Plenaries

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Plenaries

Neoliberal rationalities, model citizens and the co-option of interculturalism and cosmopolitanism

David Block, ICREA/Universitat de Lleida

The main point of this paper is to describe, discuss and analyse the way in which the notion of the ideal citizen as cosmopolitan and intercultural has been co-opted by dominant discourses in society, in particular those situated in the world of work. These discourses have reshaped key human qualities associated with cosmopolitanism and interculturalism as marketable skills and there has been a move from the notion of the cosmopolitan citizen for a fairer society to the cosmopolitan citizen for a more competitive society. I begin with a brief consideration of language and identity research before moving to its insertion into language and intercultural communication studies in the form of the notions such as the ‘intercultural speaker’ (Byram, 1997) and more recently, the ‘cosmopolitan speaker’ (Ros, 2013). I then consider ways of conceptualising individuals as good or ideal citizens which have come to the fore in recent years as an integral part of the neoliberal rationalities which have become a kind of collective common sense in contemporary societies (Dardot & Laval, 2013). This exercise takes me through a series of seemingly disparate but in fact interrelated constructs and concepts, including ‘human capital’ (Becker (1964), ‘homo economicus’ (Foucault, 2008 [1979]), ‘concerted cultivation’ (Lareau, 2003), the ‘neoliberal citizen’ (Brown, 2005), the ‘network extender’ (Boltanski & Chiapello, 2005), ‘homo eligens’ (Bauman, 2007), the ‘neoliberal agent’ (Mirowski, 2013), ‘offshoring’ (Urry, 2014), the ‘entrepreneur’ (Holbrow, 2015), the ‘corporatizationalized’ individual (Fleming (2015); and the ‘empowered’ individual (McLaughlin, 2016). I then examine how such concepts arise in a wide range of different contexts, including: the European Commission’s calls for research proposals in the social sciences as part of the Horizon 2020 framework; self-help and business literature; the positioning of students as compliant and enthusiastic consumers in language teaching textbooks; and the ways that the children of immigrants studying at Catalan universities self-position as entrepreneurs. I will argue that this new model of citizenship, constituted by the aforementioned criss-crossing concepts, is pervasive in the world today and that it is pernicious in the way that it primes extreme individualism over any form of collectivism, and, in a sense, strengthens class warfare and growing inequality. It also makes the status quo seem natural, in line with Marx and Engel’s thinking on ideology, specifically the camera obscura projecting the world upside down. I end with some rather pessimistic comments about the future.

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Linguistics. David joined ICREA in September 2012 after 16 years at the University College London, Institute of Education, where he was Professor of Languages in Education. Prior to that, he worked in Barcelona for 18 years as an English teacher in centres such as ESADE, and as a Lecturer in Applied Linguistics at the Universitat de Barcelona and the Universitat Autònoma de Barcelona. He completed my PhD in Applied Linguistics at the University Lancaster (UK) in 1995. He has published articles, chapters and books on a variety of topics in applied linguistics, including second language identities, bi/multilingualism and language in society. In his most recent work he has focussed on neoliberalism as the dominant ideology in contemporary societies, socioeconomic stratification in 21st century societies and class as a key dimension of identity. This orientation is reflected in two recent books, Neoliberalism and Applied Linguistics (Routledge, 2012; co-authored, with John Gray and Marnie Holborow) and Social Class in Applied Linguistics (Routledge, 2014); numerous articles and chapters which will appear in 2016 and 2017; and two additional books under contract and in preparation: Political Economy and Sociolinguistics: Redistribution and Recognition. (Bloomsbury) and (with Lídia Gallego-Balsà) Minority Ethnic Students in Higher Education: Talking Multilingualism and Identity (Multilingual Matters).

Translanguaging as Cultural and Cosmopolitan Competence

Adrian Blackledge and Angela Creese, University of Birmingham

This paper considers the construction of social difference and sameness in the interactions of a couple as they communicate at home and work with each other and with their colleagues, in a ‘superdiverse’ English city. Translanguaging is a form of communication that relies on a willingness to engage in communicative practice which blurs or breaks through apparent boundaries between languages, signs, codes, and cultures. That is, translanguaging is cultural and cosmopolitan competence (Wessendorf 2014). In a linguistic ethnographic research project in a city centre market we observed, wrote field notes, audio-recorded key participants, took photographs, made video-recordings, and conducted interviews. We also asked key participants to audio-record interactions in their family setting. Our analysis documents the role translanguaging and translation play as different relationships are brought into play to negotiate social difference and sameness. In local exchanges the couple and their interactants construct subject positions in ways that both reproduce and subvert larger social categories.

Adrian Blackledge is Director of the MOSAIC Centre for Research on Multilingualism. He is author of numerous articles and books based on his research on multilingualism in education and wider society. His books include Heteroglossia as Practice and Pedagogy (2014); The Routledge Handbook of Multilingualism (2012); Multilingualism. A Critical Perspective (2010); Discourse and Power in a Multilingual World (2005); Negotiation of Identities in Multilingual Contexts (2004); Multilingualism, Second Language Learning, and Gender (2001); and Literacy, Power, and Social Justice (2000). In recent years Adrian has been awarded more than £3 million in research council funding. He is currently engaged in a project funded through the AHRC Translating Cultures theme, ‘Translation and Translanguaging: Investigating Linguistic and Cultural Transformations in Superdiverse Wards in Four UK Cities’ (TLANG). The Principal Investigator is Professor Angela Creese. Adrian is also Poet Laureate for the city of Birmingham (2014-16).

Angela Creese is professor of educational linguistics in the School of Education. Her research and teaching cross references anthropology, linguistics and education. She uses ethnography to investigate ideologies and interactions in educational and other social settings. Her research publications cover urban multilingualism, language ecology, multilingual ethnography, language education and social identities. She teaches research methods, sociolinguistics and educational linguistics. Angela is a Fellow of the Royal Society of Arts. She is also a recipient of the University of Pennsylvania Helen C Bailey Award (Alumni) for ‘outstanding contribution to educational linguistics’. She has served as an editor on the US based journal, Anthropology and Education Quarterly and since 2015 has been a British Association of Applied Linguistics representative on the University Council of General and Applied Linguistics (UCGAL). In 2016, she won the 'Excellence in Doctoral Research Supervision' award in the College of Social Sciences, University of Birmingham. She has published 8 books and numerous journal articles and book chapters. Since 2001 Angela has been awarded 9 Research Council grants. She gives frequent keynote talks, nationally and internationally and provides consultancy for government and local government agencies. Angela has contributed to local and national media on issues of bilingualism and blogs along with her research team about these matters. She is the director of a large national and international team which has received funding from AHRC to investigate how people communicate multilingually across diverse languages and cultures.
The political economy of ‘trans’-discourses: from theory to praxis in inter(?)cultural communication

John O’Regan, UCL Institute of Education

In an era which is said to be characterized by cultural liquefaction, linguistic hybridity, and identity 'flow', the notion of communication as being 'inter’ or between peoples of diverse cultures has, to some extent, been placed 'under erasure' (Spivak, 1976). In the stead of essentialist and neo-essentialist tropes of language, identity, nationality, and culture, the intercultural universe is now crowded with a range of new neologisms for describing the age in which we live. For example, post-multilingualism, translanguaging, superdiversity, transculturation, assemblage, and transnationalism. In this paper I refer to these collectively as 'trans-discourses' on or about communication. Concomitant with these developments in the academic domain, there has also been a hardening of ideological perceptions of culture and difference in the public domain so that, in Europe and elsewhere, racism and the politics of exclusion are on the rise. Language specialists have responded to these issues by describing and critiquing the effects of social change, often in the form of globalization and migration processes, upon linguistic and cultural practices, and the way that these also impact upon identities. In this paper I will discuss these matters from the perspective of a Marxian theory of political economy which seeks more material grounds for the formation of social and linguistic practices, and the formation of identities, while also raising some questions for ‘trans-discourse’ approaches. The bifurcation between academic and public estimations of culture has left intercultural educationalists stuck somewhere in the middle, as language teachers and trainers try to figure out not only how to teach courses in intercultural communication, but what the purposes are for doing so. Training models of intercultural communication resolve this dilemma because they exist as superstructural reflections of the relations which are fetishized (or imagined) to exist between diverse workers in the capitalist political economy. Because of this, they largely remain wedded to neo-essentialist constructions of culture and identity as their purpose is to facilitate the ‘inter’cultural social conditions by which opportunities for the accumulation of capital may occur and value created. Language teachers, on the other hand, work at the mercy of the educational systems in which they teach, and which to a large extent dictate the content which is to be taught and assessed. This gives teachers less latitude to innovate the curriculum in radical ways. This paper locates these bifurcations epistemologically. On the one hand there is the critical-interpretivist perspective which is generated in the academy. On the other, there are the largely neo-essentialist models which predominate in language education and in training. In these latter contexts, it is the inter which tends to be privileged over the trans. I posit that despite the increased speeding up of social life in recent decades, trans outcomes (i.e. post-multilingualism, translanguaging, superdiversity, transculturation, assemblage, transnationalism, etc.) remain secondary to the fetishized ideological constructs of the capitalist political economy, whose workings ensure that the normative models persist.
Dr. John O'Regan is Reader in Applied Linguistics at UCL Institute of Education, University College London. He specialises in English as a global language, intercultural communication, and critical discourse analysis, and is the author of articles on a wide range of topics in applied linguistics and cultural studies. He has published in several journals, including the Journal of Applied Linguistics, Language and Intercultural Communication, Critical Discourse Studies, and the Journal of the Royal Asiatic Society, Hong Kong. He is currently researching a book on global English and political economy.

**Constructing a common and consensual multicultural civic discourse**

Sean Golden, Autonomous University of Barcelona

Curricula and theoretical frameworks for political science courses in the Euroamerican context are dominated by a limited number of paradigms that tend to become “paradogmas” that reflect an unquestioned or unproblematised Eurocentric or Euroamerican bias. They lack intellectual and theoretical diversity. A geopolitical power shift has occurred, but the paradigms that dominate Euroamerican political theory have not shifted. In the West Jürgen Habermas has attempted to counter both instrumental rationalism and postmodernism by calling for the construction of a communicative rationality or civic discourse that would allow all parties to agree on certain basic principles and procedures in order to promote mutual understanding and mutual acceptance of agreements. As the geopolitical tectonic plates shift, alternative discourses emerge, based on non-Euroamerican principles and procedures. In the new discourse of a resurgent China, references to ancient Confucian texts rub shoulders with Maoist slogans and slang from the Internet. Old established slogans and keywords are being given new meanings. Unless we learn and understand these new meanings we could misinterpret what is being said, and be misinterpreted. In order to better understand the innovations under way we need to develop a better understanding of the issues, the policies, the paradigms and the discourse that are being constructed. This requires better knowledge of the Chinese language and culture and first-hand knowledge of the policies being carried out. It also requires more collaborative efforts to promote and build better mutual and common knowledge and understanding, perhaps along the lines of the Europe-China Cultural Compass or the Dictionary of Untranslatables (Cassin, 2014). Mutual respect requires mutual knowledge in order to construct a common and consensual multicultural civic discourse that could lead to meaningful cooperation.
Dr. Sean Golden is full Professor of East Asian Studies at the Universitat Autònoma de Barcelona (UAB); Senior Research Associate, CIDOB Barcelona Centre for International Affairs; Associate Professor, Barcelona Institute of International Studies (IBEI); PhD staff in East Asian Studies, Università Ca’Foscari Venezia. PhD in Literature, University of Connecticut (USA). Taught at universities in the USA and in China; visiting professor in Hong Kong, China, Venice. Former Dean of the Faculty of Translation & Interpreting (UAB); Director of the Centre for Studies & Research on East Asia (CERAO; UAB); Member of the Advisory Board of the ASEF Higher Education Programme (ASEF); Member of the Executive Board of EastAsiaNet (European Research School Network for Contemporary East Asian Studies). His research work involves comparative cultural studies, the construction of political discourse in China and the development of a Chinese school of international relations theory. He collaborates regularly with institutions and the media as one of the leading experts on China based in Spain. Co-editor and translator of 100 Modern Chinese Poems (1987), Gu Cheng: Selected Poems (1990), Mala herba de Lu Xun (1994), Sunzi. L’Art de la guerra (2000, 2007, 2014), Laozi. Daodejing. El llibre del "dao" i del "de" (2000, 2006), Lao Tsé. El Libro del Tao (2012). Editor or co-editor of Soft Day: A Miscellany of Contemporary Irish Literature (1980), The Impact of the Financial Crisis to Higher Education (2010), Regionalismo y desarrollo en Asia. Procesos, modelos y tendencias (2006), Desarrollo y transición en Asia (2005), Multilateralismo versus unilateralismo en Asia: el peso internacional de los "valores asiáticos" (2004), Regionalism in Asia and Europe and implications for Asia-Europe relations (2004). Author of China en perspectiva. Anàlises e interpretaciones (2012).
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Bilingual children use their ability to interpret within a familiar context at very early ages (e.g. Harris and Sherwood 1978; Harris 1980; Álvarez de la Fuente 2007; Álvarez de la Fuente and Fernández Fuertes 2012, 2015), as shown in (1).

(1) [3;09] (FerFuLice, CHILDES)
*CHI2: mommy I want my lollipop.
*MEL: after breakfast you can eat it.
*IVO: qué memoria tienes!
*CHI2: (% to Ivo) yo quiero mi chupa chups.

Cases like (1) are part of the acquisition process of simultaneous bilingual children (i.e. those that acquire both languages from birth) who perform what is called “natural interpreting”, i.e. the one done by bilinguals in everyday circumstances and without a training for it (Harris 1977, 2003).

The analysis of the linguistic and contextual variables that shape this natural ability can shed light on how bilingual children use their two languages as resources to communicate when the situation requires it. This study focuses on the analysis of the interpreting cases produced in spontaneous interactions by 19 simultaneous bilingual children with different language pairs from various bilingual corpora in CHILDES (MacWhinney 2000) (i.e. FerFuLice, Pérez, Ticio, Vila, Deuchar and Genesee) and from other bilingual acquisition data available in the form of diaries or annotations (Ronjat 1913; Leopold 1935-1945; Lanza 1988, 1997, 2001).

Our study shows how, regardless the language pair involved, cases like (1) can be interpreted as communicative strategies that simultaneous bilingual children use at home when (a) they mediate across two languages (i.e. when interpreting to maintain the language of their interlocutors, especially their parents’); and when (b) their parents follow specific communicative strategies (i.e. the one-parent, one-language rule) that definitely have an influence on the quality and quantity of the interpreting produced by these children.

**Biodata:** Esther Álvarez de la Fuente is a professor in the Department of English at the University of Valladolid (Spain). Her main research interest is the morphosyntactic analysis of the development of the translation ability in bilingual children as natural translators/interpreters. She belongs to the UVALAL research group (University of Valladolid Language Acquisition Lab) (<http://www.uva.es/ uvalal/>) which focuses on the research on language acquisition from grammatical perspectives with the analysis of both spontaneous and experimental data from child simultaneous bilingualism, and child and adult sequential bilingualism. Her research has been reflected in some publications:

Researchers as mediators: languaging and culturing when researching multilingually
Andrews, Jane & Fay, Richard
The University of Manchester & The University of the West of England

This paper builds on thinking from the Researching Multilingually at the Borders of Language, the Body, Law and the State project which is concerned with the linguistic (and other) implications of using more than one language in research. Focusing especially on contexts of pain and pressure, the project seeks to better understand what it means to (research what it means to) language and be languaged. Within the project, as part of a team applied linguists and intercultural specialists we aim learn from and with researchers and practitioners in diverse disciplines and fields whose and practitioners in differing fields. In some cases, linguistic and cultural issues may be foregrounded, but in others, this is less likely.

Previously, as framed by Canagarajah’s (e.g. 2012) understandings of translingual practice, we considered the linguistic preparation that researchers - from different disciplines, researching particular contexts with their specific and evolving linguistic characteristics – might undertake to manage the languaging aspects of their work, and do so aware of the linguistic resources and repertoires that they may or may not bring to the endeavour. This conference encourages us to consider not just what it might mean to language and to be languaged, but also what ‘culturing’ might mean (both for those in contexts of pain and pressure and those researching such contexts and the often traumatised individuals within them). If translingual practice provided a frame for thinking about the languaging mindset that researchers might take into the field, what might be a helpful way of thinking through the culturing mindset they could also bring to bear? And might these languaging and culturing aspects of the researching multilingually domain be brought together under the notion of the researcher as a mediator of the linguistic and cultural complexities and possibilities of the contexts in which they undertake their research?

Biodata: Jane Andrews is an Associate Professor of Education at the University of the West of England, UK and has teaching and research interests in linguistic diversity amongst learners of all ages. She is currently interested in how researchers engage with linguistic diversity in their research at all stages of the research process. jane.andrewsEDU@uwe.ac.uk

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EXPRESSART: A project-based language learning experience
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Universitat Autònoma de Barcelona

This paper aims to compare two different methodologies used in a 4th year English classroom in a primary school in Catalonia. To do this comparison, different outcomes from students are
Bridge-building to survive: international research students and supervisors

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Student mobility has risen considerably since the beginning of this millennium – in 2012 at least four million students went abroad to study. As part of this trend the postgraduate student population has also become increasingly international. Research nowadays is ‘often a multilingual endeavour’ (see http://researchingmultilingually.com/ ) and at the same time it is often an intercultural effort for students and supervisors (see Robinson-Pant & Wolf, 2014).

Host institutions rarely provide specific training and support to enable these research students to conduct research in an additional language and in academic cultures that are not their own. Equally, research supervisors are not necessarily prepared for supervising doctoral research for which the field work might be undertaken in a language they do not speak and in cultures and countries they might be unfamiliar with and possess limited knowledge of.

This study presents the findings of an investigation into the experience of research students and their supervisors at the British Open University.

The data were gathered through semi-structured interviews. These interviews were conducted both with full-time and part-time doctoral students who followed two different doctoral programmes (n=12) and also with supervisors (n=12). These interviews were recorded with the participants’ consent, transcribed, checked against the recordings and coded.

Themes emerging from the data are

• feelings of isolation and integration,
• the overwhelmingly positive and supportive relationship with their supervisory teams,
• the challenges of conducting fieldwork in foreign countries,
• the need to engage actively in building communities and networks
• the range of communities they belonged to (academic and non-academic support communities, within the institution and outside).
• the acceptance of different roles within the supervisory teams,
• the generally high level of awareness and self-reflection of supervisors into how to manage, the challenges of international doctoral supervision.

Biodata: Dr Uwe Baumann is Head of the School of Languages and Applied Linguistics at the Open University, UK.

Exploring intercultural learning in class interaction
Beaven, Ana & Borghetti, Claudia
University of Bologna

Study abroad is seen as a good opportunity for students to develop interculturally. Increasingly, there has been a focus on the effects of preparing and supporting students before, during and after their study abroad. However, there is no shared view on how evaluation of this type of learning should be carried out. Much emphasis is placed on summative assessment of intercultural competences. Nevertheless, we are interested in exploring how intercultural learning can also be evaluated through classroom interaction. The present paper is based on a specific intercultural education programme for mobile students carried out within the IEREST project (Intercultural Education Resources for Erasmus Students and their Teachers) (IEREST 2015; http://www.ierest-project.eu/). The aim of the study is to explore what student-student classroom interactions can reveal about the process of intercultural learning. Data for the study were collected during the IEREST piloting phase at the University of Bologna in Spring 2015. 19 students from various different countries spending their study-abroad period in Bologna took part in an intercultural education course taught by two teachers of Italian as a Second Language. The data collected are class interactions (approx. 18 hours in total), which were video recorded and then transcribed. The languages of instruction were both Italian and English, with students occasionally needing extra language support (e.g., reformulations and peers translation) to participate in class discussions. The data were analysed according to a conversational analytic perspective, in order to explore what the interactional dynamics among individuals from different cultural and linguistic backgrounds, with different levels of proficiency in Italian (the target language) and English (used as a Lingua Franca) reveal of the processes of trans languaging, as well as language and cultural brokering, can promote critical engagement and mediation, thus encouraging intercultural learning among the students involved.

Biodata: Ana Beaven has a PhD in Applied Linguistics from the University of Warwick, with a thesis on the adaptation process of Erasmus students abroad. She has been an English Language teacher at the University of Bologna Language Centre since 1992. Her main fields of interest are intercultural communication and language teaching, the use of technology in the language classroom, and the open education movement. She is the coordinator of the IEREST European project (Intercultural Education Resources for Erasmus Students and their Teachers – 2012-2015).

Transformation via language and culture mediation towards sociocultural self-
This presentation will focus on a sociocultural self-awareness continuum related to the value of turning sociocultural diversity into opportunity when students with different sociocultural backgrounds are turned into rich academic resources as teachers and learners of each other in groups of 5-7 and also become ‘teachers’ of ethnographic-learning teachers. The presentation will briefly introduce a six-step sociocultural self-awareness continuum. Sociocultural self-awareness learning comes via awareness of frames of reference that students with different sociocultural backgrounds had taken for granted, e.g., invisible meanings in words, in communication norms related to ways of talking, being silent, acting, etc. and in leadership norms related to levels of hierarchy, autonomy and equality in relationship between parents and children, teachers and students, and leaders and subordinates in different kinds of organizations.

Self-awareness classroom learning requires a ‘controllable confrontation’ approach as students respond to critical incidents. Critical incidents are moments related to not understanding an exercise or the interpretations of others. Movement from confusion towards awareness of what one had taken for granted can open the door to better understanding the ‘logic’ of others. This experience can lead to creation of a Shared Third Space, an “intercultural ‘space’ inhabited by people in motion, in interaction and in transformation” (Kelly, 2001, p. 56), in which the interactors can begin to feel more comfortable as they turn sociocultural diversity and confusion into opportunity. Examples related to the self-awareness continuum will focus on learning from business students, but will also include reference to learning from teacher trainees and teachers in international schools.

**Biodata:** Michael Berry is a Docent (Adjunct Associate Professor) of Intercultural Relations at the University of Turku, Finland. His American PhD focused on the paradox of good Finnish-American relations during and after WWII. Having lived half his life in Finland, the focus has been on sociocultural learning from local and international students.

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Feedback is seen as an essential pedagogical tool (Race, 2001) in national English language academic settings. Yet it routinely emerges as a less than satisfactory factor in surveys of L2 students about their study experiences in the UK. However, the cultural background and expectations that ESL students bring with them (C2) into this setting can affect how they perceive and value feedback as well as how effectively they utilise it for their own progression. Arguably, students today live in a world where forms of feedback not only prevail but are actively sought in social media contexts. Yet, in the high stakes context of academic study, the significance of feedback and the expectations of its force as a learning tool are not always visible to C1 students. This has the potentially damaging effect of slowing their progress in both ‘languaging’ and ‘culturing’ and so investigating what the barriers might be together with proposing ways to improve the understanding of and practices around feedback seems
Current literature on feedback in academic contexts generally investigates how feedback is received and suggests a variety of solutions to improve this (Hedgecock & Lefkowitz, 1994; Hyland & Hyland, 2006) but these studies do not fully consider how feedback is perceived. They tend to ignore the facet of an alternative world view (C2) which may be the root cause of either a resistance to feedback or an inability to apply it in the most useful way for learning. This paper reports on a study which investigated how feedback and perceptions of feedback could be mediated between L1/C1 and L2/C2 cultural contexts. It demonstrates that the effectiveness of feedback is shaped by first culture assumptions indicating it is critical for tutors to take account of this diversity if their feedback practice is to enhance effective language acquisition.

**Biodata:** Dr Elaine Boyd has been involved in teacher education for over 30 years and has worked on assessment design for a range of international providers. She has developed and delivered courses in assessment literacy for teachers in Europe and India and has published articles in this field as well as authoring several exam coursebooks. Her research also includes intercultural communication and pragmatics and she holds a PhD in spoken language and pragmatics from the University of Cardiff. Elaine is a post graduate tutor at University College London and is currently working with Lancaster University on the Trinity Lancaster Corpus of Spoken Language.

**Academic & Cultural Literacies: learning beyond language**

Boyd, Elaine & Figueras, Neus
University College London & University of Barcelona

In higher education contexts, speakers of other languages (SOLs) are challenged by literacy in the host language on two counts: academic literacy and cultural literacy. There is an assumption that academic literacy is shared across the educational domain but the impact of cultural literacy makes this a fallacy making it hard for SOLs to breach the B2 plateau. To add to this, Hirsch’s study of cultural literacy (2001) points out that ‘a literate society depends on shared information’, that progress depends less on methods of instruction than on content and that this is reinforced by the fact that learnt skills are not necessarily transferable or shared across tasks.

Taking this as a starting point, this paper looks at the cultural practices in and assessment of academic English and the damage that a focus on style and genre issues has created by excluding speakers of other languages. It discusses and problematizes the kind of literacies we need to learn and share for successful trans languaging and mediation and argues we can make more progress if we focus on content and commonalities of a shared practice.

In an attempt to offer a new approach, the paper presents ideas from a Fellowship scheme in the UK which uses fiction writers to support students in their academic writing. This model builds on what learners can bring from their own culture and what they can share as well as recognizing the need for second language speakers to express their L1 identity. It is a framework which suggests that cultural and academic literacies have to be a two-way exchange united by universal concepts of storytelling. The model supports the development of the elusive quality of coherence and puts the notion of telling a story back into the heart of writing, allowing the
write’s voice to be heard.

Biodata: Elaine Boyd has been involved in language teaching, teacher training and assessment design for over 35 years for a range of international organizations. She has developed courses for teacher education and published articles in the fields of assessment and intercultural communication as well as authoring several coursebooks. Elaine is a post graduate tutor at University College London and her PhD investigated spoken language and pragmatics. She is currently working with Lancaster University on the Trinity Lancaster Corpus of Spoken Language

Mediating Assisted Voluntary Return (AVR) in a multilingual workplace
Brickley, Katy
Cardiff University

Assisted Voluntary Return (AVR) programmes in the UK offer a service for asylum seekers to return to their countries of origin, often after a rejected asylum claim. These programmes are funded by the British government and the EU, and comprise a resettlement package that can include travel expenses, travel documents, a cash grant and in-kind assistance to start a business.

Given the importance of AVR information in contributing to the outcome of this life-changing move, and the responsibility staff are tasked with to ensure their clients have made ‘an informed decision’, an exploration of how AVR staff position themselves with regard to AVR services and information in this multilingual environment is valuable. Drawing on research from New Literacy Studies, I examine semi-structured ethnographic research interviews with staff from two organisations which have been contracted to provide the AVR service: the International Organization for Migration (IOM) and Refugee Action.

I focus on how staff represent a specific aspect of their work – their mediation of clients’ perceived linguistic repertoires, and IOM and Refugee Action’s response to linguistic diversity via multilingualism. This aspect of AVR work can be seen to contribute to the opportunities clients have to become informed about AVR before their return. This is important in itself, but also crucial in the labelling of AVR as ‘voluntary’.

Biodata: Katy Brickley recently completed a doctoral thesis entitled Communicating Assisted Voluntary Return (AVR) programmes in the UK: Examining tensions in discursive practice at the Centre for Language and Communication Research, Cardiff University.brickleykl@cardiff.ac.uk / katybrickley@hotmail.com

Using Cultural Categories for Opposition and Brokering in Conflict Mediation
Brownlie, Siobhan
University of Manchester

The aim of this paper is to explore aspects of cultural opposition and brokering in the activity of conflict mediation. ‘Mediation’ is a form of dispute resolution whereby a third party helps the two parties in conflict to find a settlement and/or improve their relationship. The question of ‘culture’ has been explored by specialists in the field of mediation with notable works by Lederach (1995), Avruch (1998), Mayer and Boness (2005), and LeBaron and Pillay (2006). However, they have not applied a discourse perspective with empirical data which is my
I will consider two contexts of conflict mediation. The first context is family mediation: data is drawn from recorded interviews of mediation meetings at National Family Mediation affiliated services in the South of England (Morris 2015). The second context is workplace mediation: I draw on the reflections of volunteer mediators for a university mediation service in the North of England. The specific type of discursive move that I’m interested in is the tactical use of cultural categories. Categories cover areas such as age, gender, ethnicity, nationality, socio-economic class and profession. In the family mediation data examined cultural categories tend to be used by parties to support an oppositional stance (Mayer & Boness 2005, 89), and improving the parties’ relationship through cultural brokering is not the mediator’s aim. In contrast, in the university mediation setting when cultural differences are brought up by the parties, the mediator is more likely to act as a cultural broker and facilitate transformative learning (Fisher-Yoshida 2005).

**Biodata:** Dr Siobhan Brownlie is a Lecturer in Translation Studies and Intercultural Communication at the University of Manchester, UK. She is joint programme director of the Masters in Intercultural Communication. Siobhan is also a trained workplace conflict mediator.

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Mediación y aprendizaje lingüístico en comunidades de fans

Cassany, Daniel (Convenor); Aliagas, Cristina; Shafirova, Ludmila; Zhang, Leticia Tian; Valero-Porras, Maria José

Universitat de Pompeu Fabra

Analizamos e interpretamos varias prácticas de mediación y aprendizaje cultural y lingüístico en cuatro comunidades de fans: los directioners (del grupo musical One Direction), los scanlators (traductores de manga), los fansubers (subtituladores de películas) y seguidores de dibujos animados. En su rol de fans, estos jóvenes se apropián de artefactos culturales globalizados y multimodales para construir su identidad, afiliarse al grupo, colaborar de modo amateur en tareas de mediación y aprender idiomas de manera informal (Pennycook, 2007). Describiremos varias prácticas de translanguaging (Li, 2011) en las que se usan idiomas y culturas “puente” para mediar entre comunidades tipológicamente alejadas.

D. Cassany: Mediación y aprendizaje lingüístico en comunidades de fans. Muy breve presentación del simposio, de los conceptos fundamentales (comunidad de fan, apropiación) y del enfoque metodológico (perspectiva sociocultural, etnografía, New Literacy Studies).

C. Aliagas: La socialización lingüística en inglés de una directioner. Documentamos las prácticas digitales de una directioner (13 años): webs, redes sociales, blogs, fanfiction. Analizamos algunos aprendizajes lingüísticos desencadenados y la compleja e indisociable interrelación entre aprendizaje, identidad y comunidad (Thomas 2007).

L. Shafirova: Aprender ruso como fan de dibujos animados. Comparamos e interpretamos dos prácticas de aprovechamiento del contexto cultural y el formato multimodal de dibujos animados para aprender ruso (Fukunaga, 2006): mirar dibujos en lengua y cultura rusa (Masha y
el Oso) o dibujos norteamericanos doblados al ruso (Adventure time).

L. Tian Zhang: Fansubers del español al chino. Analizamos y documentamos la mediación amateur colaborativa de una comunidad que subtitula series y películas hispanas al chino, para aprender español. Describimos varios recursos y estrategias multilingües (uso del portugués e inglés) empleados para comprender y traducir (Cintas y Sánchez, 2006).

M. J. Valero-Porras: Recontextualizando mangas para lectores hispanos. Estudiamos cómo un grupo de scanlators hispanos utiliza el inglés para traducir mangas japoneses al español, ocultando cualquier rastro de aquel idioma y recreando prácticas discursivas japonesas para evocar el sabor original y presentarse como expertos ante los fans (Lee, 2012).

Daniel Cassany (UPF) ha publicado 15 libros y más de 100 artículos y comunicaciones sobre enseñanza de la lengua. Es el IP del proyecto de I+D+i Identitades y Culturas Digital en la Educación Lingüística, en el que se inscriben los trabajos de este simposio.

Cristina Aliagas (UAB) se doctoró con una tesis sobre la construcción del lector débil; ha publicado varios trabajos etnográficos sobre la apropiación de prácticas letradas e identidad. Es investigadora postdoctoral (Beatriu de Pinós/Marie Curie).

Liudmila Shafirova estudió Antropología y Sociología en San Petersburgo y está cursando el Máster Interdisciplinario en Estudios del Discurso (UPF), con orientación en investigación. Su TFM versa sobre las prácticas digitales de jóvenes europeos para aprender ruso.

Leticia Tian Zhang se graduó en Filología Española en Pekín y está cursando el Máster Interdisciplinario en Estudios del Discurso (UPF) con orientación de investigación. Su TFM versa sobre las prácticas letradas plurilingües y translingüísticas de una comunidad china de fansubers.

MJ Valero-Porras (UPF) tiene dos grados (Filología Española e Inglesa) y es becario FPU con una tesis sobre las prácticas letradas plurilingües de fans españoles en prácticas culturales globalizadas. Ha publicado dos artículos de investigación al respecto (OCNOS, Procedia).

| Léxico de enfermedades crónicas cardiovasculares: puente para pacientes |
|-----------------------------|-----------------------------|
| Castillo Fadic, María Natalia |
| Pontificia Universidad Católica de Chile |

En Chile, un elevado porcentaje de personas con enfermedades crónicas cardiovasculares no logra realizar un automanaje eficiente, que le permita compensarse metabólicamente y evitar complicaciones. Un factor que dificulta este automanaje es la baja literacidad en salud (LS), que corresponde al grado en que las personas son capaces de acceder, comprender, evaluar y comunicar información para comprometerse con las demandas de salud, con el fin de promover y mantener una buena salud a lo largo de su vida. Uno de los aspectos involucrados en la LS es el lingüístico, con énfasis en el nivel léxico, que se asocia a las dificultades para comprender las explicaciones del personal de salud y seguir sus instrucciones. La distancia constatada entre el léxico del personal de salud y el de los pacientes da cuenta de la necesidad de establecer puentes entre la lengua de unos y otros, para promover un acceso efectivo de los pacientes a la
Puesto que la evaluación de los distintos componentes de la LS es una tarea compleja para la que difícilmente se dan las condiciones en los centros de atención primaria, desarrollamos un instrumento de evaluación que puede ser usado por el personal de salud de modo sencillo y expedito, para determinar si el paciente conoce los vocablos más relevantes en relación con su condición. Para ello, se elaboró un listado de vocablos meta a partir de métodos cuantitativos y cualitativos y se programó un script en Praat. Este script dio origen a una aplicación independiente y amigable con el usuario, que puede utilizarse sin necesidad de saber usar el programa de origen. Cuando el instrumento indique que el paciente desconoce los vocablos relevantes, podrá realizarse una instancia de mediación lingüística que traduzca a la lengua común las unidades léxicas de la lengua especializada.

Biodata: Doctora en Filología Hispánica (Universidad de Valladolid), Diploma de Estudios Avanzados en Lengua Española (Universidad de Valladolid), Máster en Lexicografía Hispánica (Escuela de Lexicografía Hispánica, RAE) y Magister en Letras (PUC). Sus investigaciones se centran preferentemente en el nivel léxico de la lengua y, especialmente, en el estudio lingüístico de la variación en el español de Chile y América. Su tesis doctoral consistió en la determinación del léxico básico del español de Chile, usando herramientas de lingüística de corpus, lingüística computacional y estadística inferencial, y generó un diccionario en vías de publicación. En la actualidad, desarrolla investigaciones lexicoestadísticas de implicancias sociolingüísticas y dialectológicas; participa, además, en equipos interdisciplinarios de investigación, con académicos del área de salud, gracias al financiamiento de VRI UC Interdisciplina y de FONIS (CONICYT). Sus áreas de interés son: sociolingüística, dialectología, lexicología, lexicografía, lingüística de corpus y lingüística aplicada a la Literacidad en Salud.

Student mobility and internationalisation in higher education: perspectives from practitioners

Castro, Paloma; Woodin, Jane; Lundgren, Ulla & Byram, Michael

Valladolid University, Spain; Sheffield University, UK; Jönköping University, Sweden & Durham University, UK

For those whose workplace is in universities, internationalisation is a new and demanding policy. Previous research on national and local policies surrounding this phenomena has identified different discourses of internationalisation, which may have an effect on practices such as student mobility. In order to understand better the role of student mobility in practice and the consequences for the individual student to develop into an intercultural person, this paper analyses responses to an inquiry about internationalisation from a group of academic staff involved in intercultural education from universities around the world. Informants, all members of the research network Cultnet, working at 28 different universities in 15 countries, describe internationalisation within their practice, and their understanding of the role which student mobility plays in relation to this. Data were collected through questionnaires and interviews over a period of six months. The findings locate student mobility within discourses of internationalisation. They also raise questions in relation to the need for an intercultural dialogue approach in internationalisation, offering an opportunity to move from the discourse of instrumentalism to that of educationalism. That will allow recognition of the importance of understanding oneself and others through open and respectful exchange and the value of diversity in self-development and transformation. We argue that institutions and their staff should be aware of the discursive field of internationalisation in higher education, take a

salud.
critical stance and analyse their own role in student mobility, opening up spaces for "bridging" languages and cultures in the workplace. How mobility fits within the field of intercultural education for incoming, outgoing and "home" students should be highlighted and clarified in internationalisation agendas, in order to contribute to the development of dialogic spaces and transformative practices.

**Biodata:** Paloma Castro is assistant professor of Valladolid University and former vice-dean and coordinator of mobility programmes at the Faculty of Education. She has research interests in internationalisation in education and the intercultural dimension in foreign language teacher education.

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**Creative writing across languages: observations from the field**

**Chaplin, Melissa**

**University of Durham**

Much literature emphasises that the process of creative writing is ideally pursued in one’s mother tongue(s). It is thought that this allows for greater freedom of expression and emotional engagement with the material. This phenomenon has not, however, been explored with regard to persons who have undergone traumatic migration, for whom the process of mediating between cultures and languages is far more fraught. Working in a language and culture distinct from the one from which they were forced to relocate elicits a range of positive and negative feelings.

This paper discusses the way that refugees experience creative writing their resettlement country, critiquing assumptions made about the experience of working multilingually. In this study, refugees involved in a creative writing programme were interviewed in a semi-structured format over a period of several months. The interviews engaged with specific pieces of the participants’ work and the differences between writing creatively in different cultures and languages. This presentation will consider the ways the participants negotiate the use of their different linguistic and cultural resources while participating in the writing workshops.

The initial conclusions of this study are twofold. Firstly, that the common assumptions made about the experiences of creative writing in a language that is not the home language should be critiqued when applied to those for whom migration is traumatic. Participants expressed multifaceted attitudes towards working in their home languages and the language of their host country. Secondly, that it is beneficial both for researchers and practitioners to have a degree of flexibility when mediating between languages with refugee creative writers, allowing the refugees to take the lead and make decisions about language use.

This paper seeks to provide an example of critical engagement in a situation in which the process of mediating between cultures and languages is both delicate and challenging.

Melissa Chaplin is a doctoral student at the University of Durham. Her research is funded by the Arts and Humanities Research Council (AHRC), UK. She is originally from Newcastle upon Tyne. She is part of the large grant AHRC project Researching Multilingually at Borders of Language, the Body, Law and the State, which brings together an international team of researchers from different disciplinary backgrounds. Her research interests include: multilingual creative writing; researcher and participant wellbeing; and the ethical implications of working with refugee
Adopting the model of the postcard, this interdisciplinary study adopts this 19th century method of communication—a “dynamically creative process” in which “[we] are creating and negotiating [our] own cultural identity in the process of communicating with others, (Holliday et. al, 2008)”—and postcards are created from a time, place, space, stage of life, experience, event, transition, etc. incorporating image(s) and language(s). Participants then engage across the globe in discovering and, in some cases translating, the lived experiences of time, space, and place of others both familiar and unknown to bring about a new conversation about identity, culture and language.

Paper 1: Along with a visual exhibit of selected postcards to illustrate the findings and promote further discussion. The researcher draws from the concepts of mapping (Kay, 1999), resonances of space (Bachelard & Gaudin, 2014), and arts to illustrate, inform and facilitate greater depth of understanding, sympathy and empathy across boundaries.

Paper 2: This researcher compares and contrasts cultural change and influence as demonstrated through word choice, subject content, length, etc. particularly in language, social-psychology and ideology within and across educated generations of Chinese and within similar generations of participants cross-culturally through analysis of language, context and text (Halliday & Hasan, 1985).

Paper 3: The third researcher first presents a European perspective of the cross-cultural exchange from the classroom with teenage participants as well as the results of utilizing postcards as teaching tools both for written and oral work (e.g. register) and for work originating from mental imagery (Arnold et.al., 2015, 2007; Woodward, 2011).

Paper 4: In an effort to better understand the experiences, circumstances, paradigms and perspectives of self and other, the researcher applies grounded theory (Charmaz, 2014), constructs of identity and community (Norton, 2013), and linguistic analysis to introduce emerging themes, threads and implications from this approach to language and cultural mediation.

Biodata: For Amy Alice Chastain, language teaching was returning to her first loves and passions. Somehow, she got busy doing life and lost her way in a variety of fields and pursuits and even educational paths when a kind vocational counselor helped her find her way back in her career as a full-time teacher following returning to school in her 30s for her Masters in Applied Linguistics. American by birth, since her career change, Amy has taught and lived in both China and UAE in vastly different cultures and learning environments, each with its own challenges and rewards; she’s even married an ELL from an L1 and C1 still new to her, and she looks forward to where her journey might take her next. Amy’s research interests include exploring ways to encourage and build intercultural understanding and communicative competence; the use of ethnography and narrative; language choice and identity.

Intercultural Conflicts and Resolutions at the University Campus in Taiwan
Chen, Su-chiao
National Taiwan University of Science and Technology

Since 1990s, the discourse of globalization has pervaded all the aspects of people’s lives in Taiwan, as in elsewhere. This has created a situation that the higher education market in Taiwan must be opened to international teachers and students, who are categorized as international migrants. As a result, more and more international teachers and students have been recruited to Taiwan. They have brought with them their languages and cultures, which are different from those of Taiwanese. This contributes to a fact that many people in higher education in Taiwan have to conduct intercultural communication on a daily basis. When two or more cultures come into contacts, intercultural conflicts occur. However, little research has been done on what the intercultural conflicts types and factors are and how the conflicts have been resolved in Taiwan. This study attempts to do so. It will investigate the conflicts faced by the international migrants and how well they have been adapted themselves to cope with the new environment. This investigation will be guided by the following research questions:

1. What are the intercultural conflicts encountered and the resolution strategies taken by the international migrants at the university campuses in Taiwan?

2. How well have the international migrants adapted themselves to the host environment? What are the contributing factors?

Data will be collected from a questionnaire survey to both the teachers and students working or studying at universities in Taiwan. Data will be analyzed on the basis of a multidimensional framework established by Sorrels (2013), in which the conflicts are divided in terms of micro-frame, meso-frame, and macro-frame analysis, each of which will be subdivided into several subcategories. This study attempts to provide insights into what the linguistic and extralinguistic factors that affect the international migrants’ intercultural competence.
**Biodata:** Su-chiao Chen is professor at National Taiwan University of Science and Technology, Department of Applied Foreign Languages. She got her Ph.D. from the University of Pennsylvania. Her professional interests include sociolinguistics, language planning, TESOL, and Intercultural communication.

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**Culture and language brokering in Timothy Mo’s Sour Sweet**  
Coperías-Aguilar, María José  
Universitat de València

Hong Kong became a British colony when the Anglo-Chinese War ended in 1842. After decades of administration of the territory part of the population would have managed to acquire both the English language and an awareness of British culture. However, many others would remain strange to the language and culture of the metropolis. On the other hand, the colonial bond between the UK and Hong Kong allowed immigration from the colony towards the metropolis quite freely. Timothy Mo’s novel Sour Sweet (1982), deals with the progressive arrival of the members of the non-English speaking Chen family in the UK and how they come to terms with their new situation. In turns and to different extents, the members of the family will take over the role of culture and language brokers in order to bridge the gap between the Chinese and the British societies, thus building a network of cultural brokering. Chen, the first member of the family to arrive in the UK will eventually remain the least British of them all; his wife Lily, led by her drive and ambition for a better life for her son Man Kee, will come out of her world although never fully understanding English ways; Lily’s sister, Mui, reluctant to leave the house during her first two years in the UK, will finally become the most British of them all; and even Chen’s father, the last to arrive, will make friends with his mates at a hospital ward, thus establishing a new link between both societies. The aim of this paper is to analyse the different levels at which culture and language brokering works among the protagonists of the novel, reflecting what may have happened in many real cases.

**Biodata:** 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 the Brontë sisters, Jean Rhys and Aphra Behn.

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**Study abroad as a transformative experience? Analysing expectations and outcomes**  
Cots, Josep-Maria  
Universitat de Lleida

According to the website for the International Exchange Erasmus Student Network, the experience of studying abroad is the ideal opportunity to “establish intercultural contacts, have a valuable insight into a different culture, learn a language and grow as a person”. This dominant discourse on the transformative power of intercultural contact has a clear reflection in the amount of research focusing on measuring the intercultural learning that can derive from study abroad programmes. In this paper, rather than attempting to compare pre- and post-stay measures of intercultural competence, I adopt a notional-functional approach to analyse the
role of culture in the representations that study abroad students make of their experience abroad before and after the actual stay.

The analysis is based on a series of written statements that were made by a total of 50 students from a university in Catalonia in response to three open-ended questions that they answered before and after their stay abroad. The questions focused on the following aspects: (i) positive experiences; (ii) problems and ways to deal with them; (iii) personal changes.

The analysis of the students’ discourse sheds further light on the extent to which the discourse of ‘transformative experience through personal acquaintance with cultural otherness’, which is often drawn upon by academic institutions to promote internationalisation, is actually resorted to by students in their representations of their stay abroad. The study can also be seen as a contribution to the definition of the concept of ‘cosmopolitan capital’ and the role that a study abroad experience may have in generating it.

**Biodata:** Josep-Maria Cots is professor of English and Applied Linguistics at the University of Lleida, where he teaches courses in pragmatics, discourse analysis, intercultural communication, multilingual education and English. His research focuses on applied discourse analysis, foreign language teaching and learning, multilingualism, and intercultural competence. He adopts a qualitative approach (sociolinguistic ethnography and discourse analysis) to study the development of multilingual and intercultural competence in the context of specific language policies in secondary and tertiary education.

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**What can participatory methods bring to intercultural dialogue?**

*Crosbie, Veronica*

**Dublin City University**

AT IALIC 2015, I outlined the work of the not-for-profit social enterprise BlueFire, whose mission is integration through the arts and community engagement in an inner-city multicultural setting. As part of a longitudinal study, I would like to return to this scene, foregrounding the research methodology, critical participatory action research (CPAR), as a way to foster dialogue between researcher and practitioner and how my work has moved from the classroom into civic spaces and back into the academic realm. Participatory methods used in the project include participant observation, reflection, semi-structured interviews (with the CEO and support staff of BlueFire), surveys and interventions, supervised student engagement and reflection, all carried out over the course of the past three years. Outcomes of the research so far include an on-going dialogue on integration, racism and community engagement that has led to a deeper appreciation of the factors that underpin communication and social practice. It also recognizes that the act of ‘Othering’ is a common social response to difference and that once acknowledged, needs to be actively worked on. In this instance, Nussbaum’s (2011) three capabilities for cosmopolitan citizenship, critical reasoning, affiliation and narrative imagination, help to actively guide this process. Phipps’ (2014) list of capacities for intercultural dialogue (based on Lederach 2005) are also insightful. Such framing of intercultural dialogue is in keeping with new ways of understanding cosmopolitanism, in which, for example, we are challenged to make ‘radical appeals to how individuals and groups inhabit and create spaces of cross-cultural exchange’ (Todd 2009). The next challenge for this CPAR project is to find ways in which the capability expansion of the community can be measured, and how to develop BlueFire as a sustainable enterprise. The collaboration thus continues.
This paper aims to make a theoretical contribution to the current debate on language and intercultural communication pedagogy by focusing on the nature and limits of tolerance. Drawing on contemporary theorisations of the notion, it suggests that while tolerance appears fundamental for peaceful co-existence, it has several caveats. The paper discusses the caveats in relation to controversial instances of intolerable behaviour which no rational society can fully condemn or criminalise, and warns against the view that tolerance brings about automatically positive results to contemporary world societies: first, by arguing that free speech can inflict psychological distress on those who have not, as yet, learnt to live with disagreement, and, second, by suggesting that individual autonomy neglects to consider the importance that human relationships and dependency have for human life. In the light of this discussion, the paper proposes that the ethics of hospitality, as elaborated by Derrida and Dufourmantelle (2000), may provide a more viable approach to peaceful co-existence, and concludes with the implications for language and intercultural communication pedagogy. More specifically, it argues that language and intercultural communication pedagogy has clung too long to the normative goals of modernity, and suggests that in order to go beyond these goals one must bring the ethical relation of responsibility for the other to the fore.


Biodata: Dr. Maria Dasli is Lecturer in TESOL at the Moray House School of Education, University of Edinburgh. Her research interests and published work include intercultural communication, with a particular focus on the development of critical intercultural language pedagogies, and critical discourse analysis, with a particular focus on contemporary race discourse. She is co-editor (with Adriana Diaz) of The Critical Turn in Language and Intercultural Communication Pedagogy: Theory, Research and Practice (Routledge, forthcoming).

You are warmly invited to the launch of The Critical Turn in Language and Intercultural Communication Pedagogy: Theory, Research and Practice edited by Maria Dasli and Adriana Diaz. This book launch aims to explore the development of what can be described as the 'critical turn' in intercultural communication pedagogy, with a particular focus on modern/foreign language education. We trace the realisations of this critical turn against a background of unequal power relations, and, in so doing, illuminate the role that radical culture educators can play in the making of a more democratic and egalitarian social order. By drawing connections between theory, research and practice, it is hoped that this book launch will contribute towards a greater understanding of a field in transition, and serve as an impetus for re-considering some of the most fundamental assumptions it makes in the process of encouraging mutual respect
and dialogue across cultural divides.

Presenters and Book Co-Editors:

Dr. Maria Dasli is Lecturer at the Moray House School of Education, University of Edinburgh. Her published work focuses on critical intercultural language education, British Studies for TESOL, and contemporary race discourse. She is Reviews and Criticism Editor of the SCI listed journal Language and Intercultural Communication.

Dr. Adriana Díaz is Lecturer at the School of Languages and Cultures, University of Queensland, Australia. Her main research interest is concerned with the variables affecting the implementation of (critical) intercultural language curricula and teaching methodologies as well as teachers’ journeys in the development of (critical) intercultural language learning pedagogies.

Invited Discussants

Dr. Malcolm N. MacDonald, Centre for Applied Linguistics, University of Warwick. He is a founding member and committee member of the International Association of Languages and Intercultural Communication (IALIC), and editor of the SCI listed journal Language and Intercultural Communication, published by Taylor and Francis. Malcolm has published extensively on discourse analysis, applied linguistics and intercultural communication.


Biodata: Dr. Maria Dasli is Lecturer in TESOL at the Moray House School of Education, University of Edinburgh. Her research interests and published work include intercultural communication, with a particular focus on the development of critical intercultural language pedagogies, and critical discourse analysis, with a particular focus on contemporary race discourse. She is co-editor (with Adriana Diaz) of The Critical Turn in Language and Intercultural Communication Pedagogy: Theory, Research and Practice (Routledge, forthcoming).

Experiencing interculturality as the basis for creating cross-border bridges
De Martino, Sandro & Grandi, Nicoletta
Università di Bologna & Ludwig-Maximilians-Universität München

This paper focuses on the integration of live intercultural experience in foreign language learning as the basis for mediating between languages and cultures. It deals with the questions of how foreign language students can come into contact with native speakers of the target language and have an intercultural experience in an academic context and how this contact can provide the opportunity to experience interculturality and create a bridge across languages and cultures.

This paper examines the afore-mentioned questions by describing the “Bologna–München” Tandem, a cross-border collaboration started by Nicoletta Grandi, Italian language teacher at
the Ludwig-Maximilians-University in Munich, and Sandro De Martino, German language teacher at the University of Bologna. The aim of the collaboration, which began in 2011 and is ongoing, is to give students studying Italian in Munich and students studying German in Bologna the opportunity to experience interculturality through interaction with native speakers. The “Bologna–München” Tandem combines telecollaboration with student mobility in order to promote a language and cultural exchange as well as an awareness of interculturality. On the basis of the experiences in Bologna and Munich, this paper sets out to demonstrate how live intercultural experience can be successfully integrated in foreign language teaching and how the experience in itself and the reflective practice on it are the basis for creating a bridge across languages and cultures.

**Biodata:** Nicoletta Grandi is an Italian language teacher at the Ludwig-Maximilians-University in Munich. Sandro de Martino is a German Language Teacher at the Dipartimento di Lingue, Letterature e Culture moderne of the Università di Bologna, Italy, since 2007. He has also worked as a German Language Teacher at the universities of Palermo, Italy (2002-2004) and Catania, Italy (2004-2007).

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**Student exchange programmes: the need for research**

**Derelkowska-Misiuna, Anna**

**Szkola Gliwona Handlowa w Warszawie**

The number of students participating in student exchange programmes is constantly rising, having surpassed 3 million in Europe only. The role such programmes play in language and culture brokering is widely appreciated. However, while research into student exchange programmes is being done, no cohesive approach has been developed yet, resulting in the research being fragmentary and chaotic. The purpose of this paper is: (1) to analyse the approaches to researching student exchange programmes, in particular regarding the bridging of languages and cultures; (2) to enumerate the areas in which no or little research has been done; and (3) to suggest a cohesive approach to researching student exchange programmes, without which the much-needed research model cannot be created.

**Biodata:** Anna Derelkowska-Misiuna graduated from the University of Warsaw, where she studied English Language teaching and Linguistics. She used to teach English Language Teaching and Practical English at the University of Warsaw. Now she is a PhD candidate at Warsaw School of Economics. She is particularly interested in plurilingualism, multiculturalism and student exchange programmes.

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**Language learning, intercultural communication and cosmopolitanism: Challenges and possibilities**

**Díaz, Adriana**

**University of Queensland**

At the turn of the new century, the ancient concept of cosmopolitanism has recaptured the imagination of scholars across a constellation of disciplines. Renewed interest in this concept is set against the inexorable tension between two contradictory forces, the global and the local, the universal and the particular. The tension between these forces is further exacerbated by encounters with the Other which highlight the conflict, violence and fracturing of the world juxtaposed with increasingly concerted efforts from individuals finding new ways to go beyond
these conflicts to engage critically with the Self and Other (Hansen, 2008). Against this background, cosmopolitan theorisations of the world allow us to think about (intercultural) communication in a way that transcends national boundaries and linguistic and cultural dichotomies, traditionally associated with language education.

However, operationalising these theorisations in practice is not without challenges. In its strongest, normative strand, cosmopolitanism may be deceivingly considered a ‘white light’ whereby essentialist ideas of the nation state are completely dispelled, illuminating a path towards harmony, understanding and openness. On the other hand, in the context of university language studies, cosmopolitanism seems to be increasingly used to support neoliberal discourses (cf. Bernstein, Hellmich, Katznelson, Shin, & Vinall, 2015; De Costa & Jou, 2016; Kubota, 2015), a competence-driven view of (language) education as a means of enhancing graduates’ competitiveness and employability.

In this paper, I critically examine this evolving educational landscape and, in so doing, I integrate current debates on the philosophy of education (cf. Biesta, 2015a, 2015b; Hansen, 2010, 2011; Papastephanou, 2013; 2015, inter alia), the aporetic condition of the field of intercultural communication (MacDonald & O’Regan, 2013; O’Regan & MacDonald, 2007; Phipps, 2013) and on the moral role of language teachers in dealing with difference (cf. Kubanyiova & Crookes, 2016; Obelleiro, 2012).

**Biodata:** Adriana Raquel Díaz is Lecturer at the School of Languages and Cultures, University of Queensland, Australia. Her main research interest is concerned with the variables affecting the implementation of (critical) intercultural language curricula and teaching methodologies as well as teachers’ journeys in the development of (critical) intercultural language learning pedagogies. She is the author of Developing Critical Languaculture Pedagogies in Higher Education: Theory and Practice (2013, Bristol: Multilingual Matters).

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Interculturalidad, cognición, español nativo, no nativo y herencia

Díaz Rodríguez, Lourdes & Enríquez, Núria
Universitat Pompeu Fabra & University of Houston

En el campo de la enseñanza del Español como Lengua Extranjera (L2/LE) o de Herencia en contextos de los EEUU, los manuales existentes presentan una lengua de verosimilitud cuestionable, carentes de base empírica e inadecuados para los propios contextos de enseñanza a los que se dirigen. En ellos, acostumbra a estar ausente el componente intercultural y estratégico de la producción oral (pausas, vacilaciones, autocorrecciones) de manera generalizada, lo que dificulta que se visualice un modelo interlingüístico e intercultural empíricamente validado de la producción oral en la lengua meta con la que contrastar la producción de los aprendices.

Con el fin de contribuir a una descripción que permita descubrir y posteriormente enseñar las diferencias de estrategias (inter)lingüísticas, (inter)culturales y cognitivas entre hablantes nativos, no nativos, o de herencia (Valdés, 2006; Salaberry-Lafford 2006), proponemos el análisis de un corpus de producción de interacciones orales cara a cara, en situaciones comunicativas con un nativo.

Mediante el estudio en concreto de las pausas y autocorrecciones, analizadas como estrategias
Loneliness and depression commonly both arise from and can lead to serious chronic health problems. To try and find help, people are increasingly accessing medical websites for symptom and treatment advice and also for emotional support. Website forums in particular are considered a valuable resource by the healthcare community. Due to their additional and predictable communication difficulties, migrants may suffer problems resulting from isolation and depression even more acutely than the non-migrant population, with potential for significant impacts on health and well-being and on their integration. However, much of the language used in medical discourse is figurative or metaphoric in nature, presenting significant problems to migrants with low levels of English. Expressions lacking literal translation equivalences, or where the pragmatic force is lost, are likely to be a major cause of such communication difficulties. Therefore, bearing in mind that successful outcomes to communicative events require negotiation and clear interlocutor alignment, it is crucial to identify specific problematic language in healthcare discourse. This paper presents data from a ‘pain support’ website forum, where the type of language used mirrors that used in more formal settings on a range of topics. These include describing symptoms and treatments, lifestyle issues and coping strategies, topics that many patients are left needing to talk about outside traditional healthcare arenas and personal support networks. Problematic examples are found in distinctions like pain, ache, sore, and hurt and in pre-modifications like stabbing and racking, burning and searing pain. Metaphors related to fighting a battle may be more universal, while other phrases are less accessible, like ramping up a medication dose. Examples emerging from
these data are classified according to discourse ‘goal’, e.g. appeals for help, descriptions of symptoms, advice giving and complaints about accessing healthcare systems. The results will interest language learners, teachers and healthcare professionals.

**Biodata:** Before his PhD studies at Lancaster University, the author spent seven happy years teaching English as a foreign language in Poland and the Middle East, as well as short courses in Japan and the UK. His first degree was in English Language & Linguistics and his Masters was in Modern English Language at UCL, London. In addition to papers addressing register in the World Englishes model, he has published papers from his PhD dissertation, which concerned semantics, modality and construction grammar in a historical perspective. He currently is the programme convenor for the Linguistics degrees at his university and teaches across a range of topics including descriptive grammar, phonetics and phonology, the history of English and pragmatics. His current research interests combine elements from his previous interests and are focused on migrant language learners’ problems with semantics and pragmatics during their integration into new societies, particularly in healthcare and education.

**Researching evolving cultural identities in a seven-year longitudinal study**

Duensing, Annette & Rossade, Klaus-Dieter

The Open University (UK)

WIROLA (The Winding Roads to Languages) is a longitudinal study which investigates the evolving cultural identity of language and culture students throughout their degree study and into their working lives. It explores how the students use their growing linguistic and intercultural proficiency to engage with cultures at all levels and mediate between them, and how in turn their own attitude changes through the experience. Students and researchers come from the Open University (OU), the largest provider of distance education in the UK.

The multilingual and multidisciplinary research team follows one student cohort throughout their time at the OU and beyond to track changes in attitude, skills, behaviour and attainment, illustrating the development of transcultural and multilingual identities over time. A mixed method approach combines different research tools, theoretical perspectives and approaches and allows the research team to track the development of individual students and sub-groups against the background of the whole cohort. All data can be controlled for key demographics (including age, gender, education and employment status, SES) and thus compared to all languages students (some 8000 per year) at the OU. Areas of investigation include intercultural awareness and competence, analysis of intercultural encounters, attitudes and effects of multilingualism, and students’ life-world experiences. Data sources range from whole-cohort questionnaires to in-depth phenomenological inquires, to performance data and reflective student work.

The paper focusses on the scope of the project for languages research and results from the pilot and first-year study. It will evaluate the potential of reflective writing assignments to explore intercultural competence, and how such data can be followed up over time. Theory is illustrated with data from the baseline study (n=130) and varied participant biographies ranging from school leavers or home-based carers to post-first-career workers and third-age learners with UK and non-UK background.

**Biodata:** Annette Duensing works at the Open University (UK) as a Senior Lecturer in Languages
and Staff Tutor, in charge of the professional development of a team of language teachers. She has researched and published in the areas of skills development of learners, assessment, language anxiety and more recently evolving learner identities. She has taught German language and language studies both in traditional campus based universities and in distance education.

**Language use in New Media with Special reference to Abla Fahita's Tweets**

**Elfalaky, May**

**Arab Academy for Science and Technology**

The linguistic analysis of Abla Fahita’s, a famous fictitious character in Egyptian social media, tweets pinpoints language symbolism as one of the common aspects in the discursive practices that tackle socio-economic and political themes. The use of indirect messages in computer-mediated discourse plays an important role in the efficiency of message delivery. Such technique has a deep impact on the way the ideological beliefs reach the recipients. Activists, politicians, and other language users employ linguistic symbolism to convey meanings that could not be sent without indirect reference to specific referents. Using symbolic references, Tweet senders propel insinuations and signals to the recipients who are supposed to interpret the message indirectly. In the case of our study, the tweets are not involuntarily posted neither are they used for literary stylistic purposes. Hidden intentions lurk in the mind of the sender targeting to achieve specific purposes and reflecting particular ideologies. Abla Fahita represents is characterized as an Egyptian widow who has been oppressed by her late husband and to whom she carries no intimate loving feelings. Abla Fahita is a symbol of a group living in Egyptian society. The tweets posted by Abla Fahita bear either obvious or hidden insinuations. Audiences react with the posts making a number of run-on commentaries on all the social practices whether political, economic or even societal. Such commentaries reflect the degree of the influence of such tweets on its audience. The analysis of the tweets reveals that these are not comic statements made without intentions. These tweets are linguistically crafted. They represent conscious actions of highly qualified political group. Bearing targeted ideologies, the tweets sometimes direct their messages to attack one social group and defend the other. Presumably, Abla Fahita is a fictitious character that aims to be an agent but not a secret one.

**Biodata:** Mai Elfalaky is a lecturer who teaches in the college of language and communication different subject such as discourse analysis and pragmatics to decode the linguistic use of discursive practices. I head the department of media in the college since 2015.

**Among the IALIC-ists: the transcreaition of intercultural knowledge landscapes**

**Fay, Richard; Xiaowei Zhou, Vivien & Min Huang, Zhuo**

**The University of Manchester & Edinburgh Napier University**

Our title intentionally echoes Dahlén’s (1997) ethnography of the developing field of intercultural communication. He was concerned with emergent professional cultures (of IC) whereas our focus is on the developing IC researcher and practitioner cultures of an association, i.e. IALIC. Whereas he worked ethnographically, our approach is influenced more by Swales’ (1998) use of texts within a university building to understand what happens in it and what it means to those involved, an idea we are extending from a building to an association.

Our understandings of IALIC culture(s) arise(s) from analysis of titles and abstracts from previous IALIC conferences. IALIC annual conferences, staged alternately in Europe and Asia represent a
site for the transcreation of an ‘intercultural communication’ knowledge landscape. Building on previous work (Huang, Fay and White, 2015), the term ‘transcreation’ captures for us the transformative possibilities and complexities (i.e. across time, space, language, culture, discipline etc.) of knowledge-work in our increasingly interconnected world. It is partly through such transcreational processes that knowledge landscapes (Clandinin and Connelly, 1995) evolve and develop.

In the paper, we explain the above conceptual ‘anchors’ and also – prompted by the conference Call – extend the idea of individuals languaging and culturing as they mediate in multilingual and multicultural contexts to the idea of individuals (such IALICists) knowing when they participate in the development of (the intercultural communication) knowledge landscapes and the processes of transcreation contributing to their formation.

After this more theoretically-positional opening, we report the insights gained so far from our ongoing study of IALIC conference titles and abstracts, a study informed by a desire to map the networks of terms, ideas, and authors evident in the evolving cultures of IALIC as seen through the title-and-abstract knowledge landscapes being formed by its members and conference participants.

Biodata: Richard Fay is a Lecturer in Education at the University of Manchester specialising in TESOL and Intercultural Communication/Education. He is joint programme Director for the MA in Intercultural Communication, joint Academic Lead for the Manchester Global Award, and co-ordinator for the LANTERN doctoral community. richard.fay@manchester.ac.uk

Vivien Xiaowei Zhou is a Lecturer in Intercultural Communication at Edinburgh Napier University. She is Deputy Programme Leader for MSc Intercultural Business Communication and MSc Intercultural Business Communication with TESOL. She has been the Membership Secretary and Treasurer of the International Association for Languages and Intercultural Communication (IALIC) since January 2014. v.zhou@napier.ac.uk

Zhuomin Huang is doctoral researcher in Education at the University of Manchester where she also has Teaching and Research Assistant responsibilities. She also undertakes the role of PG representative for IALIC. zhuomin.huang@manchester.ac.uk

Researchers as mediators: languaging and culturing when researching multilingually

Fay, Richard & Andrews, Jane

The University of Manchester & The University of the West of England

This paper builds on thinking from the Researching Multilingually at the Borders of Language, the Body, Law and the State project which is concerned with the linguistic (and other) implications of using more than one language in research. Focusing especially on contexts of pain and pressure, the project seeks to better understand what it means to (research what it means to) language and be languaged. Within the project, as part of a team applied linguists and intercultural specialists we aim learn from and with researchers and practitioners in diverse disciplines and fields whose and practitioners in differing fields. In some cases, linguistic and cultural issues may be foregrounded, but in others, this is less likely.

Previously, as framed by Canagarajah’s (e.g. 2012) understandings of translingual practice, we
considered the linguistic preparation that researchers - from different disciplines, researching particular contexts with their specific and evolving linguistic characteristics – might undertake to manage the languaging aspects of their work, and do so aware of the linguistic resources and repertoires that they may or may not bring to the endeavour. This conference encourages us to consider not just what it might mean to language and to be languaged, but also what ‘culturing’ might mean (both for those in contexts of pain and pressure and those researching such contexts and the often traumatised individuals within them). If translingual practice provided a frame for thinking about the languaging mindset that researchers might take into the field, what might be a helpful way of thinking through the culturing mindset they could also bring to bear? And might these languaging and culturing aspects of the researching multilingually domain be brought together under the notion of the researcher as a mediator of the linguistic and cultural complexities and possibilities of the contexts in which they undertake their research?

Biodata: Jane Andrews is an Associate Professor of Education at the University of the West of England, UK and has teaching and research interests in linguistic diversity amongst learners of all ages. She is currently interested in how researchers engage with linguistic diversity in their research at all stages of the research process. jane.andrewsEDU@uwe.ac.uk

Richard Fay is a Lecturer in Education at the University of Manchester specialising in TESOL and Intercultural Communication/Education. He is joint programme Director for the MA in Intercultural Communication, joint Academic Lead for the Manchester Global Award, and co-ordinator for the LANTERN doctoral community. richard.fay@manchester.ac.uk

Data for this paper emerge from informal contacts made over the last five months with refugees in Portugal. Drawing on a literacy-in-action approach inspired by actor-network theory (Brandt & Clinton, 2002; Pahl, 2014; Latour, 1993), we explore the ways in which objects like prayer rugs and mobile phones (among others) trigger a number of language and cultural practices as these people settle in a rural environment in Portugal.

Highly contextual and sensitive, these objects help the researchers trace the circulation of cultural and language practices over the temporal and spatial trajectories that constitute these people’s lived experiences as refugees. For their owners -- refugees, such objects-in-action localize meaning-making practice while simultaneously connecting beyond the here and now. In the course of our informal talks, the newly arrived refugees situated the prayer rug or the mobile phone in a network of other objects, identified in the following ways: (i) as part of ‘survival kits’, carried along as the people move across other countries to Portugal; (ii) as ‘evoked’ and ‘desired’ (either by the memory of what was left behind or by aspirations in the near future); (iii) as imposed or forced into their daily lives in rural Portugal, and prone to contestation and resistance in the host context (housing furniture, identification papers, school meals, etc.).

We would like to explore how a focus on the transcontextual potential of objects might contribute to an understanding of language and cultural mediation, not only situated in social
and cultural practice, but also as action and activity mediated by materiality and history.

**Biodata:** Anabela Fernandes is an invited assistant professor at the School of Arts and Humanities, University of Coimbra and she has taught in the areas of Portuguese as a Foreign Language, Educational Methodology and Educational Technology. Her current research area includes intercultural critical awareness and language and cultural mediation.

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**Culture, values and communicative styles in the intercultural communication classroom**

Fernández, Susana Silvia & Caviglia, Francesco

Aarhus University

This paper will present and discuss the pedagogical application of two theories, Ethnopragmatics (e.g. Wierzbicka 1997, Goddard 2006) and Moral Foundations Theory (Graham et al., 2012; Haidt, 2012) for the promotion of intercultural awareness at university level. We will focus on the theoretical and methodological considerations behind an interdisciplinary course on Intercultural Communication for humanities students held at the University of Aarhus, where intercultural competence is promoted by a conceptual meeting with theories that focus on the values, beliefs and routines that underlie our communication patterns and our understanding of social interaction. We will briefly introduce to the two abovementioned theories and to current efforts to explore and exploit their pedagogical potential. We will particularly focus on the tension between linguistic and cultural dimensions in the analysis of intercultural communication. Using examples of student work on concrete cases and dilemmas, we will suggest directions for future work on the integration of language and culture awareness across the curriculum.

References:


**Biodata:** Susana S. Fernández holds a Ph.D. degree in Spanish Grammar from Aarhus University, Denmark, where she is currently an associate professor at the Department of Communication and Culture. She is the coordinator of Spanish and Latin American Studies and head of the foreign language group at the Pedagogical Education for upper secondary school teachers in Denmark. Her research areas include Spanish grammar and foreign language pedagogy, with particular focus on the pedagogical applications of Cognitive Linguistics. She is the coordinator of the Language Pedagogy Research Unit at Aarhus University.
Multilingual Language Use in a Tri-national Master Course
Fetscher, Doris
Westsächsische Hochschule Zwickau

In our tri-national master program “Regional and European Project Management” (with universities in France and the Czech Republic) students from these three countries spend one semester in each of the participating universities as one cohort. The working languages within the group are French, English, Czech and German; the teaching languages in the Master are French and English. A significant part of teaching is dedicated to fostering reflection on how the students deal with their highly diversified language knowledge and language practice in professional settings in general.

In my paper I present and analyse a video recording of a tri-lingual presentation on a project by a group of three German and three French students. In particular, the research shows how, after one semester of theoretical instruction on multilingualism and intercultural communication, as well as practice in intercultural and multilingual teamwork, the students deal with and reflect upon their multilingual language use as a professional and social practice in project work.

By virtue of its existence as well as through curricular and practical decisions, the master program disavows the idea of university as a monolingual and monoculture space. Drawing on and generalizing the experiences and outcomes of the analysis, I further reflect on the didactical implications for multilingual teaching in a multilingual environment.

Biodata: Doris Fetscher is Professor of Intercultural Training and Romance Cultures and Dean of the Department of Applied Languages and Intercultural Communication at Zwickau’s University of Applied Sciences, Germany. In 2002 she received her PhD at the University of Augsburg. She has designed a master’s degree program with a focus on intercultural project management in collaboration with universities in France and the Czech Republic. Her current research interests are in politeness and multilingualism and processes of intercultural learning.

'Translanguaging' to learn Catalan among international students at university
Gallego-Balsà, Lidia
Universitat de Lleida

In the age of internationalisation of higher education, the growth of students’ mobility has increased the visibility of linguistic diversity in universities worldwide. However, classroom practices do not necessarily reflect the diversity of their students or the languages that they speak. At the University of Lleida (UdL), located in the bilingual context of Catalonia, incoming mobility students usually speak a minimum of two foreign languages (English and Spanish in the majority of cases) at their arrival and generally leave having improved their skills in Spanish as well as having learnt some Catalan. Faced with an increasing number of studies that emphasize that plurilingualism constitutes a useful resource in SLA (Creese and Blackledge, 2010; Kramsch, 2012; Cenoz and Gorter, 2013, 2015; Corcoll and González, 2016), this study analyses how in the context of learning Catalan as a foreign language at a Catalan university, plurilingualism appears as a bottom-up classroom learning strategy and what are the (dis)advantages we can detect in translanguaging for the instruction of Catalan. The data were ethnographically collected over a period of 10 months in the academic year 2010-2011 and combine recorded interactions in class, class materials and exercises written by the students, fieldnotes and two focus group
sessions, one organised with 5 international students and another one with 3 Catalan language teachers. The analysis shows that Spanish is used both by the teacher and the students as a bridge to Catalan in a rather intuitive way and that in some cases, this may lead to an unconscious shift into Spanish. In this light, the study suggests that despite the benefits of using translanguaging as pedagogy to learn Catalan, more research should be conducted to provide language instructors with resources to use it as pedagogy in a systematic and controlled way.

**Biodata:** Lídia Gallego-Balsà is a researcher in sociolinguistics and a member of the Cercle de Lingüística Aplicada at the University of Lleida. Her PhD thesis, completed in 2014, examined the language policy and internationalisation at a higher education institution in Catalonia. Her research interests are linguistic ethnography, intersectionality, multilingualism, higher education, language policy, identity and citizenship. She is one of the editors of the special issue ‘Language and education issues in global Catalonia: Questions and debates across scales of time and space’, which will appear in Language, Culture and Curriculum (Routledge) in January 2016. In 2011, She was awarded a research grant by AGAUR (Catalan agency of management of the support to university and research) to complete her PhD.

**Classroom language ecologies and Chinese community schooling**

**Ganassin, Sara**

**Durham University**

In this paper I draw on data from a 14 month in-the-field doctoral study to illustrate how two Chinese community schools in the UK represent multilingual educational settings where those involved bring a diversity of language resources. This multilingual reality contrasts with the monolingual educational macro-order (manifested in policies and ideological orientation). I undertake an ecological approach, which focuses on the multilayered nature of classroom interaction, to explore how translanguaging is performed by pupils and teachers, both as pedagogic strategy and as resource for identity performance.

The literature defines how language community schools are not only educational, but also a socio-political context where language policies are ideologically charged. In promoting an agenda focused on Mandarin language and Chinese culture, the two schools in this study advocated the exclusive use of Mandarin in the classrooms, both as a pedagogic strategy and as an ideological choice to promote a sense of Chinese identity in the pupils.

However, my findings demonstrate that in the classroom language ecologies Chinese and English were not compartmentalised, but used in connection to one another. Pupils and teachers moved across languages drawing on translanguaging as multilingual competence. On the one hand, they used language to engage with the lesson (e.g. to accomplish tasks). On the other hand, language impacted on their identity positions (e.g. pupils developing or challenging relationships with peers and teachers). Through these findings I show how such positions challenged the monolingual focus of the schools and the ideologies underlying it. The findings also demonstrate how pupils and teachers co-construct through language learning alternative identities where Chinese and English are used to negotiate meanings.

Thus, this paper addresses the point listed in the call concerning translanguaging, acknowledging the role of translanguaging practices in the context of community language education.
Biodata: Sara Ganassin is a doctoral candidate in the School of Education, Durham University. Her work focuses on children in Chinese community schooling, their understandings of language, culture and their identity construction. Her PhD research is entitled: “Mandarin Chinese community schooling and pupils’ identities in the North of England”. Between March 2014 and September 2015, Sara was Research Assistant at the Intercultural Education Resources for Erasmus Students and their Teachers (IEREST) Project (http://ierest-project.eu/)

Mansplaining: mirada intercultural y de género de los actos comunicativos
García Saiz, Lorena
Universitat de València

La propuesta se centra en reflexionar sobre el Mansplaining -un neologismo anglófono basado en un término compuesto por "hombre" y "explicar"- y sus efectos en los actos comunicativos a nivel lingüístico y cultural.

Mansplaining se define como "explicar algo a alguien, generalmente un hombre a una mujer, de una manera considerada condescendiente o paternalista". Es definido desde los movimientos feministas como un micro machismo que tiene un claro componente cultural y se lleva al terreno de lo lingüístico en los actos de comunicación entre hombres y mujeres.

Concretamente, una encuesta realizada recientemente en un centro e secundaria catalán con alumnado local - con el castellano o el catalán como lengua materna- y con un 25% de alumnado magebrí como cultura extranjera más notoria en el instituto, mostró como el Mansplaining es común en ambas culturas. Pese a que el estudiantado no sea consciente de la acuñación de dicho término, los resultados muestran como alumnos y alumnas reconocen estas situaciones, siendo las estudiantes quienes más dicen sufrirlo por sus homólogos, familiares u otras personas con autoridad.

Dicho formulario fue el punto de partida para trabajar en las aulas- mediante grupos de alumnado combinado (local y de origen magebrí) -una unidad didáctica en Lengua Castellana y Literatura que sirvió para conocer, reflexionar y comparar entre lenguas aspectos como el sexismo lingüístico, la construcción de los roles de género mediante los medios de comunicación o elementos paralingüísticos (tono de voz, gestualidad,...) y la necesidad de trabajar en la creación de situaciones comunicativas más justas e igualitarias en y entre las culturas.

Biodata: EXPERIENCIA LABORAL: Actualmente docente de Lengua Castellana y Literatura en Cataluña.
Licenciada en Periodismo (Universidad Cardenal Herrera- CEU San Pablo, 2001). Experiencia laboral en Cadena Ser, El País, periódico Mediterráneo y agencia EFE.
FORMACIÓN:
-Master en Nuevas Tendencias y Procesos de Innovación i Comunicación (UJI, 2010)
-Master en Ciudadanía y Género (UJI, 2014)
- Postgrado en Mediación Intercultural desde la Perspectiva de Género (UV, 2006)
- Postgrado en Metodología y Didáctica del Español como Lengua Extranjera y L2 (UV, 2014)
PONENCIAS RECIENTES:
1. Sobre español como LE/L2:
- XII Foro de profesores de E/LE (Universitat de València, 2016)
Bilingualism has been widely recognised as a complex linguistic and cognitive phenomenon, which is nowadays the goal of most international educational policies (OCDE, UNESCO and Council of Europe among others). However, further research is needed to help eliminate common beliefs. One of such myths is that bilingual people easily interact with two or more cultures. Quite the opposite, bilingual people need even more intercultural education than their monolingual peers, so that they are provided with the necessary intercultural competence that makes them really bilingual. The role of the school is critical, and bilingual school cannot merely aim at improving foreign language proficiency.

The aim of this study is to describe the design of a questionnaire whose purpose will be to analyse and measure intercultural practices within bilingual secondary schools. The validity of the content was done according to the Delphi method and taking into account the consensus of experts on bilingual and intercultural education. Comprehension was validated by testing a sample of the instrument on Spanish and Hungarian secondary students. The questionnaire was refined until it exhibited appropriate adjustments with regard to both content and comprehension validity through Cronbach\'s alpha coefficient for internal consistency settings. The confirmatory factor analysis accomplished confirmed also the dimensions upon which the final questionnaire was built.

**Biodata:** M. Elena Gómez Parra, PhD. Lecturer of English at the Dpt. of English and German Philology at the University of Córdoba, Spain. MD in Distance Education. Graduated from the University of Granada (Spain). Her research lines are focused on bilingual and intercultural education. She teaches CLIL and English in Teacher Education (English) and Intercultural Communication and Academic Writing at Master\'s Level. She has had some research stays in the USA (Univ. of Berkeley; Bowdoin College), and the UK (University of Manchester). She has coordinated the English and German sections in the Language Centre of the University of Córdoba (2000-2006) and she has been the Ass. Dean for International Affairs at the Faculty of Education (2006-2014)

Language teacher education in times of migration - a comparative study across borders

Gonçalves Matos, Ana & Melo-Pfeifer, Silvia
Faculty of Social Sciences and Humanities; Universidade Nova de Lisboa & Faculty of Education, Universität Hamburg
The refugee crisis has been deeply affecting the European Union and different states are looking for different responses to address the issue of migration. Divisions are found between and within European countries and, in some cases, the social debate has been polarised around issues of migration, identity, cultural, and linguistic diversity. This changing scenario also puts pressure on the education systems that are challenged to respond to divisions and controversies while promoting the integration of migrants. Moreover, language educators, naturally posited between languages and cultures, also share the responsibility of not ignoring this challenge. We propose to reflect on some of the implications that such a reality brings to language teacher education in two distinct contexts: Portugal and Germany. A comparative small-scale research project was designed to explore the representations and literary responses of a small group of pre-service teachers of English as a foreign Language (EFL) from Universidade Nova de Lisboa and a group of pre-service teachers of French as a foreign language (FFL) FL from Universität Hamburg. This paper will present the rationale of such a project and underlying research questions and methodology.

It has been argued that literary texts may play a role in promoting intercultural education and citizenship education. From the perspective of reader response theories and aesthetic reading it becomes relevant to consider how pre-service teachers of modern languages read the world, what new meanings and understandings emerge from their readings that in turn should affect the way these teachers manage the issues identified above. By exploring these teacher learners’ summaries of Shaun Tan’s wordless graphic novel, The Arrival (Tan 2007), we expect to gain awareness of how these groups of student teachers read the same text filtered by different languages (English and French), different social contexts and migration.

**Biodata:** Ana Gonçalves Matos is Assistant Professor at the Department of Modern Languages, Cultures and Literatures of the Faculty of Social Sciences and Humanities, Nova University Lisbon. She is the Coordinator of two Masters in English Language Teaching. She also participates with a seminar in the PhD Languages Teaching - Multilingualism and Education for a Global Citizenship. She coordinates pre-service teacher training and supervises several PhD and MA theses. She is a Researcher at CETAPS (Centre for English, Translation and Anglo-Portuguese Studies), where she integrates the TEALS (Teacher Education and Applied Language Studies) research group. She is member of the editorial board of the academic journals E-Teals - An e-journal of Teacher Education and Applied Language Studies ; CLELE (Children's Literature in English Language Education) and International Education Studies. Some scientific and academic research areas of interest are intercultural and literary education; citizenship education; language education through the arts.

**Theoretical and practical models of intercultural communicative competence development in foreign language teaching**

Gu, Xiaole

**Harbin Institute of Technology**

Intercultural language teaching (ICLT) is becoming well established and has gained wide recognition in education systems in many parts of the world. As a result, the ultimate goal of foreign language (FL) education is being shifted from communicative competence (CC) to intercultural communicative competence (ICC). The newly launched English Teaching Guideline for Tertiary Education in China has established ICC as one of the three goals of English teaching.
However, most of the existing models of ICC were built on western ideologies and thus have failed to function well in Chinese FL teaching contexts. In recent years, there has been a growing awareness of the need to explore and expand the dynamics of ICC according to Chinese perceptions. The present study aims to construct both a theoretical and a practical model of ICC development applicable to the language teaching and learning context in China. The theoretical model, categorized as both componental and dialogical, focuses on what to teach about ICC. It manifests three macro-dimensions, their specific subcomponents, and the interrelationships between the dimensions. It also highlights the role of the identities of interlocutors in the process of intercultural communication. The practical model, categorized as a process model, focuses on the procedures and methods of ICC development in FL classrooms. It contains three layers: the layer of ICC components, the layer of teaching process, and the layer of teaching methods. These two models function simultaneously to guide ICC development in FL education, aiming to bridge the gap between theory and practice of ICLT. The former provides a theoretical foundation for the latter, while the latter is the transformation mechanism of the former. A preliminary study confirms that the two models are effective in developing students’ ICC in FL classes in China.

**Biodata:** Gu Xiaole is a full-time associate professor of the School of Foreign languages at Harbin Institute of Technology, China. She holds a doctoral degree in foreign linguistics and applied linguistics. Her research interest includes intercultural communication studies, intercultural language teaching, and intercultural pragmatics. She is an active researcher in the field of intercultural communication and has directed or participated in a number of national or provincial research projects on EFL teaching and intercultural communication. As a member of International Association of Intercultural Communication Studies (IAICS), she has attended a number of IAICS conferences and has been actively sharing her research findings with peers.

At present, she, together with her colleagues, is conducting in a nation-wide empirical research on intercultural language teaching in Chinese universities which aims to promote the ELT revolution in China.

**New horizons, new bridges. Establishing positive attitude at grass roots level**

**Gulyaeva, Marianna**

**Volgograd State Socio-pedagogical University**

The aim of the paper is to share the experience about shaping a positive mutual images of two cultures – American and Russian in the classroom, reveal the methods of encouraging intercultural communication involvement on the model of American studies center operating in Volgograd, Russia, based on Volgograd State Socio-Pedagogical University.

The center (which is 22 years old now and which is absolutely unique) is constantly developing and proliferating due to faculty’s enthusiasm and their participation in different educational programs. It allows student to obtain a priceless experience of getting unique knowledge of various topics related to American studies, establish institutional linkages in the USA, participate in grants, and hold video conferences. It also allows the professors to exchange experience with their colleagues abroad.

The role of a teacher is seen as a “bridge” and connecting-link between two cultures that have so much prejudice and stereotypes about each other. Establishing relationships at the grass-
roots level contribute to mutual positive images of people from both sides. Class discussions and debates on relevant topics (American identity, values, the individual and community, race and ethnicity, etc.) provoke interest and contribute to Russian students’ general idea of people of different culture and nationalities. Mutual stereotypes can be disproved or confirmed during face-to-face or mediated communication.

Theoretical contribution includes topical issues such as obstacles and barriers and methods of their overcoming on the way of successful intercultural communication. Unique character and diversity of communicative situations as well as personal character traits may affect the process of communication and therefore should be taken into consideration. The report also covers essential aspects of communication such as communication involvement and refusal from communication in the context of different cultures. It describes undesirable implications triggered by different cultural perceptions, which may be serious reasons of misunderstandings resulted in wrong assumptions from both sides.

**Biodata:** I am a young professor at the department of foreign languages at Volgograd State Socio-pedagogical University. I teach English and academic subjects connected with American studies. It’s almost 15 years since I connected my life with American studies, which means that I have a good background for clear comprehension of the American society. I got my PhD in Linguistics in 2014. Now I am continuing my research in the context of communication studies. Being an active and enthusiastic person I search opportunities for taking part in different interesting projects and grants, publish articles, present my papers at conferences. I am a member of international pragmatic association (2015), Russian communication association (2014), participant of translator and private tutor

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**Transformative mediation through the CQ of American English teachers in Tunisia**

**Hachena, Narjess**

**University of Sousse**

Although the increasing world interconnectedness nowadays made Intercultural Communication a critical field of research, it has not been sufficiently studied yet, if at all, in some areas and some domains. This paper deals with the context of Tunisia where internationalization is growing rapidly, evidenced partly by the fast spread of the English language there, and the recruitment, in some cases, of foreign educators to teach it.

Theoretically, this paper positions Cultural Intelligence (CQ - a new type of intelligence) as a cultural mediation practice, and a developmental (or transformative) model of intercultural competence. Empirically, it will report on a case study involving 8 American teachers of English in two Amideast institutions in Tunis and Sousse. The researcher surveyed each respondent using the standard CQ scale, then investigated further through an extensive interview. As a result, suggestions for developing the informants’ CQ are provided, based on the strengths and weaknesses they expressed looking back at their everyday interactions with elements of the Tunisian cultural environment.

The overall methodology of this research is interpretive (cf. double hermeneutics) and critical, through reinforcing the transformative aspect of cultural mediation and approaching the new theory of CQ through a critical lens throughout the paper. It therefore fits best with the conference aim of “provid[ing] a forum for a critique of existing analytical models of culture and
language mediating practices [i.e. CQ] that integrate current theories of language and intercultural communication [i.e. Intercultural Competence]".

The main questions this paper answers are: What aspects of strength in CQ does an American English teacher have to successfully mediate while in Tunisia? What difficulties does s/he have in a country where there is lack of research in intercultural communication, and how can these difficulties be overcome? How effective is CQ in learning about educators’ cultural mediation?

**Biodata:** Narjess Hachena is an interculturalist from Tunisia. She has a bachelor's degree in English Language, Literature and Civilization from the University of Sousse, and an MA in Cultural Studies from the same university. Hachena held a Fulbright scholarship to the U.S. in 2015-2016 where she taught Arabic to American students at Western Kentucky University. Besides her professional and academic duties, Hachena has been involved with the global non-profit organization Soliya since 2014, where she volunteers each semester as a facilitator of intercultural communication through videoconferencing and online dialogue between college students from different Western and predominantly Muslim societies. She speaks 4 languages, including Spanish at an intermediate level, and she has this kid's dream of being able someday to speak all 6 languages of the United Nations.

**Learning Language and Culture via a Large Scale Virtual Exchange**
Hagley, Eric
Muroran Institute of Technology

Virtual Exchange (VE) has many benefits for foreign language teachers and their students but it is still not easily accessible to the mainstream. Students in English as a foreign language classrooms often have few opportunities to physically interact with other users of English. VE gives them virtual mobility, enabling them to participate in a global community. In this presentation the author introduces a large scale VE which includes over 1500 students from 5 countries in a VE via a Moodle platform. Students interact online in English as a lingua franca. Exchanges are carried out over 8 week periods. Outcomes from the project, sponsored by the Japanese Ministry of Education, will be outlined using data gained from questionnaires, text analysis and student feedback. The importance and learning of inter-cultural communication to participants should be obvious but pre (Apr. 2016) and post (June 2016) questionnaires that are being carried out to gauge changes in students’ cultural sensitivity will hopefully shed more light on this. This paper will report on the outcomes of those surveys too. Details of how this method of VE could bring it into mainstream, ensuring VE can become a part of any English communication class throughout the world if the teacher so wishes, will be outlined in addition to an outline of problems that can eventuate and ideas for incorporating the VE into classroom practice.

**Biodata:** Eric Hagley teaches EFL at Muroran Institute of Technology in the north of Japan. He created the large scale virtual exchange being presented here and has had his students doing VE for the past 12 years. He is the Chair of the Asia Pacific Virtual Exchange Association (APVEA) and in this position is trying to ensure that VE can become mainstream in language classes everywhere.

**Mediating cultures in multicultural settings for acculturation**
Hang Xu, Frank
Edinburgh Napier University

Acculturation research, with its focus on individuals' transitional experiences across cultural boundaries, has long been following an essentialist approach by setting such experiences in spaces where individuals are believed to negotiate the interface between an assumed 'home/original culture' and a 'host/target culture'. This traditional approach, commonly but often uncritically used in this body of research, invites researchers to view the participants mediating between these two 'cultures' in terms of disadvantaged 'guests' as juxtaposed with privileged 'hosts'.

In this paper, I present a study that questions this essentialist approach to acculturation by demonstrating the complexities and fuzziness surrounding both the context of acculturation and the roles that individuals play in such a context. The study draws on in-depth, narrative data gathered from university students (of diverse nationalities) in a UK university, who worked together in group settings, which can be seen as local cultural arenas (Holliday, 2011; 2013), for their coursework projects. I illustrate how the students related to each other in their respective groups and how their views (e.g. about self and other) changed in ways that make the guest-host distinction rather blurred. Furthermore, I provide snapshots of the culture emerging from their group work processes and demonstrate how certain cohesive thinking and behaviour developed among the group members throughout their entire group work period. With a complexified interpretation of these students' acculturation experiences vis-à-vis the hybridity and fluidity of the cultural arena where their group work is situated, this study calls for more critical scrutiny of several key questions concerning acculturation research: Who are mediating between 'cultures'? How do they negotiate their power relations in such processes? What are the 'cultures' that acculturating individuals mediate between? What emerges from such mediation and to what extent can it be also understood in cultural terms?

Biodata: Mr Frank Hang Xu, PhD candidate in Intercultural (Business) Communication from the Business School of Edinburgh Napier University. Msc.in Intercultural Business Communication. My research interest focuses on intercultural studies.

Interdisciplinary (and) intercultural mediation: Adapting language research for performance
Harvey, Lou
University of Leeds

This talk presents a reflection on a project to adapt language and intercultural research for dramatic performance. The project took place as part of the Leeds Creative Labs, an initiative to partner academics at University of Leeds with local creative and cultural industries with the aim of facilitating ongoing collaboration. I was partnered with a Newcastle-based theatre company, Cap-a-Pie, to adapt my research participants’ stories of motivation for language and intercultural learning.

I reflect on my role as a cultural mediator during the research process, and on how this role expanded through the Creative Lab, an interstitial space through which Cap-a-Pie and I could disrupt disciplinary boundaries and challenge the beliefs and expectations we brought to our collaboration. I suggest that this work moved beyond co-production towards transcreation, leading to a space which transcended our separate disciplinary homes and created new understandings and ways of knowing. I conclude with a consideration of how this
experience has led me to new perspectives on my work and role as a language and intercultural researcher, and on how I might mediate between these perspectives and the academy’s expectations for interdisciplinarity and impact.

**Biodata:** Lou Harvey is Lecturer in TESOL at University of Leeds. Her chief research interest is motivation and desire for language and intercultural learning, and their relationship to happiness/wellbeing. As part of her ongoing collaboration with theatre company Cap-a-Pie, she is exploring the use of Dramatic Enquiry as intercultural research method.

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**Transformative creativity: Arts and performance in language and intercultural research**  
**Convenor: Harvey, Lou**

In this complex, interconnected age, individuals find themselves mediating between diverse languages and cultures. This symposium focuses on the additional mediating between diverse disciplines and practices that happens in collaborations between language and intercultural researchers and creative artists. This focus involves a theoretical shift from ‘languaging’ and ‘culturing’ as transformative practices to ‘knowledging’ as a challenge to fixed and separate ways of understanding. These mediations can be understood in terms of the transcreational processes through which knowledge landscapes evolve, and new spaces for becoming and knowledging are created. We reflect upon four case studies to surface some of these complexities.

**Paper 1:** In this reflective account of the early stages of adapting my research, on motivation for language and intercultural learning, for performance, I consider the ways in which different layers of collaboration - between the research stories, researcher, performer and audience –

**Paper 2:** In this paper, I reflect on the ways in which our understandings of the conceptual complexities of a large research project (focusing on languaging in contexts of pain and pressure) were transformed through engagement between researcher thinking and the creative arts, engagement we characterise as ‘performance-as-interthinking’ (Littleton and Mercer, 2013).

**Paper 3:** I draw from a co-produced, collaborative project for the Connected Communities ‘Utopias Festival 2016’ which built on my doctoral research with a community arts organisation. I explore how the mixing of ecologies – academic and community arts, linguistic and painting – led to new understandings of collaboration and knowledge around communicative practice.

**Paper 4:** In this paper, I reflect on the use of visual-creative-arts to explore the intercultural experiences of students at an internationalised UK university as located in a multicultural urban setting. This study contributes to our understanding of the arts-enabled spaces for becoming and being, and also to the transcreational complexities of intercultural personhood.

**Speakers:** Lou Harvey, Richard Fay, Jessica Bradley, Zhuomin Huang

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**English Languaging Workshops: An attempt to subvert power dynamics**  
**Helm, Francesca & Tejane Dabre**  
**University of Padova**
Languaging (and/or translanguaging) has become a powerful construct in sociolinguistic research with rich ethnographic accounts of translanguaging practices in superdiverse communities (Gynne & Bagga-Gupta, 2015; Pennycook 2007, 2010; Rampton, 2008). It has also been explored in relation to foreign and second language teaching (Creese & Blackledge, 2010; Canagarajah, 2011).

This paper presents an ongoing ethnographic study of an experiment using languaging as a form of transformative practice and socio-political action. “English Languaging Workshops” were set up in Northern Italy by the association Razzismo Stop, refugees housed at Casa Don Gallo (an informal reception centre) and university language teachers and researchers. The Workshops have several aims:

- to subvert power dynamics in which language learners, refugees and migrants are positioned as defective or ineffective communicators of a target language
- to challenge monolingual and standard language ideologies
- to open a space in which the negative, mainstream media discourses of migration could be countered through dialogue and encounter.

We seek to meet these aims by fostering creative, mixed communicative practices in which interactants could bring into play their linguistic and cultural repertoires to support mutual understanding. The informal workshops are run by Dabre, a Ghanaian refugee and the and the participants were students, workers and pensioners from the city of Padova.

**Biodata:** Francesca Helm is a researcher at the Department of Politics, Law and International Studies at the University of Padova where she teaches English to students on second-level degree courses in International Politics and Diplomacy, European Studies and European Project Management. Her research is in the areas of intercultural communication, online education, virtual exchange, computer-mediated communication (CMC) and the socio-cultural context of Web 2.0 for language and intercultural learning, new online literacies, critical discourse analysis, and English in global communication. Since 2008 she has been coordinator in Padova for the Soliya Connect Program, an online cross-cultural education program. She has published widely in journals of impact in her areas of research. Her research is supported by ‘Knowledge for Network-based Education, Cognition & Teaching (KONECT), a project financed by the Ministry of Science and Innovation: Proyectos I + D del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia (EDU2013-43932-P); 2014-2018.

Tejane Dabre was a teacher of English and Mathematics in Ghana and Libya for a period of 13 years. He has been in Italy since 2007 and lives in Casa Don Gallo in Padova. He leads the English Languaging workshops.

**Researchers as multilingual brokers: Critical investigations at language borders**

Holmes, Prue; Fay, Richard; Andrews, Jane & Attia, Mariam

Durham University; University of Manchester; University of the West of England & Durham University
The interconnections among languages, migration, and intercultural communication require researchers to perform as linguistic and intercultural brokers in the research site. As they negotiate the theories and methods of their research approach they may begin to question their usual methodological (and disciplinary) approaches to researcher praxis. How researchers draw on their linguistic resources when undertaking research, particularly in contexts of forced migration, occupation, and interstate conflict where languages and the body are under pressure and pain, is the focus of our researcher methodology development work in the project “Researching multilingually at the borders of language, the body, law and the state” (AH/L006936/1) http://researching-multilingually-at-borders.com. Drawing on that research, this paper we explore two key questions: 1) How do researchers generate, translate, interpret and write up data (dialogic, mediated, textual, performance) from one language to another? 2) How can researchers develop clear multilingual research practices and yet also be open to emergent research design?

To shed light on this under-investigated area, we draw on critical research approaches from Southern theory, indigenous methodologies, languaging, translingual practice, ethics, and intercultural communication to present an emerging framework for considering why and how researchers can/ought to draw on their linguistic resources in the research process. In doing so, we investigate how physical, linguistic, metaphorical, disciplinary, and other kinds of borders might be resisted and/or challenged through multilingual researcher praxis. The findings challenge the status quo, taken-for-granted researcher processes, developed in the Metropole, that soon become controversial, complex, and lacking in conditions of precarity, loss and suffering as many people are forced into border crossings of all kinds. The paper offers new insights into researcher “brokering” in multilingual, intercultural contexts (at and beyond borders, and generated with co-researchers from the project), inviting researchers to reflect on the affordances of their multilingual resources in the research process.

Biodata:

Innovating ICC teaching - from vision to reality
Hrebackova, Monika
Czech Technical University in Prague

In education, innovation is usually not the result of a lone inventor. It is often a collaborative process where people from many fields contribute to the implementation of new ideas. Setting up good teams and brainstorming are both crucial to the process, but the subsequent ideas must be identified and agreed upon and then the innovation process leads us from the vision to our varied cultural and instructional realities. By developing effective strategies, adapting our communication styles, overcoming crisis and finally taking action.

In this presentation, we use a three year ICC project developed by four European universities based in Czech Republic, Hungary, Portugal and Spain to illustrate what challenges it has brought for teachers/educators, as well as what successful outcomes it has produced in terms of intercultural in-and-out class tasks and activities, including telecollaboration and several other designs. Based on recent experience, we will focus on managing English and Spanish as lingua francas in an intercultural context, and look briefly at some ICC topic based modules such as mediating between cultures, working in multinational teams, living with local and global
identities, and then following this path from vision to reality.

This presentation is aimed to suit primarily university education, whilst incorporating students of different abilities, diverse cultures and on various types of courses: language, business and intercultural, as well as those focusing on communication skills.

**Biodata:** Monika Hrebackova is the Director of Language Studies at MIAS School of Business, Czech Technical University in Prague. She leads courses on English for Specific/Academic Purposes, Business English and ICC, and Czech for foreigners. She has introduced Intercultural Studies in MIAS language curricula. She supervises foreign language teacher training and development. She has been involved in several national and international projects and currently coordinates ICCAGE - Interculturural Communicative Competence – Advantage for Global Employability. She publishes on the topics in academic journals and presents at conferences. Her most recent publication is co-edited Czech activity book for foreigners Czechtivities (Amazon, 2016).

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<th>Junot Diaz's Spanglish Fiction as an Entrance Gate to Migrant Identity</th>
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<td>Humblé, Philippe</td>
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Many of us use the words Identity and Culture without giving it much of a thought. Even so, defining these words is notoriously difficult. Writers come from a culture, have an identity, but how do these concepts express themselves? Culture and identity are concepts increasingly found in newspapers as well as in everyday conversations, now that migration has become one of the main concerns of Europe and these concepts seem to be intimately related to migration. Migrants are also people who write fiction and their identity should be included in their fiction somewhere. Are these expressions of group belonging preserved when they are translated? Can we discover it when we read them, or is it something like poetry, that gets lost when translated? In this communication we analyse the translations into Spanish and Dutch of Junot Diaz's Brief wondrous Life of Oscar Wao. Junot Diaz writes in Spanglish, using many Spanish words and expressions in his otherwise English writing. This is obviously a challenge for a Spanish translator, as it is for a Dutch translator. Something has to be lost, and maybe something is gained. If we line up all the occurrences of Spanish expressions in Junot Diaz, they tell us something, not only of the writer’s identity, but also of his community’s identity. Can one recognize this in a translation, particularly in a Spanish one, since all the Spanish expressions necessarily disappear. According to our findings, the Spanglish component is essential to Junot Diaz’s story-telling and the Spanish and Dutch translators take different stances towards the problem. Parallels will also be drawn with German-Turkish Emine Sevgi Özdamar and Dutch-Iranian Kader Abdolah.

**Biodata:** Philippe Humblé (1955) studied Romance Philology at the KULeuven and holds a doctoral degree in bilingual lexicography (Universidade Federal de Santa Catarina / University of Birmingham). He taught Spanish language, culture and literature (Borges and Don Quixote), bilingual lexicography and literary translation (Portuguese, Spanish and English) at the Universidade Federal de Santa Catarina (Brazil). Since 2009, he teaches Spanish translation and interpreting as well as Intercultural Communication at the Vrije Universiteit Brussel. His publications revolve around translation studies and intercultural relations and include books like Dictionaries and Language Learners and articles on the translation of Spanish-American,
Brazilian, Japanese, Dutch, German immigrant and exiled authors, as well as the use of corpora in translation studies.

Audiovisual representations as a special source of intercultural knowledge

Jacobsson, Andreas
Karlstad University

This paper is a theoretical discussion of audio-visual documents as a special source of intercultural knowledge. The main research question regards what kind of knowledge is possible to produce by “thinking” on intercultural issues mediated with the help of films from different parts of the world. The aim with the paper is to develop a theoretical framework for intercultural analysis of film and other audio-visual media that is both polycentric and process oriented. The framework is not restricted to analyses of films depicting so-called intercultural encounters; the focus can potentially be on style and form as well as on different viewer positions.

Methodologically the paper is a film-philosophical exploration that takes inspiration from the French philosopher Gilles Deleuze and his way of using film to develop new philosophical ideas and eventually new concepts about the reality. The films are analysed not only to illustrate or contemplate over intercultural issues, but also to obtain a different kind of knowledge that can be developed into ideas and new concepts. Film theorist D. N. Rodowick has developed Deleuzes’ thinking with the help of the concept “the figural”. With inspiration from Jean-Francois Lyotard and Deleuze, Rodowick opens up for an understanding of films and audio-visual representations as documents that transcends the borders between text and image, premiersing perception rather than reading. Rodowick also discusses a potential philosophy for the Humanities that include dialogue, evaluation and ethics. This fit well into the framework under construction in the paper.

Biodata: Andreas Jacobsson is senior lecturer in Intercultural studies at Karlstad University. His research is mainly focused on Intercultural perspectives on film and media, world cinema, and intercultural perspectives on knowledge. He is currently involved in two research projects: “Intercultural film”, and “Intercultural epistemology”. He is a member of a “strong” research group in the Humanities at Karlstad University (Kufo). His dissertation, Death on film: A motif study from a world cinema perspective (University of Gothenburg 2009), is an analysis of cross-cultural variations of death. He is teaching on several courses in intercultural studies and film studies.

Narratives of children who serve as language brokers in Johannesburg

Katsere, Ivan
University of the Witwatersrand

Children often serve daily as language brokers for migrant families in the foreign context of host countries (Morales & Hanson, 2005). Although this is a reality for migrant families around the world, the phenomenon and migrant children continue to be invisible in research (Orellana, 2009). Dehumanization and subtle, daily xenophobic attitudes in the complex linguistic landscape of multilingual South Africa have created the need for children to interpret for parents and other family members even where the common lingua franca of English is shared and is the recognised official medium of communication. The perceived superiority of English
and the arrogant dominance of English speakers (Achebe, 2006) have been associated with the new elite of black South Africans who speak fluent English and by extension, black migrant English speakers are similarly perceived as asserting dominance through their dependence on English. Analysing narratives of migrant families, this research project yields that the continual resistance to the English language and other non-South African vernaculars is interlinked with and seems to perpetuate xenophobic attitudes and dehumanization. Although negative feelings of embarrassment are often experienced by parents, these were outweighed by a sense of pride for children being able to help their families, and the sense of security the family feels because of the children’s linguistic capabilities. Traditional family dynamics and roles do not seem to be significantly altered or negatively impacted by children taking on unconventionally ‘adult roles’. Having acculturated faster, understanding the language rules, politics and consequences of not speaking local languages, this research suggests that brokers function for the benefit of the family and use their skills to reduce anxiety related to xenophobic attitudes and dehumanization against parents and peers particularly when moving between spaces, for example, between home and school or work.

**Biodata:** Ivan Katsere is a Research Psychologist who has recently acquired a Master’s in Research Psychology. Ivan has a desire for children in foreign spaces and the way they and their parents navigate such spaces in their daily lives which are mostly absent from research. Having been born in Zimbabwe, and relocated to South Africa, this paper is much a reflection of Ivan’s own experiences through the stories of immigrant families who share the same experiences.

**Language and Culture: Investigating the Teachers’ Concern**

Kebiri, Asma & Tifour, Naima

University Center Ahmed Salhi, Naama

This modern era is characterized by the shrinkage of space and time bringing together different societies with their respective technologies, economies, politics, cultures, and languages. That integration, referred to as globalization, urged communities to form global citizens in their educational institutions; so as not to fall out of this interconnected world. A global citizen is required to have access to more than one linguistic code, and to be able to use those codes not only correctly but also appropriately. Indeed, appropriateness in using a foreign language depends mainly on knowing what the taboos in the society where that foreign language is used are, what politeness indices are used in each case, and how a specific attitude is expressed. In other words, using a language appropriately requires knowledge of the culture in which that language is embedded. In fact, errors of grammar are generally ignored when the message is clear, but a cultural blunder can seriously affect how well a person is accepted into the host society. This is why the teaching of language should go hand in hand with the teaching of culture. At the classroom level, a wide range of approaches and techniques can be employed. By our participation, we aim at illustrating how the teaching of a foreign language can be intertwined with the teaching of culture. Moreover, this research tells the story of a case study where a participant classroom observation is the selected research tool. Students of English at the middle school of Naama, Algeria, were observed to check basically their consideration of the cultural component when learning English as a foreign language, as well as what teaching approaches and techniques appear to be best used and fruitful in such learning situations.

**Biodata:** Asma Kebiri is an assistant lecturer at the department of English at the University Center Ahmed Salhi of Naama, Algeria, and the head of a teaching team at the same
Postgraduate students’ negotiation of multilingual repertoires in academic writing

Kathrin Kaufhold
Stockholm University

Language policies of Scandinavian universities usually promote parallel language use where English is seen as the decontextualized global language required for internationalisation while the national language is perceived as being in need of protection. Students are meant to be proficient in both languages separately. In practice, however, students learn in multilingual environments. The paper focuses on master’s students approaching their thesis project with varied linguistic repertoires, language ideologies and literacy experiences. They have to negotiate these three-dimensional repertoires (Busch 2015) in relation to disciplinary conventions and departmental requirements for research-based writing. While their writing products could be considered monolingual in either of the two languages, the paper considers the translanguaging experiences involved in the production of the students’ texts. It explores how students negotiate their repertoires of academic writing practices in the context of a ‘parallel language’ environment. The research was conducted in the context of an English for Academic Writing course preparing for thesis writing. However, some students decided to complete their thesis in the national language. 13 students participated in the qualitative case study. The data consists of the students’ course tasks (reflections on their writing, genre-analyses of sample texts), their research-based writing (proposal draft, thesis proposal, final thesis, if available) and retrospective interviews. The interviews were based on the students’ texts. Tasks and interviews were thematically coded and subject to narrative analysis (Baynham 2011). Results demonstrate the alignment of students with partly conflicting discourses on academic language use. At the same time, students portray the development of academic writing knowledge as transcending linguistic codes. Findings highlight the role of writer identity in the negotiation of disciplinary and national languages. Finally, the paper considers ways to support the development of academic writing by drawing on students’ multilingual repertoires.

Biodata: Kathrin Kaufhold is a lecturer at the English Department at Stockholm University, Sweden, where she teaches academic and professional communication. She holds a PhD in Linguistics from Lancaster University, UK. Her research interests include the sociolinguistics of writing, academic literacies, professional communication, practice theory, linguistic ethnography, interdisciplinary approaches to knowledge production and multilingualism.

Language ideologies of preschool teachers and translanguaging practices in classrooms

Kirsch, Claudine & Bes, Asunción
University of Luxembourg

Translanguaging has been described as a natural practice amongst multilinguals although it remains uncommon in formal and informal educational institutions (Creese & Blackledge 2010). By contrast, Kirsch (forthcoming) has shown that preschool children in trilingual Luxembourg translanguaged frequently during collaborative storytelling on iTEO, an iPad app which allows...
for the recording and editing of oral language. The 4-year-old emergent multilinguals studied here drew on their entire semiotic repertoire in order to communicate and to make meaning. They used Luxembourgish, their family language and features of other languages picked up from their peers. In order to understand these translanguaging practices, we consider it necessary to examine the underlying pedagogies which are, in turn, influenced by the language ideologies of the teachers (Gkaintartzi & Tsokalidou 2010).

The present paper examines the language ideologies of two preschool teachers in Luxembourg and relates them to the translanguaging practices in their classrooms. The data stem from the qualitative, small-scale, longitudinal study iTEO (2013 – 2017) which used a mix-method approach comprising video and audio recordings, interviews, questionnaires and the collection of documents (e.g. written stories, pictures). The data show that the teachers understand language learning as a dynamic social process and have positive attitudes to multilingualism. They embrace language and cultural diversity in their classroom, promote translanguaging, and actively collaborate with parents in order to communicate and share their language practices.


**Biodata:** Luxembourg born Assistant Prof. Dr. Claudine Kirsch read Science of Education and worked as a primary school teacher in Luxembourg until 1999 when she left for Goldsmiths, University of London, where she took her Masters and her PhD in Education and lectured on undergraduate and postgraduate programmes. She joined the University of Luxembourg in January 2012. She was the Vice-head and briefly the head of the Bachelor en Sciences de l’Education. She teaches on undergraduate and postgraduate programmes. Her research interests include multilingualism and the processes and practices of learning and teaching multiple languages in formal and non-formal educational settings. She is currently heading the research projects iTEO (2013-2016), funded by the Ministry of Education and the University, and the project ‘Development of multilingual Pedagogies’ (MuLiPEC) (2015- 2019), funded by the Fonds National de la Recherche and the Ministry of Education.

**Towards new teacher and student perceptions of interculturality**

Krogsgaard Svarstad, Lone

Metropolitan University College

This paper presentation is based on the results of a doctoral study, which purpose was to explore and develop a theoretical and pedagogical foundation for the teaching of interculturality in English as a foreign language in lower secondary school. The study explored the knowledge dimension and skills dimension of teaching interculturality (Byram, 1997; Dervin & Risager, 2015). The aim of the study was dual: the empirical aim was to identify teachers’ perceptions and practices of interculturality in comparison to students’ perceptions and engagement in
Interculturality in two Danish schools. The theoretical aim was to re-interpret the knowledge- and skills dimensions of teaching interculturality. The empirical study employed a critical participatory action research methodology (Brydon-Miller, Greenwood, & Maguire, 2003; Given, 2008; Kemmis & McTaggart, 2005), in which three teachers’ perceptions and practices of interculturality were explored throughout the school year 2013/2014 in a pre-intervention phase, two explorative interventions and a post-intervention phase. For comparison, students’ perceptions and engagement in interculturality were also explored. The empirical data is comprised of three teachers of English and three year 8 classes. The study comprises 66 observations of English lessons, two professional development seminars, six interviews with teacher participants and two reflection meetings. It also comprises focus group interviews with four students from each class prior to the explorative interventions, and follow-up interviews after the explorative interventions. Finally, the study investigated students’ productions, such as notes in Autobiographies of Intercultural Encounters (Council of Europe. Education department. Language policy unit, 2013), blogs and essays. The analytical framework is based on Critical Theory: Cultural Studies and intersectionality (Dhamoon, 2011; Grossberg, 2010; Hall, 1992; Hall, Evans, & Nixon, 2013), Critical intercultural communication and Othersing (Dervin, 2014; Holliday, 2011; Martin, Nakayama, & Carbaugh, 2012) as well as critical media literacy and subtextuality (Luke, 2012; Macedo & Steinberg, 2007, 2009).

**Biodata:** I have taught English and Geography in upper secondary school for 14 years. Since 2006 I have worked as a teacher educator for primary and lower secondary school in English as a foreign language. From 2013-2016 I have carried out a doctoral study on teaching interculturality in English as a foreign language in lower secondary school. Throughout my career I have explored an English teaching that encourages students to examine cultural phenomena in an interdisciplinary and contextual manner. I am particularly interested in how a combination of Cultural Studies, critical intercultural communication and critical media literacy can inform teachers’ knowledge and skills when they teach interculturality.

**Managing cultural diversity in the context of open education – lessons learnt**

Kurek, Malgorzata

Jan Długosz University, Czestochowa, Poland

The openness paradigm, which assumes open access to educational resources and public visibility of educational practices, has become a prerequisite to major educational trends of today such as the focus on learner autonomy, the role of peer-to-peer learning, the merging of formal and informal education and the levelling of educational opportunities. With potential for modification being the underlying principle of open educational content, increasing attention is being given to the processes of its repurposing and localisation to culturally and pedagogically different local contexts (e.g. Parrish and Linder-VanBerschot, 2010; Buckler, Perryman, Seal, & Musafir, 2014).

The following presentation builds on the idea that the quality of instructional design should be seen as a relation between the original version and its appropriated adaptation (Conole & Ehlers 2010) and that open content created for a given educational context should not be seen as culturally pre-determined but should lend itself to flexible appropriation to other, educationally, pedagogically, technically or even politically different cultures. Driven by the view that it is the teacher who takes an active role in repurposing and appropriating open content, I will show how properly designed tasks and materials can assist teachers in their autonomous judgements and
decisions about which modifications to implement. As I will argue, open content designed for future appropriation needs to follow a set of specific criteria making it both well structured and generic. In the presentation I will analyse the tasks and content designed in the EU-funded project LangOER and I will formulate the criteria for openness–related instructional design.

References:


Reconceptualizing ‘home’, ‘family’ and ‘self’:
Identity struggles in domestic migrant worker returnee narratives
Ladegaard, Hans J
Hong Kong Polytechnic University

For some people, bridging across languages and cultures is considerably more difficult than for others. Long-term migrant workers have not only left their families and friends behind and, in many cases, spent the better part of their lives in the diaspora, they have also suffered under ‘the destructiveness of distance’ (Pratt, 2012). When migrant workers return home after 15-20 years or more overseas, they realize that they have to reinvent themselves in the attempt to ‘fit in’ with their families and in their villages.

In this talk, I report on an ongoing study of migrant worker returnee narratives. The stories were recorded in villages in east and central Java, Indonesia, and in Bohol in the Philippines, and the returnees talk about their experience of key concepts like ‘home’, ‘family’ and ‘self’. Because of years of separation, family members are ‘family’ only in name, and the familiar concept of ‘home’ has become a strange place. Thus, migrant workers are essentially without a home: they are denied access to a space they can call home in the countries they have migrated to, and after years of separation, they are unable to make their homeland ‘home’. The homecoming therefore involves attempts to redefine ‘self’ and ‘home’, and to reconnect emotionally with estranged family members.

Finally, the talk considers migrant worker returnee narratives as a critique of current identity research, which is heavily influenced by possessive individualism. This western concept, which assumes that everybody ‘has’ or ‘owns’ an identity (or identities), fails to recognize that for most people in developing countries, identity is an enforced position for which there is no alternative. It has to be occupied and it is not attributed with any value or prestige and therefore, cannot be used a resource for enhancing privilege (Skeggs, 2008, p. 26).
An Exploration of Political Translation Practices in China-EU Relations
Liang, Ping
Vrije Universiteit Brussel, Belgium

Literature has frequently shown the important role of translators as cultural mediators in intercultural communication. Translating political speeches in the context of international relations can be seen as a process of cultural mediation between nations or organizations. It aims to convey political stands and foster mutual understanding. To study political dialogue as a high-level form of intercultural communication, it is essential to research beyond texts or discourse for the underlying norms and ideology. Therefore, this paper adopts the method of critical discourse analysis to study the English translations of three political speeches delivered by Chinese leaders during annual EU-China summits. The texts are the work of government-employed translators from Chinese into English and thus institutional by nature. Through exploring constructive linguistic acts and their ideological manifestations of China, the paper will provide a new inter-disciplinary approach to look at China’s relations with the EU through its political translation practices.

Biodata: Ping Liang is a PhD student in applied linguistics at Vrije Universiteit Brussel since Oct 2015. She is currently doing research on the translation of Chinese political discourse in the context of China-EU relations. Her research interests are intercultural communication, political linguistics and translation studies. Ping Liang obtained her BA degree in English Language and Literature and MA in European studies at Sichuan University, China. She also studied at State University of New York, USA and Ghent University, Belgium.

Inverse intergenerational language transmission or when children are the teachers
Llompart Esbert, Julia
Universitat Autònoma de Barcelona

The Catalan sociolinguistic context has been modified, especially since the arrival of people from around the world during the nineties. Nowadays, some urban spaces of Barcelona are considered superdiverse. The native languages of the populations living in these contexts are usually transmitted within the family. However, the Catalan language transmission to children and teenagers is ensured in the school context, while Spanish is acquired by children, youth and adults especially in the social contexts in which the language is used as a lingua franca.

The analysis of data from an ethnographic study, carried out in a secondary school in Barcelona, offers new research interests: the activity of intergenerational linguistic mediation and the activities to support the learning of Spanish as possible avenues for the intergenerational language transmission ‘reverse’ (daughters and sons to parents). This could expand the concept
of intergenerational language transmission in order to include the bidirectionality of transmission.

**Biodata:** Júlia Llompart Esbert is a predoctoral researcher at the UAB and a GREIP member. She was a lecturer from 2009 to 2012 at the University of Massachusetts (Amherst, USA) and holds a MA degree in Language Teaching. She is working on her PhD dissertation about language transmission, plurilingual education and language brokering under the supervision of Dr. Luci Nussbaum and Dr. Lorenza Mondada.

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**Translanguaging between Mandarin, Korean, Japanese and English: Applying Jullien**

**Lubbers, Sue (Susan)**

**University of Sydney**

This paper presents the result of a small-scale translanguaging research pilot project with a group of TESOL teacher education students with (original) L1 as Mandarin, Korean, English and Danish. The aim of the project is to investigate any insights gained by the participants through attempts by speakers of different L1 backgrounds to translate a number of word-thoughts (Jullien, 2014) for each other. One of the word-concepts-thoughts is that most contested of all concepts in a range of fields interested in it: culture itself! How does a group of young English language teachers in training respond for example to Jullien’s (ibid.) question: “What is my culture and how do I express it?” What is the response, then, following this exercise, of this group of thoughtful young tertiary students to current calls by a number of researchers to “take the culture out of interculturality” (Dervin, for example, 2015; Holmes, 2015, also questions the continuing validity of the term)?

Another word-concept given over to the group for their own translanguaging exercise is a further example analysed by Jullien, the innocuous enough seeming word-concept, English thing, Mandarin dong-xi: in English, literally east-west. What kinds of insights can/could/might such translanguaging efforts provide?

How does this process compare with Jullien’s grappling with translation across languages of such words-thoughts? For Jullien, French philosopher, sinologist and Mandarin speaker: “Only such groping confrontation with the other language will give philosophy a certain self-reflexivity – reflection in the proper sense.” Does this contemporary effort result for these multilingual young teachers in preparation in Jullien’s experience of “provoking of the ‘un-thought’ in order to dis-cover the common?”

**Biodata:** Sue Lubbers has taught English language and TESOL education and worked with students (University of Sydney, Regensburg University, University of Technology Sydney and Macquarie University) from most educational, "cultural" and language backgrounds of our globe for over three decades. She is currently undertaking her doctoral studies under the supervision of Michael Singh, Professor of the Education Research Centre at Western Sydney University. Her research focuses on negative stereotyping leading to marginalisation of non-Western students in the Australian "internationalised" tertiary context. Her thesis analyses and reports on pedagogical innovations aimed at developing critical intercultural (self-)awareness and equality of opportunity for students from all backgrounds and educational experiences, or socialisations, to participate fully in learning and teaching processes.
On paradigms, recidivism and ‘soft’ essentialism: resisting neoliberalism in intercultural research
MacDonald, Malcom & Holliday, Adrian
University of Warwick & Canterbury Church University

It is clear to many that there has been significant change in intercultural communication studies away from essentialist and towards non-essentialist understandings. In this paper we place this change firmly within the domain of paradigm change in the mode of Kuhn’s concept of ‘scientific revolutions’. In the case of intercultural studies the revolution puts aside a positivist paradigm where national and ethnic culture is perceived as solidly describable blocks that can predict behaviour. The objectivist modernism of positivism is replaced in the revolution by the postmodern turn that recognises the ideology and politics implicit in these perceptions of solid cultures. It reveals a more unfathomable social world in which cultural realities are not definable and where individuals are only confined by cultures when they are politically or ideologically imposed. We are all equally potentially cultural actors who can cross boundaries and confound definitions.

There are however issues in the academy and professions in how far this new realisation is adopted. The neoliberal university and the nature of professions survive on categories that can be defined and replicated in a managerially accountable advancement of knowledge and trainable skills. Unfortunately academics and trainers build their careers and convince their clients on the basis of being expert in technologised concepts, skills and methods. While non-essentialism is held aloft as the banner of progress, a recidivist postpositivist paradigm is all that we get in a resulting safe and soft essentialism. Even the notion of paradigm is reduced to method that can be mixed and matched in lip service to diversity. The paper therefore warns against the lure of the same old national and ethnic blocks, least we succumb to them in order to sustain our research, teaching and training; and convince ourselves that they less solid and more inclusive than they really are.

Biodata: Malcolm N. MacDonald is a founding member and committee member of the International Association of Language and Intercultural Communication (IALIC), and editor of the SCI listed journal Language and Intercultural Communication, published by Taylor and Francis. He is a member of the Professional and Academic Discourse research groups at CAL, University of Warwick. After teaching EAP and ESP in Rep. Seychelles, Kuwait and Singapore he has taught modules in applied linguistics, discourse analysis and intercultural communication at undergraduate and postgraduate level at the Universities of Stirling, St Andrews, Exeter and Warwick. Malcolm has published extensively on discourse analysis, applied linguistics and intercultural communication in journals such as Pedagogy, Culture and Society and Discourse and Society.

Models for Language(s) Integrated Curricula and Syllabi
Masats, Dolores; Noguerol, Artur & Pascual, Xavier
Universitat Autònoma de Barcelona

Curriculum planning mostly takes place at national, regional and school level (macro and meso levels of decision making). Yet, teachers, at a micro level, also (re)shape the curriculum when they design their syllabi and conform to the guidelines set by the state curriculum and to the pedagogical decisions adopted by the school. In this paper, the different levels of decisions
intervening in the inclusion of plurilingual and intercultural dimensions in school curricula will be considered and examined from a practical viewpoint. That is, we will present the components of plurilingual and intercultural education by exploring the underlying premises adopted in current approaches to language learning and in a few of the existing models for integrating language education across the curriculum.

First we will outline the general principles involved, at a macro level, in the design and implementation of a curriculum focused on plurilingual and intercultural education and will, in turn, dismantle linguistic prejudices that could hinder the development of truly integrative educational proposals. Then we will discuss how, at a meso level, schools can develop their Educational and Language Projects. In doing so, we will provide examples of how school language policies can establish (1) which languages are to be used at school and for what purposes, (2) how language learning will be articulated and (3) how languages will be treated in other subject areas. Finally, we will reflect upon the challenges teachers need to face to promote plurilingual and intercultural education in their classrooms, and upon why they should endeavour to this task even in those scenarios in which curriculum policies do not require to do so.

Biodata: Dr. Dolors Masats is a member of the GREIP research centre at the Department of Language and Literature Education and Social Science Education, Autonomous University of Barcelona (Universitat Autònoma de Barcelona). She is a full-time lecturer and researcher at the Faculty of Education, where she tutors student-teachers and teaches Language Methodology courses. Her research interests lie in the field of Second Language Acquisition in multilingual and multicultural milieus and in the study of classroom-based interaction from the perspective of conversational analysis.

Dr. Artur Noguerol was senior lecturer at the Department of Language Teaching Methodology (UAB) until his recent retirement. He is a former language primary and secondary teacher and has vast experience as a teacher educator both at the University and in Rosa Sensat, a Catalan association for teachers. He took part in the design of all the Education Reforms Catalonia from the late seventies until 2012 and now is actively involved in the full integration of plurilingual resources in language education for the Andorra government. He has coordinated many book collections on language methodology and has participated in various European projects which promote language awareness.

Dr. Xavier Pascual Calvo is a member of the GREIP research centre at the Department of Language and Literature Education and Social Science Education, Autonomous University of Barcelona (Universitat Autònoma de Barcelona). He teaches French language didactics and specializes in intercultural education. His research interests lie in developing intercultural competence. Dr. Xavier Pascual has participated in several international expert groups in the European Council of Modern Languages (ECML) in Graz developing projects in plurilingualism and intercultural communication.
Association of Language and Intercultural Communication (IALIC), published by Taylor and Francis. It seeks to promote an interdisciplinary understanding of the interplay between language and intercultural communication. The purpose of this panel is to encourage the engagement of delegates with the Association journal, Language and Intercultural Communication. Therefore, we are planning to convene a panel with members who have played or are playing key roles in recent issues of the journal.

Speakers: Malcolm MacDonald, Executive Editor LAIC; John O’Regan (Chair, former Executive Editor); Maria Dasli (Reviews Editor LAIC); Ana Beaver (Special Issue Editor, LAIC 16.3); Claudia Borghetti (Special Issue Editor, LAIC 16.3); Prue Holmes (Special Issue Editor, LAIC 17.3); Melinda Dooly & Claudia Vallejo (Special Issue Editors, LAIC 18.1)

What Arab English language students really think about intercultural dialogue
Mason, Jonathan & Hachena, Narjess
Faculty of Arts and Humanities, University of Sousse

As Holmes (2014) and Phipps (2014) highlight, there are many organisations promoting dialogue between cultures, and, at one level, it would seem that no-one could possibly be against such a positive activity, with its potential for developing peace and understanding. Within Tunisia, positive engagement with other cultures is also highly valued, with the country promoting itself as being “at the crossroads of Europe, the Middle-East and Africa” (INS, 2011). However, much of this push for intercultural exchange has been promoted by those in positions of power – whether countries or organisations with hegemonic influence, governments passing down policies to institutions under their authority, or even teachers encouraging these values among their students. Consequently, Holmes, Phipps, and Tunisian academics, suggest that the issues need to be considered more critically.

Within Tunisia, some research has been undertaken into how students can develop intercultural competence (cf Mason 2011, Abid 2014), but no research has previously been undertaken to investigate what Tunisian Arab English language students actually think about interculturality themselves. Therefore, a range of data was gathered from students at the Faculty of Arts and Humanities in Sousse, Tunisia, both through surveys and focus groups, in order to better understand students’ perspectives. This paper will report on the findings, considering both students’ behaviour and attitudes towards people from other cultures.

This study is significant both because it considers the multiple virtual channels that students now use to communicate with people outside Tunisia, and because it examines what students ‘really’ think, and not what they ‘ought’ to think. We would suggest that a clearer understanding of students’ perspectives and practices is likely to provide a more solid basis for developing effective and lasting critical bridging and mediation between cultures.

Biodata: Jonathan Mason has been teaching in Tunisia for the past 21 years, and is currently an Assistant Professor in Cultural Studies at the Faculty of Arts and Humanities, University of Sousse. He is a member of the International Association for Languages and Intercultural Communication (IALIC), and the Tunisian Association of Teachers of English (TATE), and is also active in the Cultural Dialogues Research Unit (CDRU) based at his faculty. He was also a
member of the Materials Development Association (MATSDA) for many years. He has presented, and published, various papers in the fields of Cultural Studies, the development of intercultural competence, and teaching materials and pedagogy.

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### Intercultural Communication in Business Contexts: Conceptualization and Practice

**Mendes de Oliveira, Milene**

Universität Potsdam

This paper aims at shedding light on how Brazilians and Germans conceptualize and act out the process of ‘negotiating’ in intercultural business communication in English. I propose a semantic-pragmatic investigation, i.e., a study that tackles both cognitive conceptualizations and discourse strategies utilized by speakers. The bridge between conceptualization and language in use is based on the knowledge that the way we understand concepts will to a great extent define how we act them out (also, linguistically). The study is divided into 2 parts. In part 1, I propose that the concept of ‘negotiation’ be analyzed in terms of cultural conceptualizations (Sharifian 2011). In part 2, the objective is to have a pragmatic analysis of intercultural interactions (via spoken and written data) in the light of the cultural conceptualizations previously identified in part 1. For part 1, data has been collected through interviews with German and Brazilian business people. For part 2, emails exchanged by Germans and Brazilians as well as recordings of teleconferences with participants from both countries have been collected. By analyzing the interviews, emails and recordings, my intention is to understand what the conceptualizations of ‘negotiation’ are and how they are acted out in intercultural business interactions.

**Biodata:** M.A. in Applied Linguistics in Brazil (Federal University of Minas Gerais) concluded in 2013. The topic of the M.A. thesis was intercultural communication between Brazilians and Americans. Currently, PhD student at the University of Potsdam in Germany. The PhD research deals with intercultural communication between Brazilians and Germans in business contexts. Scholarship from CAPES, a Brazilian research funding agency. Research interests: Intercultural Communication, Cultural Linguistics, Language Relativity, Cognitive Linguistics.

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### Teacher dilemma: Exams or language and cultural mediators?

**Mont Algamasilla, Maria & Dooly, Melinda**

Escola Sant Jordi, Mollet del Vallès & Universitat Autònoma de Barcelona

This presentation departs with 6th form (11-12 years old) students’ results of ‘English language’ in the ‘basic competences’ exam of a Catalan state school. These students had participated in several different international projects since beginning their primary education (ages 6-7) and the teachers were anticipating above average results in the exam results; in which 3 skills are assessed: reading, listening and use of English. Surprisingly, the students scored barely above the state average, despite compelling evidence during the six years that these same learners were highly capable of interacting in multilingual and multicultural situations, both online and face-to-face. Communicative tasks undertaken (and successfully accomplished) ranged from co-authoring a fictional book with Canadian partners (6-7 years old), taking part in video chats with Austrian friends (8-9 years old) to creating games based on ‘ideal cities’ with European partners in an Erasmus+ project (10-11), to a class trip to London during which the students proved themselves to be excellent language and cultural brokers.
Reflection on the results of the projects, which were designed around the core competences of the primary education curricula (communicative, methodological, personal and social), seems to indicate that today’s evaluation system is still very much anchored in separate language skills, without taking into consideration the transformative practices that even young language learners put into practice that allows them to interact creatively in social activities in dynamic spaces between languages and cultures.

The presentation will apply a critical, comparative analysis of the evaluation criteria applied in official exams for ‘communicative’ competences with qualitative, interactional analysis of the ‘naturally-occurring’ data resulting from the students’ participation in the projects to demonstrate that the teachers’ praxis undertaken during the six years is a better indicator of learners’ development into effective language and culture mediators needed in today’s interconnected world.

**Biodata:** Maria Mont is an English teacher and a translator and interpreter. After studying English language courses in the UK, Australia and Canada, she has worked as an English teacher since 2005 in both state and private schools. She currently teaches primary and very young learners at Escola Sant Jordi in Mollet del Vallès, where she experiments with CLIL and the use of ICT in the foreign language class. She has coordinated and been actively involved in several government-funded projects and at the moment she is the coordinator of an Erasmus+. She takes part in the pre-service teacher education by mentoring local and Erasmus student-teachers. At the moment she is also an associate professor at the Department of the Didactics of the Language, Literature and Social Sciences at the Autonomous University of Barcelona and a teacher trainer from the Departament of Education of Catalonia.

Dr. Melinda Dooly holds a Serra Húnter Fellowship as researcher and Senior Lecturer at the Education Faculty of the Universitat Autònoma de Barcelona (Spain). She is the Principal Researcher of the GREIP research centre. She teaches English as a Foreign Language Methodology and research methods courses, focusing on telecollaboration in education at both undergraduate and graduate levels. Her principal research addresses technology enhanced project-based language learning in teacher education. She has published widely in international journals and authored chapters and books in this area of study. Her current research interest is in project-based telecollaborative language learning and very young learners.

**Me, Bilingual? Advanced foreign language students' attitudes to bilinguality**

**Moore, Pat**

**Universidad Pablo de Olavide, Sevilla**

The students in the Translating/Interpreting degree at the Universidad Pablo de Olavide in Seville have language development oriented courses in their working languages (1+2) for the first three years of their degree before following exclusively professionally oriented skills courses in their final year. As the teacher responsible for the final (English) language course in the third year I am, therefore, possibly the last ‘English teacher’ many of the students will ever have. After me they will ‘officially’ be English language ‘users’ rather than ‘learners’ and I consider it part of my job to prepare them for this. In the academic year 2015-16 I have been exploring and discussing the nature of bilinguality and multilingualism with my students (N=114), all of whom study at least two foreign languages and some of whom were incoming Erasmus students. Through a variety of bilingually oriented classroom activities including
(planned) pedagogic translanguaging (Lewis, Jones & Baker, 2012); multilingual label quests (Bonacina-Pugh, 2013) and a twist on twisted dictation (Gallagher & Colohan, 2014) I have been encouraging them to exploit their own bilinguality and we have been discussing the experience through an ongoing correspondence whereby I wrote letters to them en masse and they replied to me individually. In this talk, after briefly describing my data-gathering technique (assessed interactive writing) I will present the results of a preliminary analysis of the students’ ideas and attitudes regarding bilinguality, multilingualism and translanguaging as expressed in their letters.

Biodata: Pat Moore is a Senior Lecturer at the Universidad Pablo de Olavide in Sevilla. Her research interests revolve around second/foreign language development and bi-/multilingualism focusing particularly on classroom discourse, learner output, materials design and teacher development. She has published related articles in Applied Linguistics; the International Journal of Bilingualism and Bilingual Education; Language Learning Journal; the European Journal of Language Policy and the International CLIL Research Journal. As someone who has lived most of her life as a ‘non-native speaker’ (of a variety of languages) she has first-hand experience of what being bilingual means. At the moment she is very interested in the debates around translanguaging and bilingual behavioural practice.

### Telling the stories of youth: co-producing knowledge across social worlds

**Moore, Emilee & Tavares, Gina**

**University of Leeds**

This paper discusses the collaborative production of knowledge between people inhabiting different social words – a foreign visiting educational researcher and local teenagers in a Youth Spoken Word (YSW) poetry organisation based in Leeds, UK. YSW is a powerful artistic practice and a lesser-known transnational youth culture connecting diverse young people across times and spaces, that the researcher has approached with an interest its educational affordances (Yanofsky, van Driel, & Kass, 1999). The paper will take issue with what counts as knowledge production in ethnographic research of this type and who is entitled to tell the stories and use the words of youth (Shuman, 1986). Following authors such as Pahl (2014, p. 48), “the way in which the collaborative space of inquiry that crosses the boundaries of arts practice, ethnography and education can open up new epistemological spaces, that in turn, listen to meaning makers” in new ways, is a paramount concern. As a first step, this paper is an experiment in co-writing (Lassiter, 2005) between researcher and young poet in seeking more collaborative ways of telling youths’ stories than those typical of academia.


Biodata: Emilee Moore is a postdoctoral researcher in the Beatriu de Pinós program (Generalitat
de Catalunya), affiliated with the School of Education at the University of Leeds. She studies learning practices in multilingual and multicultural educational contexts from a perspective integrating linguistic anthropology, interactional sociolinguistics, ethnomethodology and sociocultural learning theories. Her current work is in Youth Spoken Word poetry. She is a member of the GREIP research centre.

Gina Tavares is a young poet based in Leeds, UK and a first year university student. She uses her ideas, words, voice, and emotions as catalysts for social change through Youth Spoken Word.

**Translanguaging in researching multilingualism in economically precarious, superdiverse urban settings**

*Moore, Emilee; Baynham, Mike; Simpson, James; Hanusova, Jolana; Callaghan, John; Bradley, Jessica*

*University of Leeds, UK*

We report here findings of the Leeds site of the larger TLANG project (AHRC, UK) investigating translanguaging in Birmingham, Cardiff, Leeds and London. A recurrent theme in the Leeds research has been extreme economic precarity, that contributes to keeping certain voices and communicative repertoires in peripheral spaces. Our understanding of translanguaging has expanded beyond the initial focus of translanguaging across ‘languages’ to encompass: translanguaging across registers and varieties; intersemiotic translanguaging (verbal/visual/gestural) and the interface between language, action and body; and translanguaging that involves mediation across discourses (interdiscursive translanguaging). We illustrate the discussion with data and findings from our research themes: i) interpreting and advocacy, ii) heritage iii) sport, and iv) creative arts. Our research aims to describe diverse and complex practices of translanguaging, and to be a catalyst for critical discussions on language and culture, social inequalities and social justice.

Paper 1: Translanguaging in interpreting and advocacy (Mike Baynham)

This presentation shows how, together with translanguaging across languages, interpreting and advocacy, on which we focus in two of our research phases, also involve translanguaging across registers and varieties, as well as interdiscursive translanguaging. This happens while advocates and interpreters routinely mediate issues such as benefit claims for their clients.

Paper 2: A heritage for the future: Remaking heritage in superdiverse Leeds (James Simpson)

Heritage is what is handed down and what is valued, and – in migration contexts – is re-made locally. I focus on a Roma community activist in Leeds, as she attempts to establish heritage-related initiatives in her new home. What are the discourses and registers that she has to negotiate, as she re-makes a heritage for the future?

Paper 3: Translanguaging in sport (Jolana Hanusova and John Callaghan)

In this presentation we explore the role of languaging and translanguaging in the context of other modes of communicative action as individuals from diverse backgrounds co-operate and compete in the goal-oriented activities of capoeira and basketball, and we trace links between
these activities and the ongoing construction of identities and pursuit of ‘life projects’ (Lefebvre, 1991).

Paper 4: Translanguaging in creative arts: Creating spaces for the visual and the audible (Jessica Bradley and Emilee Moore)

Translanguaging spaces (Li Wei, 2011) are created for and by translanguaging. Using data from three creative arts projects - street performance, spoken word poetry, and silk painting - we explore diverse ways in which translanguaging spaces are created. We show how creative methods enable, foster, and build rich and innovative spaces in which often un-heard voices and repertoires can be made visible and audible.

Biodata: Mike Baynham is Professor of TESOL and a co-investigator of the TLANG project. He has long-standing research interests in literacy studies, narrative and language and migration. Currently in addition to the TLANG research he is working on queer migrations.

James Simpson is a senior lecturer in language education at the University of Leeds, and is a co-investigator on the TLANG project. As well as his work on TLANG his research interests are the teaching and learning of English for multilingual students in migration contexts, and language learning with new technology in the developing world.

Jolana Hanusova is a research assistant on the TLANG project. Together with other Leeds-based project members, she is investigating linguistic and cultural practices in multilingual settings. With a background in modern languages, Jolana has a specific interest in the language use of the Czech and Portuguese-speaking communities.

John Callaghan is a research assistant on the TLANG project. His interests include linguistic and visual ethnography, in particular when used to investigate intercultural interaction in relation to its spatial and historical contexts.

Jessica Bradley is a doctoral researcher on the TLANG project. She is undertaking research into translation and translanguaging in community arts in the UK and in Slovenia. Her work focuses on outdoor performance and visual arts. Previously, Jessica worked with schools and colleges to promote language learning and fine art. Her background is in modern languages and translation studies.

Emilee Moore is a postdoctoral researcher in the Beatriu de Pinós program (Generalitat de Catalunya), affiliated with the TLANG project. She studies learning practices in multilingual and multicultural educational contexts from a perspective integrating linguistic anthropology, interactional sociolinguistics, ethnomethodology and sociocultural learning theories. Her current work is in Youth Spoken Word poetry. She is a member of the GREIP research centre.

Interculturalidad en la formación del profesor de lenguas extranjeras

Moreno - García, Patricia; Moya – Chaves, Sindy & Nuñez – Camacho, Vladimir

Universidad Pedagógica Nacional & Pontificia Universidad Javeriana

En la formación del docente de lenguas, la discusión sobre interculturalidad se encuentra en
general limitada al tratamiento antropológico de la tradición folklórica, y en el aula, su aplicación es marginal al máximo. La visión de interculturalidad que ha prevalecido implica llegar a un bienestar social de igualdad que depende de los individuos, no de la sociedad en sí ni tampoco de un cambio de la estructuración social; por lo tanto es necesario pensar la educación intercultural como proceso de estudio y aprendizaje interdiversidad cultural desde un enfoque político, epistémico y ético de la interculturalidad crítica y su relación con asuntos de la decolonialidad (Walsh, 2009).

Buscamos llenar un vacío en la formación intercultural de los profesores en formación desde una mirada a la interculturalidad crítica, no como un proceso o proyecto étnico, ni tampoco como un proyecto de la diferencia en sí. Más bien, tal como lo plantea Walsh (Ibíd.), es un proyecto que apunta a la re-existencia y a la vida misma, hacia un imaginario “otro” y una agencia “otra” de con-vivencia, de vivir “con” y de sociedad. Para ello, comprendemos las aulas de clase como contextos culturales cada vez más diversos. Tal como lo afirma (Tudor, 2002) el salón de clase es una institución social, que a los ojos de diversos actores sociales, sirve un propósito en el desarrollo de cierto tipo de ciudadanía. Los salones de clase tienden así a reflejar los sistemas fundamentales de valores y creencias de una sociedad tal como se configuran en un determinado tiempo.

Este estudio se enmarca en la lógica de la investigación cualitativa, se caracteriza por ser descriptivo y tener un enfoque interpretativo en tanto su interés era develar las relaciones que dan significado y sentido a la formación inicial de profesores de lenguas extranjeras y la interculturalidad.


Profesora de los seminarios de investigación en la Maestría en enseñanza de lenguas extranjeras de la UPN. Vinculada al grupo de investigación en Hipermedia, Evaluación y Aprendizaje del inglés. Ha realizado investigaciones en el campo de la formación inicial de profesores de lenguas extranjeras y ha sido directora y jurado de tesis de maestría en temas relacionados con la formación de profesores, las prácticas pedagógicas y la enseñanza y aprendizaje de lenguas extranjeras. Ha publicado libros y artículos sobre las practicas pedagógicas y el uso de la tecnología en la enseñanza y aprendizaje de lenguas.

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**Languages of Instruction at the Multilingual University**

*Mueller, Jessica Terese*  
*University of Hamburg*

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To date, the use of English as a lingua franca in academic contexts has been relatively well documented. However, previous studies have often focused on a narrow perspective of English as the first foreign language learned by native speakers of a particular nationally defined language. In this way, English is often juxtaposed in opposition to the national language to conclude that the use of English in academic settings represents either a threat to the national language or an enrichment to the universities and other institutions of higher education at which English is used. Through an initial pilot study, we aim to examine how and to what degree
the linguistic repertoire of the students and instructors influences English as a lingua franca. In light of the fact that the metalinguistic competencies of multilingual speakers of English have been largely neglected in the research thus far, these competencies have been placed in the foreground of the current study. In the first round of data collection, information about the multilingual resources of approximately 1370 students and 323 instructors of the University of Hamburg has been gathered with the help of an online questionnaire. In addition, data were collected on participants’ attitudes and motivation regarding English as a lingua franca, multilingualism and German as a foreign language. Subsequently, interviews will be conducted with selected participants, in order to more closely examine the influences that other languages have on English regarding its comprehension and production. We hypothesise that multilingual speakers of English possess a highly developed repertoire of grammatical structures and pragmalinguistic knowledge, which could be used more effective in university instruction. Initial results show that the students and instructors are indeed multilingual, with more than 200 languages, dialects and varieties having been identified, which students and instructors use at the University.

**Biodata:** Following completion of her parallel Bachelor’s degrees in German and psychology, Jessica Terese Mueller received a Master’s degree in clinical psychology, after which she worked for a time as an addiction therapist and caseworker for monolingual English and bilingual Spanish-English children, adolescents and adults. She later worked as a psychology research assistant and freelance teacher of English, Spanish and German in Germany, the United States and Spain while working on her second Master’s degree in multilingual educational linguistics. Currently she is a research associate at the Universität Hamburg, where she is pursuing a doctoral degree in applied linguistics with a focus on alternatives to lingua franca use in international and intercultural communication.

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**From deaf language brokering to deaf professional translation**

Nana Gassa Gonga, Aurelia Paris 8 University and CNRS

The past ten years have seen increased professionalization of the emerging profession of Written French/recorded French Sign Language (recorded LSF) translation (Gache 2005)—wherein written French is translated by deaf translators (Stone 2009) into their main language, i.e. French Sign Language (LSF), in a recorded format. Formerly, deaf people were used to function as language brokers in their own community, without any recognition or academic formation. In France, a law from 2005 about the recognition of LSF as a full language and the development of technology, led to the creation of Websourd, a bilingual – Written French/recorded LSF – website. That was the beginning of deaf translators’ formation and recognition.

This talk addresses two levels of this emerging profession. On a historical level, through semi-structured interviews with deaf translators, we describe the shift from deaf language brokering to deaf professional translation in France compared to other European countries. On a meta-translation level, we present the French unique particularity: the schematisation technique. While other deaf translators in Europe translate written text to Sign Language using an autocue scrolling the source text, French deaf translators use schematisation, as an abstract reminder of the source text. French deaf translators translate from memory.
This paper starts from the assumption that when an individual interacts with others there are certain phenomena that influence him or her and these can be ranked in terms of the extent, or the weighting, of their impact. In many fields, such as international business management, health and social care and education, it is considered that the most important factor influencing interactions is said to be culture. This is particularly the case in any interactions deemed to be “intercultural” ones. The view taken in this paper is that there are other factors that have an impact on interaction and the outcome(s) of interaction that have a stronger influence than culture. It will look at four factors that supersede culture in terms of the level of impact had on interaction. These factors are trust, context, power and bonne volonté. These factors are sometimes considered under the umbrella of culture, but not as having a heavier weighting than culture in interactions and being separate to it. These concepts will be defined in the context of this paper and the importance of them in terms of influencing interaction will be assessed. A particular focus will be put on the somewhat overlooked notion of bonne volonté as opposed to mauvaise volonté. These terms could be roughly translated as goodwill as opposed to unwillingness in English, but that does not precisely reflect the meaning of these terms. The meaning and impact of them will be discussed here. Bonne volonté could be of particular importance in terms of selecting suitable candidates for certain missions. One of the questions that will be raised is whether or not it is possible to devise a specific way to evaluate an individual’s level of bonne volonté that could be used as a mission selection criterion. These factors will be put into a larger model of interaction called the interaction pathway that shows the “filters” that an individual goes through on his or her way to interaction.
In one obvious sense, bridging languages and cultures has always been a fundamental component in the work carried out by translation and text-editing professionals. In that respect, the Unitat de Assessorament Lingüístic i Traduccions (Language Advisory & Translation Unit/UALT) at the Language Service of the Universitat Autònoma de Barcelona is no exception. But changing scenarios bring new roles, or at least call for substantial recalibration of traditional ones.

In our context, this has meant moving away from the traditional core competencies of translation, text editing and text correction into the production of resources (nomenclatures, style guides) aimed at facilitating cross-language and cross-cultural communication, as well as at empowering individual language users. Beyond this, attending to other initiatives and projects has also become an increasingly significant part of our changing role. One such initiative is the Erasmus+ project titled Nursing on the Move, in which we participate as the Spanish partner.

Nursing on the Move is an international eight-partner project (led by the University of Antwerp) to produce online and on-the-job communication tools for the nursing profession, most particularly to facilitate greater cultural acclimatisation of nursing staff in situations of cross-national mobility.

This paper will briefly present the project but—in order to reflect through this single ‘case study’ how new cultural challenges and opportunities bring with them new roles for consolidated language practitioners and services—it will focus centrally on reviewing the various ways in which our participation involves assuming more directly the function of language and cultural brokers. By extending and adapting our conventionally ‘static’ parameters to ones that are far more fluid and dynamic, we hope to ensure the greater relevance of our unit’s work; to contribute to the production of innovative multilingual and multicultural training resources; and, above all, to respond effectively to providing suitable responses to the shifting demands of an interconnected world.

**Biodata:** Dr David Owen is Head of Academic Translation in the Language Advisory and Translation Unit of the Language Service at the Universitat Autònoma de Barcelona (UAB). Within the ambit of translation-related concerns, he has published on issues concerning linguistic imperialism as this affects the native and non-native production of English and on the applicability of translation as an L1-L2 teaching strategy. He is also a lecturer in English Literature in the Department of English and German Studies in the UAB, where his research, teaching and publication focus is on the novelistic fiction of the late eighteenth century. David.Owen@uab.cat

**Critique of the pedagogical design of an intercultural telecollaboration project**

**Özcan, Saliha**

**Universitat Autònoma de Barcelona**

It has often been suggested that telecollaborative exchanges promote the development of intercultural competences through the connecting of two groups of language learners with Internet technologies. Teachers today have a growing responsibility for helping their students feel comfortable in the ongoing role of mediating between diverse languages and cultures in their daily lives, including online social activities that have the potential to become
transformative practices that take place in the openings between diverse languages and cultures. However researchers of telecollaboration have been ready to identify the numerous challenges and even failures in virtual exchange projects, attributable to a wide range of factors (Lamy & Goodfellow, 2010). In discussing ‘failed communication’, these authors mention the learners’ level of intercultural communicative competence, but they also point out that stereotypes the participants may bring with them to an exchange can have an impact on the success, or not, of intercultural competence development. Most work looking at telecollaborative participants has focused on language learners’ intercultural growth, however there are fewer studies on the role of the teacher-to-teacher relationship and the task design on the impact of intercultural development. Using a qualitative analysis of naturalistic data from classroom interaction, this presentation will look at the teachers’ pedagogical design and intended purposes of different tasks that make up a telecollaborative project -that had the theme of raising awareness and increasing understanding of EU refugees- with the actual intercultural gains of the learners. Ways to better support students’ intercultural comprehension and competences through telecollaboration will be discussed.

Biodata: Saliha Özcan is a doctoral candidate studying at the Universitat Autònoma de Barcelona, Department of Didàctics de la Llengua, de la Literatura i les Ciències Socials. She is writing her doctoral thesis under the supervision of Dr. Melinda Dooly about the design and implementation of telecollaborative projects in secondary education and is carrying out her research within the auspices of the research project ‘Knowledge for Network-based Education, Cognition & Teaching (KONECT), financed by the Ministry of Science and Innovation: Proyectos I + D del Programa Estatal de Fomento de la Investigación Científica y Técnica de Excelencia (EDU2013-43932-P); 2014--2018.

What does the concept of ‘interculturality’ mean in European youth mobility projects?

Pál, Agnes

Budapest Business School

The presentation would approach the issue of language and intercultural mediation from the practical side, analyzing the intercultural dimension of emerging mobility projects for young people and youth workers that have been supported and realized in the framework of the Erasmus+ program in Hungary.

The word ‘intercultural’ being mentioned in the whole 2014 Erasmus+ Program Guide 20 times, and in next years’ editions 35 times, the importance attributed to this concept is evident. However, it is in relation with non-formal and informal learning opportunities in the youth field that “intercultural and inter-religious dialogue” appear as a special priority in 2016, in accordance with the 2015 Declaration of the Second European Youth Work Convention.

From the starting point of public list of approved projects in 2014, 2015 and the first part of 2016, I will first investigate these projects\’ visibility on internet (homepage, facebook) and then examine how their intercultural benefits are presented, trying to infer the interpretation of interculturality in the projects.

I am especially interested in the grade of consciousness concerning the use of this concept, and I would focus on the following questions, based on the information available on internet about the project: How is the participants’ intercultural awareness raised in the framework of the
projects? Are there some projects that merely expect that participants’ intercultural competences will be developed as an automatic side-effect of transnational encounters? Is there a sign on the analyzed homepages that any indicators are being used in the project in relation with intercultural communication competence? Do the projects focusing on social issues make use of intercultural mediation and in these projects who is mediating between which cultures and how? In projects involving intercultural mediation, what language issues arise?

**Biodata:** Ágnes Pál is a lecturer at the Budapest Business School, currently teaching Spanish for specific purposes at the Faculty of Commerce, Catering and Tourism. She launched and coordinated several projects at the Language Department, such as 21st Century Skills in Focus-Virtual LSP Workshop, (obtaining the award of European Language Label in 2013) or Internationalization in Everyday Practice of Teaching Languages for Specific Purposes (winning a national prize for internationalization in June 2016). She has been a member of the board of experts of the national agency of the European Commission since 2012.

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**Narratives of a professional sojourner: mediating between languages and cultures**

**Palacios González, Nahielly Beatriz**  
**University of Manchester**

As a result of a globalised and internationalised world, more and more people from different parts of the globe have come into contact in the last years forty years. The dramatic increase of this social interconnectedness (Held et al., 1999) has pushed the “21st century higher education toward greater international involvement” (Altbach and Knight, 2007:290). Knowledge industries have more investment with the purpose of meeting the demand for highly educated individuals who can communicate effectively with people from similar and different sociocultural and linguistic backgrounds and who can succeed in this globalised era (Jackson, 2015; Dolby, 2007). Therefore, both, staff and students (home and international) from Universities all around the world face the different challenges that this new age brings with it (e.g. promoting and developing intercultural skills, becoming intercultural speakers, incorporating and enhancing critical thinking skills into learning and teaching practices etc.). As a PhD researcher at the university of Manchester, I am constantly working in different contexts and interacting with different people, who like me have a different sociolinguistic and cultural background. Some of them are local individuals, who unsurprisingly speak in different accents; some others are international sojourners (i.e. people studying, working and living in a place different from their home country) who use English as a lingua franca. In other words, I am currently experiencing a wide range of intercultural encounters inside and outside the University. I have realised that most of the time, I am developing, operationalising and enhancing my intercultural communicative competence. Hence, I have become a mediator between languages and cultures. In this presentation, I aim to share with the audience not only my lived experiences as a professional sojourner in the UK but also how I have come to critically engage with the idea of becoming a mediator between cultures and languages.

**References:**

Sojourners or tourists? – Transforming students into critical cultural mediators

Parks, Elinor

University of Hull & Leeds Beckett University

The paper problematises the separation between language and content in Higher Education exploring its implications on language graduates’ ability to develop into effective critical cultural mediators. It is situated in a context of uncertainty for Modern Languages and a rapidly changing society in which the boundaries of nation states and cultures have become fluid as a result of ‘migration, diaspora and Internet communication’ (Kramsch, 2009).

The paper draws upon the findings of a PhD study investigating the implications of the division between language and content, in two American and two British universities. Referring to Byram’s (1997) notion of tourist and sojourner, it explores students’ development of Critical Cultural Awareness as it emerged from the analysis. The findings suggest that the explicit coaching and guidance towards critical reflection and evaluation of culture, most often attributed to the content element of the curriculum, played a significant role in helping students develop into effective critical cultural mediators. As Holmes (2015) argues students’ intercultural awareness and development ‘is unlikely to occur of its own accord’ (p. 17). The importance of developing a critical perspective towards culture has also been raised in the Worton (2009) report and in the QAA (2015) Benchmark Statement, which emphasises the value of graduates developing a ‘critical understanding of other cultures and practices other than one’s own’ (p. 15-16)

The MLA (2007) report, referring to the US context, suggests that ‘a curriculum should consist of a series of complementary or linked courses that holistically incorporate content and cross-cultural reflection at every level.’ (p.5)

In interviews staff commented on the invaluable contribution of coaching students towards a more reflective and critical understanding of culture. Implications of these findings are discussed and recommendations are made for the future of Modern Languages in Higher Education.

Biodata: Elinor Parks is a PhD student in Applied Linguistics at the University of Hull. She is also a part-time lecturer of German and Italian at Leeds Beckett University. Her doctoral research explores the complexity behind the separation between language and content in Modern Language degrees both in the UK and in the USA. In particular, the research examines implications of the divide for the development of criticality and intercultural competence in undergraduates. She has presented at a number of conferences including Southampton, Liverpool, New York, Sheffield, Leeds, Nottingham and York.

Research into linguistic diversity and multimodal practices for HE praxis
In this paper, we argue that developing an understanding of bi/multilingual students’ communicative repertoires is essential for bridging diverse languages and cultures in university settings and for shaping pedagogies more attuned to social justice (and how this might relate to internationalization) within higher education. The term ‘communicative repertoire’ is proposed to describe the linguistic and semiotic resources that bi/multilingual students draw on and the ways in which these resources are developed through mobility across social and cultural boundaries. Our aim is to reflect on how our research into the linguistic and multimodal practices of adolescents and young adults from migrant communities in the UK can inform praxis in higher education. We start by sharing data from our research projects (Domingo, 2011; Preece, 2009, 2010; Preece et. al, 2016). We examine the multimodal and multilingual practices of Filipino British adolescents in networked ‘Digital Tambayan’ spaces (hanging out in digital spaces like YouTube, Facebook, Soundclick) to demonstrate how they draw on diverse communicative repertoires for a variety of learning purposes and to reach different audiences. Then we turn to the multilingual practices of British linguistic minority undergraduates and international postgraduate students in UK universities to examine how they report making use of their communicative repertoires to navigate their studies and social lives. Following this, we reflect on how we have applied our findings to practice. We will share how we have made spaces for students to become co-creators of their learning through drawing on and integrating a variety of linguistic and semiotic resources. We conclude by arguing that practices that seek to bridge the languages and cultures of the student population and the academic community offer the possibility of opening up transformative spaces within higher education and the potential for conceptualizing higher education as a multilingual and multimodal space.

**Biodata:** Siân Preece is Senior Lecturer in Applied Linguistics and TESOL at UCL Institute of Education. Her research examines the relationship between language and identity, particularly the intersection of gender, ethnicity and social class with linguistic minority students in higher education. She is the author of *Posh Talk: Language and Identity in Higher Education* (Palgrave Macmillan 2009), editor of *and The Routledge Handbook of Language Identity* (Routledge 2016) and one of the co-authors of *Language, Society and Power*, 3rd edn. (Routledge 2011). She is Principal Investigator for the ESRC seminar series: *The Multilingual University: The Impact of Linguistic Diversity on Higher Education in English-dominant and English Medium Instructional Contexts.*

**Child language brokering in classroom interactions. Remarks on agency**

*Pugliese, Rosa*

*University of Bologna*

This paper examines two naturally occurring child language-brokering (CLB) interactions, which were audio-recorded in Italy, in a primary school. Both of them involve two 4th grade Chinese pupils, together with the main teacher (in the first episode) and the trainee teacher (in the second one). The study draws on conversational analysis and has a two-fold aim: it closely looks at the interactive dimension of CLB as a situated phenomenon and an interactional achievement; and, against this background, it analyses features of CLB – such as the undertaking of the broker’s role and the role reversal in adult-child relationship – from the conceptual perspective of agency. I argue that this concept, at its interface with the discursive sequential
order, is a powerful analytical tool to describe how the influence of the broker’s role (and of the brokering event as a whole) on the relation with teachers, as well as with peers, can be locally constructed in the ongoing classroom interaction.

**Biodata:** Rosa Pugliese Department of Modern Languages, Literatures and Cultures .Alma Mater Studiorum University of Bologna (Italy) rosa.pugliese@unibo.it

Formerly researcher at the University of Siena, is currently working at the Department of Modern Languages, Literatures and Cultures, at the University of Bologna, where she teaches Teaching Italian as a second language. Her main research interests are classroom interaction and intercultural communication. Within these areas, she has participated in several national projects on dialogue and interaction, including “Forms of university teaching in humanities faculties” and “Discourse and learning”, and she has investigated natural interactions among native and immigrant workers in several Italian contexts. She has published on intercultural communication, citizenship education and teaching Italian as a second language.

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**How do lawyers and their clients bridge languages and cultures?**

*Reynolds, Judith*

*Durham University, UK*

In this presentation I will draw from data collected as part of a linguistic ethnographic study of intercultural and multilingual communication in the UK asylum process. The relevant part of the study followed one immigration lawyer as she advised clients from a range of linguistic and cultural backgrounds on asylum and refugee family reunion applications. In the UK, public funding for legal advice and interpreting provision in these areas is limited, making the job of giving and receiving advice across linguistic and cultural divides more challenging. The data reveal the diverse ways in which the lawyer and her clients work to bridge these divides.

I will firstly demonstrate how language mediation was achieved in this workplace in different ways. These included the use of non-professional language brokers, sourcing alternative means of providing professional interpretation services, and the use of the client’s own linguistic resources through English as an additional language, all combined with strategies of linguistic accommodation and flexibility in the face of uncertainty. I will also discuss how different technologies, such as written documentation, telephones, and internet communication technologies, were drawn on by participants as language mediating tools.

I will secondly consider how cultural divides were bridged by participants in these meetings. I shall discuss the role played by cultural intermediaries such as NGO support workers and language brokers. I will also demonstrate the lawyer’s key role as cultural mediator, showing how she draws on her specialist knowledge of the cultural backgrounds of her clients, and the ‘small culture’ of UK immigration law and its application, to build a relationship of trust with the client, help the client to understand the legal processes, and advise them on what needs to be done to remedy the situation when these two cultures are in conflict.

**Biodata:** Judith Reynolds is a doctoral researcher at Durham University, UK. She researches intercultural and multilingual communication, with a particular interest in communication in legal contexts. Judith holds a BA in French and Japanese and an MA in Intercultural Communication for Business and Professions, and is also a UK qualified solicitor with ten years’
Judith's research investigates multilingual and intercultural communication within the UK asylum procedure, between applicants for asylum and refugees, and the legal advisers and institutional representatives with whom they engage in their struggle to obtain refugee status and establish a new life in the UK. Her study sits within the AHRC-funded large grant project 'Researching Multilingually at the Borders of Language, the Body, Law and the State'. Judith's other research interests are in intercultural competence and education, sociolinguistics, and issues of language, culture, power and identity.

Films and Intercultural Communicative Competence: An Intercultural Course in Iran
Rahimi, Masoumeh & Rezaei, Saeed
Islamic Azad University & Sharif University of Technology

The increased diversity in students’ cultural, language and ethnic backgrounds in schools and universities has created urgent demands for the recognition of interculturality in educational settings. The main objective of the present mixed-method research was to examine if interculturality can be promoted and enhanced through the implementation of movies. Besides, the researchers attempted to explore how students may perceive interculturality in their classes and teaching materials. To this end, 15 female Iranian English language learners participated in this study. The two movies selected as the course materials included Terminal and Lost in Translation. Moreover, several prompts in the form of diary guides were generated by the researchers to delve into the participants’ attitudes and as a tool to trace if interculturality was improving in them. Another survey instrument was also developed to explore the participants’ attitudes toward the video-driven activities and the whole intercultural course. In order to analyze the diary and survey data, thematic analysis and descriptive statistics were utilized. The findings indicated that most of the participants appreciated the intercultural learning experience and showed that they progressed in their intercultural motivations, knowledge and awareness. The findings also confirmed that participants suggested that the three most important activities in language classes for the improvement of their intercultural communicative skills included familiarizing students with aspects of daily life and routine, playing movies that reflect the mainstream cultures, and finally focusing less on grammatical rules but focusing more on communication. At the end, an integrative course model will be provided for the implementation of online forums for teaching culture and intercultural issues.

Biodata: Masoumeh Rahimi is an MA graduate in TEFL (Teaching English as a Foreign Language) from Islamic Azad University in Iran. She has been teaching English in different language institutes in the past decade. Her main areas of interests are in intercultural issues in language teaching and learning.

Saeed Rezaei is Assistant Professor of Applied linguistics at Sharif University of Technology where he runs courses in sociolinguistics, applied linguistics, and discourse analysis. His publications have appeared in several national and international journals including the Journal of Multilingual and Multicultural Development.

Webpage: http://sharif.edu/~srezaei

Vitalizing Language Learning
These three papers represent our engagement with the philosophical ideas developed by Rosi Braidotti in among other books Nomadic Subjects (1994) and Nomadic Theory (2011). The first paper introduces the concepts we work with to think in new ways about language learning and teaching. First and foremost, we seek to emphasize positive processes of language learning, such as the encounter with the new, and the transformation this brings about in the languager. The papers by Ros i Sole and Quist explore different aspects of this vitalistic understanding of learning as living in language in a world where fixity no longer holds sway.

Nomadic Theory and Language Learning:
Jane Fenoulhet, University College London (j.fenoulhet@ucl.ac.uk)

This paper considers concepts in nomadic philosophy which instigate an affirmative way of thinking about the language-learning subject. They encourage a vitalistic approach which privileges becoming and multiplicity, emphasizing lived experience over structures and fixity.

Living the present through languages: Cristina Ros i Solé, King’s College London (Cristina.ros@kcl.ac.uk)

This paper reclaims the affirmative of the present in the learning of new languages. It uses the concepts of lifeworld and spracherleben to capture the language learning experience as a conscious and sensual ownership of a multilingual world in which languagers experience the world through personal and unpredictable assemblages that contrast with more rationalist accounts of language learning.

Paper 3: Gerdi Quist, University College London (g.quist@ucl.ac.uk)

Applying nomadic philosophy to language learning, this paper poses the notion of 'becoming traveller' as a figuration to be evoked in the language class. Such a figure embraces multiplicity and creativity and eschews the idea of duality of self and other which is sometimes encompassed in the idea of intercultural communication in language learning.

Biodata: Jane Fenoulhet is Professor of Dutch Studies at University College London and works both in literary and cultural history. Her research interests include Women’s writing, Literary history and Language pedagogy.

Dr. Cristina Ros i Solé is visiting lecturer at King’s College London, Goldsmiths College and the Open University. Her interests lie in Intercultural Communication, language learners’ identity and emotions. She has recently written The Personal World of the Language Learner (Palgrave McMillan, 2016).

Dr. Gerdi Quist is lecturer in Dutch at University College London. She is interested in language and culture pedagogy, multiculturalism and intercultural communication. She wrote 'Reading with my eyes open: embracing the critical and the personal in language pedagogy' (Ubiquity Press, 2013).
Cultural appropriateness of healthcare information
Rossetti, Alessandra
Dublin City University

Cultural adaptation and the resulting cultural appropriateness may enhance the effectiveness of health communication, by increasing the adoption of behaviours that can prevent or reduce harm (Parks and Kreuter 2008), thus addressing health disparities (Barrera et al. 2013; Vaughan and Tinker 2009; Kreps and Spark 2008). Kreuter et al. (2003) categorise cultural adaptation strategies into: peripheral, evidential, linguistic, constituent-involving and sociocultural. Rogler et al. (1987, p. 566) define linguistic strategies as “the lowest common denominator of cultural sensitivity” and Kreuter et al. (2003) specify that they involve translating health materials into the native language of a cultural community.

The focus of this paper is to present two research gaps in this field and the method proposed to fill them. Firstly, this paper identifies the need to investigate whether the notion of linguistic strategy might be expanded to include the simplification of the language used in healthcare materials. This aspect might prove particularly paramount for communicating healthcare information to limited English proficiency communities. Secondly, although different groups may require different approaches (Bender and Clark 2011), this paper underlines the need to identify potential similarities among cultural groups in terms of the prominence attributed to various cultural adaptation strategies.

Drawing on previous related research (Campbell and Quintiliani 2006; Erwin et al. 2007; Sanders Thompson et al. 2008), focus groups might be adopted. For example, participants may be asked to comment on: whether the use of a simplified language itself enhances the cultural appropriateness of health-related texts; and which of the strategies described in Kreuter et al. (2003) are considered the most effective in increasing receptivity among their cultural groups.

Filling these gaps might lead to the identification of further best practices for achieving cultural appropriateness and, in turn, stimulating health-related behavioural changes among multiple cultural groups, especially those with limited English proficiency.

Biodata: Alessandra Rossetti is a PhD student in the School of Applied Language and Intercultural Studies at Dublin City University. Her research revolves around the simplification, translation and cultural adaptation of healthcare information, especially for the prevention of health-related crises among limited English proficiency communities. She holds an MA in Specialised Translation from the University of Bologna (at Forlì) and a BA in Language and Intercultural Communication from the University of Salento (Lecce).

Mobility, Work and Multilingualism
Rubio Carbonero, Gema; Sassi, Massimiliano & Melissa Moyer
Universitat Autònoma de Barcelona

Work in the 21st century has become a major consideration for the ways people organize their lives, leisure and their language practices. In a global world context the need to work -or not- for a livelihood can be a useful angle from which to understand mobility and the sorts of multilingual practices that are adopted by persons who are mobile for a variety of reasons. It aims to make a contribution to the conference thematic strand on the Bridging of Languages
and Cultures in the Workplace by looking at the way mobile persons orient themselves to work, mobility and multilingualism. It reports on the multi-sited ethnographic research project on Multilingualism and Mobility: Linguistic Practices and the Construction of Identity that analyzes the life trajectories of mobile persons from both developed and developing countries settling in Catalonia and London (for purposes of work, leisure, study or life choice) and their multilingual practices. It departs from the point of view of these transnational people, taking into account the ways in which they construct their identities through and within their social networks and how they get involved with the local communities through their multilingual linguistic practices. Narrative data on the life trajectories of three different profiles of mobile persons are analyzed in order to gain a better understanding of who is multilingual and in which languages and what are the assumptions and consequences of adopting certain language practices. The three types of profiles that are discussed include: (a) persons from developing countries who moved to Catalonia in their pursuit of a better life and set up a business in the local services; (b) northern Europeans (mostly British and German) who moved to Catalonia (Empuriabrava) for the purpose of leisure; and (c) young Spaniards moving to London to study English but who must work in order to survive.

**Biodata:** Gema Rubio Carbonero holds a PhD on linguistic communication (Pompeu Fabra University, 2011). She did English studies at The University Complutense de Madrid and also has a master degree on linguistics from Lancaster University, England. Her PhD was about the political discourse of Partido Popular about immigration. She has worked for four years at GRITIM-UPF as postdoctoral researcher and currently works at CIEN-UAB.

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**Mediating Miscommunication and Conflict in Online Fan Spaces**

**Sauro, Shannon**

**Malmö University**

Online fandom, defined as the online network of fans who that develop around a particular type of media, performer, athlete or other public figure (Sauro, 2014), is a context that allows for the building of international communities on social media platforms. Fans who successfully inhabit these diverse international networks may therefore be required to develop digital, linguistic, and intercultural skills to mediate potential conflict that can arise from ideological disagreements and misunderstandings around the object of fan interest.

This study builds upon prior work in online media fandom for language learning which has explored the identity and second language learning and use of media fans (e.g. Lam, 2006; Thorne & Black, 2011) to examine the intercultural communication strategies used by an adult fan and second language speaker of English to mediate miscommunication and conflict in online fan spaces.

The focal participant for this case study, Steevee, is a 30-year-old female fan from eastern Germany who entered online media fandom six years prior in order to develop her English skills. Over time, Steevee’s deepening involvement in the social media community of the Sherlock fandom required her to draw upon both her knowledge of international English and her experience as a second language learning of English to successfully communicate with a wide range of fans from various cultural and linguistic backgrounds.

Data analyzed include semi-structured interviews, email correspondence, and posts from
Steevee’s Tumblr and Twitter. Analysis revealed how Steevee’s heavy involvement in the fan practice of spoiling, defined as the discovery and sharing of plot elements (Duffet, 2013), during filming of the television series Sherlock necessitated her use of certain strategies (e.g. avoidance of sarcasm, use of both easy and more complex English, and inclusion of graphics to illustrate textual posts) to communicate with and mitigate conflict in an international fan audience.

**Biodata:** Shannon Sauro is Associate Professor in the department of Culture, Languages and Media at Malmö University, Sweden. Her areas of research include computer-mediated second language acquisition, task-based language teaching in online environments, and the intersection of online media fandoms and language learning. Her current line of research explores the use of collaborative fanfiction writing to bridge language and literary learning for advanced L2 learners of English. She is president of the Computer-Assisted Language Instruction Consortium (CALICO), co-editor with Carol Chapelle of the forthcoming *Handbook of Technology in Second Language Teaching and Learning* (Wiley Blackwell), and an avid podcaster in the Sherlock Holmes fandom.

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**Stigmatized Identities: intercultural conflict between refugees and locals in Turkey**

Hasret Saygi
Bogazici University

Since the outbreak of the social uprising in 2011 in Syria, the number of the Syrians registered to Turkey to seek asylum has exceeded 2.7 million (UNHRC, 2016). From the 2011 onwards, the anti-refugee and racist discourse has become widespread, and this has resulted in stigmatization and criminalization of the refugee identities among local people. Because of the social and numerical significance and also increasing discriminatory discourse widely prevalent in Turkey, this research aims to cooperate with the refugees in their struggle for visibility and social justice.

Goffman (1963:9) defines stigma as the “situation of the individual who is disqualified from full social acceptance due to his difference”. In order to understand how stigma is socially constructed, Goffman suggests analyzing language of relationships rather than taking it as an attribute residing in an individual. Despite his interactionist position, the concept of stigma has been widely used in the field psychology at an individual level ignoring its relationship with the social and historical context.

In the conference, I will present the preliminary findings from my ethnographic research which I have been conducting as a part of my Ph.D. thesis. This study consists of home visits, observations and the individual stories of the refugees residing in Kirsehir, Turkey. The research also includes the data obtained through focus group interviews with a group of local women to understand their collective stances towards the refugees in their neighbourhood. Through the use of narrative analysis, I attempt to understand this increasing intercultural conflict from the eyes of the participants by focusing on how these two groups position each other and speak about them. This study also aims to understand to what extent it is possible for refugees to challenge the interpersonal discrimination and to transform the possible stigmatizing representations and practices.

**Biodata:** Hasret Saygi is a pro-refugee activist in a grassroots organization combating racism and nationalism in Turkey, and a voluntary teacher in the Syrian-Palestinian-run Community Center in Istanbul. She is also a Ph.D candidate in the Department of Foreign Language Education at Bogazici University. She received her M.A degree in the Department of Applied Linguistics at
King's College, London and wrote her thesis about the language related problems of the Turkish immigrants in London. Currently, she is a visiting student at University of Lleida under the supervision of David Block. She has taken active role in Back-to-School and After-School Projects in Istanbul. The projects aim to help the Syrian children register and integrate in the local schools and to provide them with the supplementary language and literacy education in their neighbourhood in Istanbul.

**Conversation analysis and cultural mediation: some examples within "institutionalized" contexts**

Scibetta, Andrea

University for Foreigners of Siena (Italy)

This work focuses on some mechanisms characterizing conversations between native speakers of Italian, speakers of other languages and cultural mediators within "institutionalized" contexts. In particular, I chose to take into consideration the results of two case studies, one conducted in a public office and one conducted in a school, the purpose of which is to analyze some characteristics and peculiarities involved in verbal, para-verbal and non-verbal interactions between native speakers of Italian and speakers of other languages (mainly Chinese). As regards the theoretical background and the methodological approach, this study is mainly based on the applied Conversation Analysis (cf. Sacks, Schegloff & Jefferson 1974; Orletti 2001 et al.), and also, because of the socio-cultural implications that it can emphasize, on the social problem oriented Conversation Analysis (cf. Kasper & Wagner 2014 inter alia). This work is divided into two main parts. The first part concerns theoretical observations on the main processes involved in interactions between speakers of different languages through the help of a cultural mediator. In addition, some considerations on the re-definition of the boundaries of the concept "intercultural communication", as well as on the processes of "institutionalization" and "de-institutionalization" of communicative contexts will be given. The second part concerns the analysis of the transcription of conversations between Italian native speakers, speakers of different languages and cultural mediators within two different "institutionalized" contexts in Italy.

The final aim of this work is to emphasize some peculiarities that characterize this specific kind of interaction, as well as to suggest new approaches to the concepts of "cultural mediation" and "intercultural communication" within multilingual societies.

**Biodata:** Andrea Scibetta was awarded a Master Degree cum laude in "Chinese language and literature" at the University of Florence (Italy) in 2012. He has also studied at the LMU - University in Munich (Germany) and he has been a Visiting Scholar at the Wenzhou University (People's Republic of China).

He is currently a PhD Student in "Linguistics and L2 Italian teaching" at the University for Foreigners of Siena (Italy). Furthermore, he teaches Chinese language and culture at the Confucius Institute of Florence (Italy). He has been a cultural mediator between Italian language - speakers and Chinese language - speakers in schools, public offices and enterprises for more than five years.

**Experiencing the cultural other at home through English**

Song, Li
Meeting and reaching the cultural other is essential for intercultural learning through personal experience. And this experience is often assumed to be taking place when one goes to another country, lives or works in an intercultural community. However, for the majority of Chinese university students of English, this is still an ideal yet a distant path to experiencing the intercultural. In this study, a new way to encounter the cultural other will be explored through a project called “Our Stories in English”, a coursework designed to have students explore and exploit the potential of English as a foreign/international language in (re)constructing their own cultural identities as well as in encountering the cultural other in such processes.

More specifically, the students are encouraged to tell their personal stories or give narratives of their families, hometowns, ethnicities, places they have been to, etc. in English, featuring the unique life styles, customs, values and beliefs. In so doing, the students are expected to encounter differences and difficulties in representing their China stories in English. They will first be guided to overcome the problems through reflecting on their own life experience and that of other Chinese and how the China stories are narrated in Chinese and then find out what linguistic, social and cultural differences between Chinese language-culture and English language-cultures may have caused the difficulties or problems. Students will then have to learn to mediate between two languages and cultures. Through such coursework, students can better realize the role language plays in representing, constructing and reconstructing their own and the others’ cultural identities. It is hoped that the present attempt at having the students encounter the cultural other at home through learning projects can offer practical approaches to intercultural education through foreign language education in a relatively monolingual and monocultural environment.

Biodata: Song Li, Ph.D., is Professor of English at Harbin Institute of Technology, China. Her research interests center on the intercultural dimension of foreign language education, and in particular the interactions between language, culture and (inter)cultural identity in the global multicultural contexts. Her most recent researches include an intercultural communicative approach to ELT, teacher cognition of ICC and intercultural citizenship education through critical language-cultural awareness for in ELT classrooms.

Training teachers for bi- and multicultural classroom settings in Catalonia
Strubell, Miquel
(retired Sept. 2014 from Universitat Oberta de Catalunya)

The author did some research for a keynote paper at a conference at Sabhal Mòr Ostaig (Skye) in May 2015. He investigated through questionnaires and interviews to what extent student non-specialist teachers are taught skills and tools in having to cope, using immersion methods in Catalan, with increasingly multilingual and multicultural classrooms, during their initial B.Ed. at most of the training colleges and faculties of Education in Catalonia, and several in the neighbouring regions of Valencia and the Balearic Islands.

The data gathered covered not just the main theoretical issues and a treatment of the related sociolinguistic and educational aspects, but also many fascinating on-site observations made by students as assistant teachers during their training, which in some cases takes place at schools.
with very low proportions of native Catalan-speaking pupils.

This paper will present some of the main findings, both to highlight some of the best practices detected, and to make recommendations for redesigning curricula. The conclusion is somewhat sobering, given the large scale of the phenomenon: in 2002-2003 there were 54,009 foreign-born pupils in Catalonia’s schools, while last year (2014-2015) this figure was 162,060: three times more.

This poses a considerable challenge to teachers and curriculum developers alike: for nearly the whole period from 1985 to about 2000, immersion methods had to deal only with two languages which are both Romance languages and which are both known by all the teachers involved. Since then, though, upwards of 250 languages are spoken by pupils in their homes, and this means that some of the cornerstones of the model need to be thoroughly rethought. This has profound implication to teacher training, both initial and in-service, of course.

Provided interpretation is available, the paper will be presented in Catalan.

**Biodata:** The author (MA Psychology and Physiology, U. Oxford, MSc Psych. of Education U. London, Diploma in advanced studies, Auton. U. of Barcelona) worked in international schools, before joining the language planning unit at the newly refounded government of Catalonia in 1980, where he headed the language promotion team and then the research institute there. In 1999 he moved to the Universitat Oberta de Catalunya, where his areas were language planning and policy, and sociolinguistics until retiring in 2014. He also served as a consultant on OSCE and Council of Europe missions to Estonia, Latvia, Kazakhstan, Croatia, Russia, etc. and coordinated several Reports on minoritised languages in Europe (e.g. Euromosaic 1996). His research has been in the general fields of bilingualism, language attitudes, identity and minorities, specially in Catalonia and in Europe. He is specially active now in grassroots organisations advocating full sovereignty for the Catalan people.

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<th>Investigating the investment in English learning of two Chinese students</th>
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<td>Teng, Luyan</td>
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<td>Departament of Language, Literature and Social Science Education, Universitat Autònoma de Barcelona</td>
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This study examines how learning English is perceived by rural Chinese school students and in particular their investment (Norton, 1995) in developing their skills in that language. As part of a larger PhD study, two male students were interviewed periodically during and after their secondary school studies in China about their goals as English language learners, the perceived significance of English learning for them in their futures, and the investment they made. The interviews were conducted both on-line using the QQ chat software and face-to-face in China. A qualitative approach to the analysis of the narrative data collected is adopted.

The findings show that when the students were in secondary school, they generally had positive attitudes towards English and their level of perceived significance of studying English was fairly high. However, when they graduated from secondary school, their investment in learning English had more to do with their interest in Western culture than in acquiring academic knowledge of the English language. These findings suggest that for students in rural China, interest in foreign countries and different cultures is a significant indicator for life-long
investment in language learning. Potential interpretations of the findings and implications for English language education in rural China are discussed.

**Biodata:** Luyan Teng, Ph. D candidate of Departament of Language, Literature and Social Science Education, Autonomous University of Barcelona.

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**Pluricultural and plurilingual socialization in child-volunteer interaction in an after-school program**

Vallejo Rubinstein, Claudia

Universitat Autònoma de Barcelona

Considering that expanded cultural and linguistic competences are increasingly necessary in globalized contexts, it is paradoxical that students ‘pre-equipped’ with diverse linguistic and cultural repertoires - but socially and educationally less valued - are also those most vulnerable and usually categorized as ‘at-risk’ of school failure. Research is needed about learning experiences and alternative contexts, approaches and practices inclusive of students’ plurilingual and pluricultural repertoires.

In this paper, I explore interactions between a local volunteer and a plurilingual, pluricultural child recently arrived in Catalonia, in terms of their roles and practices in bridging the child’s linguistic and cultural repertoire and required school competences. This case study is part of a wider, ongoing linguistic ethnography in an after-school literacy program in a multicultural, multilingual primary school in Barcelona for children ‘at-risk’ of not meeting established curricular objectives.

In addition to accounting for collaborative and flexible learning dynamics and empowering practices for the child and her family, the analysis will focus on how the volunteer-child interactions create a space for transformative, two-way language and cultural socialization, as volunteer and child collaboratively engage in ‘languaging’ and ‘culturing’ practices in which their cultural and linguistic repertoires are appraised and new meanings and understandings emerge. I will argue that this collaborative socialization enables both adult and child to acquire pluricultural and plurilingual awareness, knowledge and skills needed to inhabit and function as culturally and linguistically competent, reflexive and engaged citizens in the globalized Barcelona of the XXI century.

This systematic observation and analysis of volunteer-child interactions thereby accounts for processes of language socialization not only in terms of integrating children into a given society, but as a lifespan process that takes place across a range of social experiences and contexts (Schieffelin & Ochs 1986) and that includes multiple modalities and practices of plurilanguaging and pluriculturing.

Biodata: Claudia Vallejo Rubinstein is a doctoral candidate, teacher trainer and researcher at the Department of Teaching of Language, Literature and Social Sciences from the Universitat Autònoma de Barcelona. Her ongoing thesis analyzes pluricultural and plurilingual practices in an after-school program for ‘at-risk’ students as potential for transformative, more inclusive and equalitarian social and educational approaches. She is also research assistant of the Research Group on Plurilingual Interaction and Teaching ‘GREIP’, recognized as a consolidated quality research group by the Catalan Government since 2005. She has participated in several
international projects on education in multilingual contexts, youth and citizenship and social inequalities in education. She has lectured on plurilingualism in education; intercultural communication and critical discourse analysis applied to educational settings.

**Communicatively empowering health care professionals in multicultural workplaces**

*Van de Poel, Kris*

*University of Antwerp*

In a globalised world linguistic and intercultural challenges are part of professional life. Effective communication is considered essential to professional nursing practice (AACN, 1998) and its teaching/learning is central to nursing accreditation standards (CCNE, 2003). Misunderstandings between doctors/nurses and patients with different cultural/linguistic backgrounds can adversely affect patient care and treatment, and have professional consequences for staff as well. Thus, when confronted with language-discordant contexts interactants may require support.

This contribution is the result of a pragmatic engagement with the notion of mediating between diverse cultures and languages in a health care setting and critically presents an online/mobile support tool which aims to reduce potential communicative tension. The approach underlying the tool is supported by a recent study among 700 European health professionals which shows that language and cultural brokering create unease.

In order to assess nurses’ perceived confidence, skills and deficits in handling intercultural issues and communication with patients from other cultures an online questionnaire was distributed among nurses and supervisors in Finland, Sweden, Belgium, Austria, Italy and Spain. Participants (N=700) reported feeling moderately prepared to deal with situations involving patients from other cultures and backgrounds in nurses’ first (L1) and second (L2) language. When working through a medical interpreter and identifying religious beliefs that might affect care nurses feel the least skilled. Nurses’ perceived ability to identify mistrust was especially low in their foreign language. Generally, situations involving socio-psychological issues seem to be experienced as most challenging.

Based on the findings of this needs analysis, it appears that language-specific communication insights and skills training are most needed and should address communication about culturally-grounded (e.g., health and religious) beliefs. These insights have informed the development of multifaceted e-materials for intercultural communication coaching in a clinical setting, with the ultimate goal of improving the effectiveness of communication and care (www.comforpro.com).

**Biodata:** Kris Van de Poel is a professor of Applied Linguistics at the University of Antwerp (Belgium) where she coordinates applied linguistic research. She has become an applied linguist through studies and work in Belgium, Denmark, the UK (Edinburgh and Oxford). After returning to Antwerp she founded the university's language centre which in the course of 15 years she turned into an acclaimed research and teaching institute. During the merger of the Antwerp universities she played a pivotal role in designing the blueprint for the university's internationalisation policy. In the past 10 years she narrowed her research focus to how foreign languages are used for specific purposes. Language-discordant academic and professional communication are especially close to her heart because they are in the nexus of teaching, learning, research and development. She has coordinated international research and
In the context of digital literacies (Gillen 2014, Lankshear and Knobel 2010), writing is bridged, supported and enhanced by online writing tools –dictionaries, translators, checkers– defined as ‘technological scaffolding writing tools’ (Warschauer 2009). This qualitative-interpretative study attempts to describe and analyze: a) how students use these digital writing tools in a multilingual context –Catalan, English, and Spanish are the languages of instruction–, and b) how their uses intersect with the teaching they receive. The corpus of data in this multi-sited case study stems from two 1x1 secondary school in Barcelona (Spain), 1020 minutes of classroom observation of 2 language teachers (English and Catalan) and 430 minutes of screencast video from 17 students while doing a writing task. This is triangulated with 37 interviews with students, amounting 780 minutes of audio. Results show that students use writing tools frequently, namely online dictionaries, translation machine software and spell and grammar checkers, while other resources remain underused or unknown. Students’ practices are more developed than the teachers’ discourse and their teaching of writing tools. This causes students to use writing aids in a non-systematic ad-hoc manner. Applying self-learnt knowledge on writing tools, individual students display a specific set of linguistic and digital criteria with varying degrees of sophistication. This allows us to offer the following profiles of the language learner when writing and translating online: a) the learner as a computer user, b) the learner as a digital consumer, c) the learner as a critical broker. Further empirical studies might want to cover the potential interrelation between explicit and critical teaching and training on writing tools and the quality of students’ writing production and language brokering competence over time.

**Biodata:** Boris Vazquez-Calvo graduated in Translation and Interpreting in 2009 at the University of Vigo. He also holds Master's degrees in Translation and Diplomacy from the University of Westminster and a Master in Secondary Education Teaching (Foreign Languages - English) from the University of Santiago de Compostela. In 2012, he obtained a competitive grant (FPI) to conduct his Ph.D. in Translation and Language Sciences, developing a thesis covering digital language learning. He combines his doctoral studies with university teaching at Pompeu Fabra University in legal and financial translation and language teaching. He also works with companies in doing certified translations (EN-ES-EN) as well as teaching general or business English. He is a member of these research projects:  ICUDEL15  IES20_1x1

**Publications:**
https://producciocientifica.upf.edu/CawDOS?id=6b537d1f97a7e33f&idioma=ca&tipo=activ

**Context in China: Report on a “Home-based” Practice of Interculturalism through Intercultural Encounter Interview**

Wang, Yi-an, Kulich, Steve & Miao, Liyang
School of Foreign Languages, Hangzhou Dianzi University & Intercultural Institute, Shanghai International studies University
This paper reports on a series of studies that were designed around a descriptive and reflective interview process in the domestic higher education context in China, which incorporated mixed-method quantitative (IDI v. 3, Hammer, 2012) and qualitative assessments (self cultural stories, reflective journals and final report). Through enrollment in a specially designed Intercultural Communication course, Chinese University students (N=107) at two universities were required to conduct interviews of other cultural members and then write several reflective journals and a final report based on their intercultural encounters. These intercultural encounters happened not only cross-borders, but also from different domestic cultural backgrounds (ethnics, regions, religions, etc.) in China through face to face or “virtually” on-line interactions in terms of China’s rich diversity, diffused economic development, varied international exposure, and this younger generation’s e-life orientation.

Both quantitative and qualitative findings revealed that the students’ intercultural competence increased through the process, which demonstrates that a mixed-method training design using a multi-step interview process can be used in domestic “home”-based situations as a means of developing and assessing intercultural competence. In addition, the students involved in domestic cultural diversity interactions and online intercultural exchanges increased intercultural competence as much or more than those who had international cultural and face-to-face encounters. This finding enriches and extends how a more complex understanding of culture can inform intercultural competence in today’s world. It also supports the recommendation of UNESCO that “the practice of interculturalism must become part of the fabric of daily life” (2013, p. 32). Programs and learning designs are needed that offer “sufficient quality, formal, and non-formal learning opportunities for everyone to acquire the intercultural competences required for successful living in the modern complexity of our heterogeneous world” (UNSECO, 2013, p. 39).

**Biodata:** Wang Yi-an is associate professor and supervisor of master program in intercultural communication in Hangzhou Dianzi University. He got his master of arts (cross-cultural communication) in University of Sydney in 2006. Now he is PHD candidate in Intercultural Institute of Shanghai International Studies University. He is members of China Association for Intercultural communication (CAFIC), International Association for Intercultural Communication Studies (IAICS) and International Association of Language and Intercultural Communication (IALIC). He has been working on intercultural research and training in both universities and business fields for more than 10 years. His research interest focuses on intercultural competence assessment and its application in different context, intercultural adjustment and intercultural training.

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**Crossed-perspectives on language and religion in the classroom**

Welply, Oakleigh  
*Durham University*

This paper investigates the place of language and religion in the experience of Muslim children in primary schools in France and England. France and England are often presented as opposites in terms of their educational systems and approaches to integration. This shapes different conceptualisations of the place of language in school. However, in this study, despite different approaches to difference in each school, Muslim children in both France and England perceived school as a monolingual and monocultural space. Within this space, children felt that their other language was closely associated to religious identity, and was thus constructed as undesirable or
illicit.

Building on the work of Paul Ricoeur on narrative identity, this paper aims to hear the voices of young Muslim children, often under-represented in debates about language and education. It draws on findings from a cross-national ethnographic study which investigated the identity narratives of 10 and 11 year old children of immigrants in two primary schools, one in France and one in England. The chosen methodology was driven by an emphasis on hearing the voices of children throughout the research. This encouraged the use of interviews as the central method of data collection, in order to explore children’s own perceptions and identities. Interviews were semi-structured, allowing a flexible framework for children to express themselves, and discussions were in great part children-led. Drawings, mind maps, photographs and short games were also used to help elicit discussion.

The paper examines the ways in which Muslim children negotiated linguistic differences in school. It shows how the intersectionality of language and religion gave children the opportunity to establish the curricular legitimacy of other languages in school. This holds implications for thinking about the place of language in traditionally monolingual educational systems, and for informing intercultural practice in the classroom.

**Biodata:** Oakleigh Welply is a Lecturer in Intercultural and International Education at the School of Education, Durham University, UK. Prior to joining Durham in 2014 she was a Lecturer in Sociology of Education at the Faculty of Education, University of Cambridge. Her research adopts a cross-national perspective in order to investigate the experiences and identities of immigrant-background children in primary schools in France and England. She has a particular interest in developing cross-national research and methodologies to conduct research with diverse communities in European countries to explore the relationship of education to issues of language, religion, immigration and citizenship. Using the work of Paul Ricoeur and Pierre Bourdieu, she investigates the notion of ‘Otherness’ in young people’s school experience and how it shapes identity in multicultural classrooms.

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**Overcoming barriers, bridging boundaries and deconstructing borders: Translanguagingly and Interculturallingly**

Yanaprasart, Patchareerat

University of Geneva

In the globalizing business context, linguistic diversity emerges as one of the major challenges to the operations of companies running across borders. Indeed, it is about to accommodate as far as possible the diverse requirements of different linguistic contexts and particularly to implement the appropriate language that is the most fitting for the specific context. Multinational companies’ linguistic reality is obviously multilingual despite a general understanding of ‘English only’ to be used exclusively in a business context. Through the variety of language diversity management philosophies as identified in our study[1], ranging from monolingual solutions over multilingual models in action, it has been found out that polyglot speakers exploited ‘translanguagingly and interculturallingly’ their linguistic resources when attempting to find local solutions to practical problems. What prevails in multilingual business settings is not ‘perfect’ language knowledge, but a ‘pragmatic’ language use drawn upon a functional conception of multilingualism. And at the blur point of language boundaries, where it becomes possible for language mixing to emerge, hence ‘linguistic creativity’, the frontiers
Intercultural competence (IC) has been drawn attention to Chinese postgraduate students in this globalized world. Many research findings share a focus on the cultural adaptation of overseas Chinese learners, and their psychological issues can also be successfully dealt with abroad. However, Chinese EFL learners need to regain their lost Chinese identity in the face of the impact of Westernization without any background explanation. So research has not adequately explored Chinese students’ national identities in their interactions with people from different cultural contexts. In reframing their national identities, critical cultural awareness as a key component of IC, has been investigated in dealing with stereotypes and in the process of intercultural individuals’ management of their intercultural interactions. Critical cultural awareness should be further clarified and a model should be established. In order to explore what critical cultural awareness is in postgraduate Chinese students, this article reviews definitions and employs four levels of criticality: critical skills, reflectibility, refashioning of traditions and transformatory critique and interprets critical cultural awareness from four perspectives: international, intercultural, national and individual when dealing with intercultural differences in their academic and real-life interactions. The paper intends to underpin the following research questions: 1) What cultural differences do Chinese postgraduate students have a conscious sense of in their academic and real-life experiences? 2) What critical cultural awareness do they have underlying their reconciliations of cultural differences? 3) What
perspectives do they take in negotiating these differences? New adapted ethnographic methods were adopted to help develop students’ intercultural competence. Semi-structured interviews were conducted with 12 postgraduate students and data were collected and transcribed, and then interpreted and analysed. Results showed that their awareness of cultural differences and their understanding and dealing with these differences can contribute to better ways to reconcile and negotiate these cultural differences and transform their own national identities.

**Biodata:** Zheng Xiaohong: A Master of Foreign Linguistics and Applied Linguistics. Associate Professor and teach English as a second language in Zhejiang Normal University, in China. A visiting scholar in School of Education, Durham University. My research focuses on intercultural communication; evaluation of teaching materials; intercultural citizenship; critical cultural awareness

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**Constructing intercultural competence through intersubjective cultural mediation**

**Zhou, Vivien Xiaowei & Pilcher, Nick**

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Research in intercultural competence (hereafter “ICC”) has increasingly focused on personal attributes framed between and beyond cultural knowledge associated with monolithic collectivities of people. Yet, as noted in a recent line of critique (exemplified in Language and Intercultural Communication’s 2014 special issue dedicated to intercultural dialogue), often this ICC research maintains a structuralist outcome-driven approach that takes precedence over humanistic concerns. We echo this critique and posit that this ICC research still manifests tendencies towards essentialist claims. ICC is often envisaged as a given set of traits, which exists prior to intercultural encounters and can be ‘described’ and ‘measured’ with an air of objectivity. It is believed individuals can be helped ‘develop’ ICC, relatively linearly and progressively, towards this essential structuralist state of being. Such research seems driven by the hope that ICC helps facilitate cultural mediation; a mediation often superficially conceived as an activity of seeking consensual results and erasing cultural difference.

In this paper, we critically explore the complexities surrounding ICC by drawing upon the reflective journals of some ‘culturally’-different postgraduate students on an ICC module. The journals afforded interpretive access to these students’ guided reflections on their intercultural learning occurring through group-based projects (representing a site of cultural mediation). As students articulated their experiences, they often found themselves struggling with conflictual and incommensurable cultural practices. They questioned the pre-given elements or even the whole concept of ICC, constructing their own meanings and negotiating personalised trajectories towards ICC development. Despite the value of reflection for ICC (self-) assessment and development having been vaunted for some years, the links between them are often established through the above-mentioned essentialist discourse. We attempt to enrich current understandings of such links by highlighting the complex and intersubjective dimensions of ICC vis-à-vis the students’ constructive struggles as cultural mediators.

**Biodata:** Vivien Xiaowei Zhou is a lecturer in Intercultural Communication at Edinburgh Napier University. She teaches at both postgraduate and undergraduate levels and supervises Doctoral research on topics related to her main areas of interest, including intercultural communication / intercultural education (including intercultural competence development in the workplace), the internationalisation of students’ learning experience, narrative inquiry and researching
pursue the objectives of ICC.

And finally, I shall identify the significance of designing purposeful activities for students that dealing with intercultural content do not solely have to involve intercultural communication. Furthermore, I would like to emphasise that both in and out of class activities dealing with intercultural content do not solely have to involve intercultural communication. And finally, I shall identify the significance of designing purposeful activities for students that pursue the objectives of ICC.

Nevertheless, we as educators understand that both communicative and intercultural communicative competences are not easy to develop in foreign language learners. There can be many barriers to successful communication such as a lack of opportunities or motivation, a certain language deficiency, a learner’s lack of confidence, or cross-cultural stereotyping. In this perspective telecollaboration, which is based on the use of a wide range of technologies for the purposes of virtual collaboration, seems to be an invaluable tool for fostering these skills as it enables its users to interconnect their expert knowledge, language and communicative skills with an intercultural knowledge and competence.

Therefore firstly, I would like to briefly present the European project ICCAGE and highlight the efforts of educators from four European universities who aim to facilitate students’ improvement in communicative and intercultural communicative competences through telecollaboration. Furthermore, I would like to emphasise that both in and out of class activities dealing with intercultural content do not solely have to involve intercultural communication. And finally, I shall identify the significance of designing purposeful activities for students that pursue the objectives of ICC.

**Biodata:** Jana Zverinova works at the language department at MIAS School of Business of Czech Technical University in Prague, the Czech Republic, where she teaches courses of English for Specific Purposes – Academic English and Business English; English and Spanish as a Foreign Language as well as seminars on intercultural communicative competence. She is also in charge of international student exchanges at MIAS. Her area of interest is language interference and interaction, intercultural language learning, and most recently telecollaboration.