as 'Asian' or 'Chinese students', 'Western lecturers' and 'UK higher education', we might work towards a cross-cultural, comparative explanation of this phenomenon. However, as with so much everyday and academic discussion of cultural difference, this approach is framed by an essentialist understanding of cultural difference, one based on the deterministic relationship between large, national/regional constructs and human behaviour. We have come to doubt the explanatory power of such an approach as it tends to disregard the complexities of the student and teaching communities involved and of the university contexts in which these internationalised classes take place. Instead, we seek to better understand our educational world by using the alternative 'small culture' approach of Holliday (1999) which, we feel, better acknowledges and provides a framework for exploring these complexities.

In the paper, we will first situate our university teaching, and then present the two exploratory frameworks we could use

before focusing directly on three sites where essentialised thinking might be evident: a) our own culturality as academic staff; b) the culturality of the internationalised educational contexts in which we work; and c) the culturality of our international students, especially those from the Chinese-speaking world. We conclude by suggesting how a small culture approach might better address these three sites of complexity and enable us as practitioners to better understand the internationalised educational phenomenon, better understand our roles in it, and better understand our students and their needs.

BIO: Dr. Xiaowei Zhou (also known as “Vivien Zhou”), Lecturer in Intercultural Communication at Edinburgh Napier University, is deputy programme leader for the MSc in Intercultural Business Communication (with TESOL). She also has interests in narrative research and multi-lingual issues in research practice.

Dr. Richard Fay, Lecturer in TESOL and Intercultural Communication at the University of Manchester, is joint programme director for the MA in Intercultural Communication as well as teaching intercultural courses at undergraduate level. He also has interests in researcher education and narrative research.

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