Third International Conference on the Development and Assessment of Intercultural Competence (2012):
Intercultural Competence and Foreign/Second Language Immersive Environments
January 26-29, 2012
Westward Look Resort, Tucson, AZ

Conference Schedule with Presentation Summaries

Registration Desk Hours
Thursday January 26: 8:00 - 10:00 a.m. and Noon – 5 p.m.
Friday January 27: 8:00 am – 3:30 p.m.
Saturday January 28: 8:00 am – 3:300 p.m.
Sunday January 29: 8:30 am – 2 p.m.
The registration desk is located in the Sonoran Foyer.

Room assignments to be announced

Thursday, January 26

Pre-Conference Workshops (registration is separate from the conference)

9:00 a.m. – 4:00 p.m. (with an hour break at Noon)

Intercultural Dialogue in the Military Science Curriculum
ROTC Meets International Students: Cross-cultural Interactions to Open Hearts, to Open Minds
Presented by Lynn-Eddy Zambrano, Project GO Intercultural Dialogue Facilitator, Language Acquisition Resource Center (LARC); CPT Wil Lynch, LARC-ROTC/Project GO Liaison, ROTC; Mana Mohtasham, LARC; and Chris Brown, LARC, San Diego State University
This workshop is cosponsored by LARC.
In the spring of 2011, the Language Acquisition Resource Center (LARC) and the Department of Military Science/Army Reserve Officer Training Corps (ROTC) at San Diego State University (SDSU) conducted a series of cross-cultural dialogues between cadets and international undergraduate and graduate students. A pilot program of Project GO (Global Officers), a Department of Defense initiative administered by the Institute of International Education for the National Security Education Program (NSEP) and the Defense Language Office, student-to-student dialogues are part of the broader Project GO effort “aimed at improving the language skills, regional expertise, and intercultural skills of future military officers.” In this workshop, four key SDSU Project GO team members will present, from the perspectives of their specific roles in the pilot, the conceptual bases of the program, its implementation, outcomes and new insights.

Designing VoiceThread Activities to Promote Intercultural Competence
Presented by Erin McCloskey, University of Wisconsin-Madison
This workshop will help language instructors to consider the essential components of an educational experience that promote ICC, and how to design an activity to include those components, using images as the catalyst. Only then will we ask how a particular tool, in this case VoiceThread, can help us to achieve those objectives. This workshop targets VoiceThread because its main purpose is to facilitate engagement with visual images (still and
moving). Photos and videos are rich sources of cultural content, readily available, appropriate for all language levels, and excellent catalysts for intra- and intercultural investigations. By allowing students to comment on images or videos, respond to each other and respond to an instructor, VoiceThread promotes the three kinds of interaction that are desirable in technologically-mediated learning: student-student, student-instructor, and student-content (Moore, 1986). Also, VoiceThread allows various modes of expression (written, audio, video), which is useful in the language classroom. Finally, VoiceThread offers instructors several ways of organizing those interactions and customizing the degree and nature of the control they exert over the learning experience. The workshop will address how VoiceThread can be used both by instructors to promote ICC and by students to demonstrate their competence.

No VoiceThread experience is necessary to participate in this workshop. Digital images are helpful but not necessary. Laptops and microphone headsets are required.

9:00 a.m. – 12:00 p.m.

*Techniques for the Teaching and Assessment of Intercultural Competence*

Presented by Peter Ecke

This workshop will examine techniques that are potentially suited for the teaching and assessment of intercultural competence (ICC) in study-at-home and study-abroad contexts. Participants will start out discussing the concept of ICC, objectives for the teaching of ICC and the need to assess progress in the development of ICC. They will then explore and analyze a variety of teaching and assessment techniques and their usefulness in different learning environments.

In the last part of the workshop, participants will choose a technique and work in small groups on a project in which they will design their own unit for the teaching and assessment of a specific aspect of ICC development.

1:00 p.m. – 4:00 p.m.

*The Interface of Language and Culture*

Presented by James P. Lantolf, Center for Advanced Language Proficiency Education and Research (CALPER), Pennsylvania State University

Sponsored by CALPER

The focus of this workshop is on the interface of language and culture as manifested in linguistic and conceptual metaphors. Metaphors are not merely ways of speaking but represent the ways in which a community thinks and acts grounded in specific kinds of culturally organized experiences. The workshop first considers how metaphors (and related forms of figurative language, e.g., metonymy) are constructed; next it will discuss cross-cultural differences in metaphors; it will then explore some of the most recent pedagogical approaches on teaching and learning metaphors in second language classrooms. Participants will have the opportunity to develop a lesson for the teaching of metaphor in their particular language. Examples will be drawn from English, Chinese, Spanish, Russian and Korean.
Cibola, An Hispanic and Luso-Brazilian Virtual Community
Presented by Juliana Luna Freire, University of Arizona, and Malcolm Compitello, University of Arizona
Cibola is a region in Second Life designed to exploit the potential of SL’s pedagogical uses and social networking power. It is based on the recreation of cultural spaces in the Hispanic and Luso-Brazilian world and offers possibilities for real-time language learning inside and outside of the classroom.

Friday, January 27

9:00-9:30
Coffee

9.30-10.30

Keynote Presentation: Heidi Byrnes, Georgetown University, Washington, D.C.
Reconsidering Crosscultural Abilities: The Link to Language Learning and Assessment
Developing cross-cultural abilities has traditionally been associated with learning a non-native language. At the same time, the language profession has not been entirely successful at making a principled case for how language as a meaning-making system in and of itself is deeply implicated in ways of cultural knowing. By extension, it has also not considered the activity of learning a second language, including learning it in an instructed setting, as developing new forms of cross-cultural knowing.

Dr. Byrnes will pursue these issues from three perspectives: First, from the standpoint of language as a semiotic system, she will explore how language is ‘naturally’ functional, that is, how the resources of a language itself, including its grammar, are meaningful.

Second, because learning a second language in educational settings is about learning content, including cultural content, Byrnes will propose that a language-based approach to knowing presents ‘critical thinking’ as a form of multivoicedness and will argue that such an approach is particularly well suited to an increasingly globalized world.

Finally, because educational contexts are inherently charged with assessing students’ learning, Byrnes will consider how the construct of multivoicedness, as theorized in systemic functional linguistics, can make cultural knowing in and through and with a second language visible. In that fashion such learning not only becomes amenable to being assessed but also to being appropriately valued in educational contexts.

10:45-12:45

Session I: Intercultural Competence in the French Classroom
Carol Chapelle, Iowa State University
Preparing for Cross-Cultural Conversation: Textbook Presentations of Political Controversy
This study examines the textbook presentation of a controversial strand of events in Québec in the 1960s and 1970s called La Révolution Tranquille that resulted in the 1980 referendum on sovereignty. Knowledge of these events is important in cross-cultural conversations for students in immersive environments in Québec.
Kristin Hoyt, Kennesaw State University

Fostering Intercultural Competence in Undergraduate French Students through Ethnographic Interviews

Byram’s model of intercultural competence serves as a framework to articulate learning outcomes for a conversation course module, Francophone Interviews. Analysis of findings drawn from pre- and post-module student questionnaires suggests a varied impact of modules in advancing students’ intercultural competence. This paper presents context, a curricular module, study design, and research implications.

Christelle Palpacuer Lee, University of Texas at Austin

(Her)stories: Embodied Experiences Abroad at the Art Museum

The central purpose of this communication is to locate and investigate the embodied curriculum that emerged during a two-week teacher-training program at the Louvre Museum, in France. The presenter will suggest ways of integrating the surfacing issues of race and gender into the program, and into the intercultural classroom.

Erin Kearney, University at Buffalo

Immersion through Cultural Narratives in the Foreign Language Classroom

Building on the MLA’s proposed model of cultural learning through engagement with cultural narratives, this presentation highlights the possibilities for immersion, perspective-taking, and meaning-making that emerged in a university-level French classroom where WWII France was the focus of study. Close analyses of classroom discourse and interaction serve as examples.

Session 2: Students as Cultural Agents

Tobie Bass, University of Georgia

“Cultural Brokers” in Classrooms and the New Literacy Studies

Using a causal framework of Critical Theory, this theory-based paper explores relationships between the New Literacy Studies and the notion of teachers and students as becoming “cultural brokers” who establish together a classroom community promoting literacy and communication skills that support long-term academic achievement.

Adolfo Carrillo Cabello, Iowa State University

Examining Language Learners’ Roles in ICC Development: An AT Perspective

This study investigates how cultural norms and participants’ roles in interactions with multimedia materials and online discussion forums assist or hinder the development of ICC. Cultural experiences were key indicators of the roles of participants. Discussions and reflections greatly affected the emergence of expansive activity systems and goals.

Paula Garrett-Rucks, Georgia State University

Byram versus Bennett: Discrepancies in Learners’ IC Development Assessment

In a qualitative study of U.S. beginning French language learners’ IC development over the course of a semester, the emergence of learners’ IC appeared to differ when assessing the same learners’ experiences within Byram’s (1997) multimodal model of IC development compared to Bennett’s (1993) Developmental Model of Intercultural Sensitivity.

Alaska Hults and Michelle Pasterick, Pennsylvania State University

Dynamic Assessment, Concept-Based Intervention, and L2 Learner Reciprocity

This study found that learner reciprocity is an indicator of L2 (English) lexical concept development, as evidenced through transfer from the one-on-one tutoring context to the regular science classroom. The results will be
discussed in terms of the following dimensions of learner reciprocity: responsiveness, use of psychological tools, and gesture.

**Session 3: Materials and Instruction for Intercultural Competence in the Arabic classroom**

Azza Ahmad, University of Texas at Austin  
*Learners’ Views of Effective Arabic Language Teachers as Culture Guides*

This qualitative study explored students’ perceptions of what their effective Arabic language teachers did to incorporate culture in their classrooms. Enrolled in a U.S. university, 29 students responded to open-ended and interview questions. Effective teachers were described as adaptable and realistic rather than idealized or negative in presenting Arabic culture.

Hezi Brosh, U.S. Naval Academy  
*Arabic Proverbs: An Efficient Access to Language and Culture*

Arabic proverbs are products of an ancient culture deeply rooted in a harsh desert environment. They convey the Arab oral tradition passed throughout generations as survival wisdom. This paper shows how proverbs help students understand different behaviors and clarify assumptions about culture in today’s Arab communities.

Mohammed Tamimi, University of Arizona  
*Arabic Hypermedia Reading Materials: A Gateway to the Arab Culture*

Little attention is given to the teaching of Arabic language and its cultures despite increased enrollments. This paper describes the design and implementation of Arabic Hypermedia and evaluates the understanding of Arabic culture through testing intermediate Arabic learners using Hypermedia reading materials. Results show better understanding when using such software. (This paper is related to the Hypermedia project funded by CERCLL. See details on CERCLL’s website.)

Karim El Saharty, University of Arizona  
*Intercultural Interaction in Simulation Gaming Environments*

This paper reports on a case study investigating the potential of stand-alone simulation games in developing intercultural competence by examining the intercultural interaction of learners with the cultural values and artifacts in a game. Data is collected primarily from personal gaming journals and personal interviews with Arabic language students.

**Session 4: Intercultural Competence in Study Abroad**

Carla Ghanem, Arizona State University  
*Study Abroad and Intercultural Competence: Is There a Connection?*

Study abroad is known to improve language proficiency. This study investigates Study abroad students’ perception and assessment of IC skills. Results reveal study abroad as a predictor for some IC domains. These findings suggest that programs need to prepare students in advance of travel and offer opportunities upon returning to enhance IC.

Beate Mueller, Macquarie University, Australia  
*A “(Best)Case Study”?: Impact of Study Abroad on Students’ ICC-Development*

This longitudinal study aims to investigate intercultural and language outcomes of Australian students who spent a semester abroad as part of their language major at Macquarie University, Sydney, Australia. Based on qualitative methods this work examines students’ self-evaluation of their experience and ICC development.
Ashlie Henery, Carnegie Mellon University
*The Role of Social Interaction in Pragmatic Development while Abroad*
Study abroad provides a rich environment where students may gain wider exposure to L2 pragmatic norms. This paper explores current research on pragmatic development during study abroad. The findings reveal a complex relationship. Directions for future research are proposed, particularly that which examines the role of interaction with native speakers.

Junqing Jia, Ohio State University
*Motivating Factors in a Study Abroad Program*
This paper focuses on ascertaining the factors that motivate advanced level Chinese learners in a study abroad program. The presentation will illustrate the following issues: are these factors only achievable in a study abroad program? What do program administrators do to enhance these motivating factors?

**Session 5: Intercultural Competence in the ESL Classroom**

Merica McNeil, University of Arizona
*Developing Intercultural Competence while doing a Language Teaching Practicum Abroad*
The presenter will share results of a research project which explored how a foreign language teaching practicum abroad was similar to and different from a second language teaching practicum in the U.S. Advantages and disadvantages of participating in the foreign language teaching practicum abroad will be explained.

Kimberly Meredith, University of British Columbia
*Beyond ESL: A Discourse Analysis of Diverse Linguistic-Based Identities*
This paper reports on a study that uses ethnographic and discourse analytic approaches to explore the social and linguistic positioning of English language learners (ELL) and their linguistically “mainstream” peers at an intercultural youth leadership seminar. Data analysis focuses on identity positioning during ELL/non-ELL paired interviews.

Amy Sams, Center for English as a Second Language, University of Arizona
*Deep Culture: A Tool for Creating Engaging Activities*
The presenter will demonstrate how to bring students' underlying “deep” culture to the surface, and then use it to create engaging topics for analysis and discussion in both writing and speaking classes. This approach motivates students to discuss reasons behind cultural behaviors, while developing critical thinking and analytical skills.

So-Yeon Ahn, Tsui-Chun (Judy) Hu and Hyun-Joo Oh, State University of New York at Buffalo
*Exploring the Dynamics of Intercultural Spaces in an ESL Class*
Through discourse analysis of an English writing course, the present study examines how an ESL teacher develops and co-constructs intercultural spaces (or not) with a diverse student population. In exploring this immersion-learning environment, the study proposes the dynamic nature of the intercultural space.
2:15-3:15

**Plenary Presentation:** Celeste Kinginger, Pennsylvania State University

*Exploring the Intercultural Dimensions of Cross-Border Language Learning*

Many applied linguists and language educators accept the notion that language and culture learning are inextricably linked. Neologisms such as 'languaculture' (Agar, 1994) represent the profession's resolve to overcome the dual legacy of structuralist emphasis on language as a system abstracted from use and of utilitarianism's strict focus on the instrumental in language education. Yet, in research on study abroad, relatively little attention is given to the intercultural in relation to language learning. In this talk Dr. Kinginger will first trace several lines of inquiry leading to the intercultural aspects of cross-border language learning. These include research on the development of pragmatic competencies, studies of language socialization in specific interactive contexts, and ethnographic or other qualitative investigations analyzing students' own accounts of their experiences. Kinginger will then outline some limitations of this research in terms of its ability to enhance our understanding of language learning as an intercultural phenomenon. Finally, she will offer a wish list of design features for the future of research on language learning abroad, emphasizing the need to reframe both the topic of the research and the research itself as collaborative, dialogic, and truly intercultural activities.


3:30-5:30

**Session 6: Intercultural Competence in Study Abroad**

Dan Davidson, American Councils for International Education and Bryn Mawr College

*Development and Assessment of Cultural Competence as a Function of Overall Language Proficiency*

The NSLI-Y, CLS, and Flagship Programs (including Fulbright-Hays and Title VIII) represent three distinct investments in overseas training for US students in high school (NSLI-Y), undergraduate summer (CLS), and advanced undergraduate/post-BA (Flagship). Because American Councils administers overseas components of all three of these large federal programs in 7 - 13 languages, it is possible to elicit and measure (to some extent) the emerging interlanguage and cultural competencies influenced by overseas immersion study at differing points in the learning career. Examples are drawn primarily from students of Arabic, Chinese, Farsi, and Russian.

Mary Georgiou, University of Nicosia

*International Students’ Intercultural Experiences in Cyprus*

This presentation explores the intercultural experiences of international students at a private Cypriot university. It is based on an empirical study which investigates their experiences in and outside the classroom in view of isolating salient issues that are of specific concern to them and assessing their feelings of satisfaction.

Kacy Peckenpaugh, University of Arizona

*The Home Institutions’ Role in Developing ICC in Study Abroad*

This presentation examines the development of ICC in students enrolled in a general education course entitled “Becoming Transcultural: Maximizing Study Abroad.” Focusing on non-culture specific Intercultural Communication, culture simulations, and critical thinking, students' ICC is documented through coursework portfolios, and pre-and post-measures of the CCAI (Kelley & Meyers, 1995).
Session 7: Intercultural Competence in Spanish-speaking Contexts
Kristin Cardellio, University of South Florida
Lost and Found: Three Stories of Interaction in Costa Rica
This study is an analysis of the linguistic features of three stories told by a Spanish language learner in Costa Rica interacting with native speakers. The way the learner positions herself and the locals with whom she comes into contact reflects the dynamic and evolving nature of identity.

Florence Pecile, Kirkwood Community College
Intercultural Language Oral Communication Experience between Target and Native Spanish Students
This paper will discuss a series of oral communication meetings between college native and target language students. The language experience helps both groups to understand their mutual cultural differences through the use of the target language. The interactions provide an opportunity and serious motivation to communicate with natives in an immersive environment.

Katherine Christoffersen, University of Arizona
Do Families Find a ‘Third Space’ in Language Immersion Programs?
In Southern Arizona where the norm for education is “English Only”, parents who enroll their children in language immersion programs actively engage in family language planning. But how does cultural competency factor into this decision? Do students find a ‘third space’ in which to negotiate their linguistic identities?

Daniel Morales, University of Maryland, Baltimore County (UMBC)
Developing Students’ Global Citizenship through an Undergraduate Spanish Class
What strategies can Spanish language teachers use to educate diverse students in their classrooms about global citizenship and intercultural communication? This study reports the implementation of a culturally sensitive curriculum and how students become more confident about interacting in Spanish while learning experiences become more culturally relevant, meaningful, and worthwhile.

Session 8: Technology and Intercultural Competence
Hsin-I Chen, University of Arizona
Exploring the Potential of Social Media for Intercultural Communication
This study explores the potential of social media for intercultural communication and identity formation through examination of three multilingual writers’ engagement and participation in digital literacy practices in online communities. The findings indicate that the writers develop intercultural understanding through negotiation of multiple identities over time. Pedagogical implications are discussed.

Marta Guarda, University of Padova
Developing and Assessing ICC in a Telecollaborative Lingua Franca Exchange
This paper describes a telecollaboration exchange between students from the University of Padova (Italy) and the University of Innsbruck (Austria). The exchange aimed at developing the students’ ICC through meaningful discussion on issues related to identity and culture. Assessment was carried out through qualitative analysis based on Byram’s model for ICC.

Neil Johnson, Kanda University of International Studies
Strategic Interaction 2.0: Instructed Intercultural Pragmatics in an EFL Context
Strategic Interaction (SI) sequences (Di Pietro, 1987) provide opportunities for learners to engage in realistic interactive situations and are mediated by use of model conversations, an online wiki space, and digital video
technologies. The online space provides opportunities for learner reflection, peer assisted feedback, and detailed intervention from the instructor.

Alexander Pichugin, Rutgers University, School of Communication and Information  
*Conceptualization of Culture at the Level of Educational Institutions*  
This paper presents the research exploring the representations of culture in the web presence of German language schools in the US. The purpose of the content analysis-based study is to identify culture-related statements and determine underlying themes and patterns in reference to culture and associated concepts.

**Session 9: Fostering Intercultural Competence in Language Learning Programs**  
Ofelia Zepeda, University of Arizona  
*AILDI: A Model Training Institute for Indigenous Language Immersion*  
This paper will describe one of the most successful efforts to train Indigenous language teachers in all areas of language teaching. Emphasis will be on training immersion teachers. Understanding how teachers negotiate between traditional and contemporary junctures of education while keeping an eye on authentic language is critical.

Rachel Wicaksono and Wendy Scheder Black, York St John University  
*Raising Awareness of English as a Lingua Franca*  
Students at York St John University in the UK created an award-winning online tutorial based on their experience of using English as a lingua franca in intercultural classrooms. The presenters will demonstrate the tutorial and consider a range of issues for internationalising universities where English is a lingua franca.

Nathan Jones, Johnson County Community College  
*Perceptions of Community College ESL Students about Varieties of English*  
This study found that ESL teachers who do not challenge students to aspire to communicate in English as a native speaker may, in fact, be denying them the opportunities they need to build necessary cultural, economic and social capital.

Carol Inugai Dixon, International Baccalaureate Organization  
*Developing Intercultural Understanding through Language Learning in International Baccalaureate Programmes*  
The International Baccalaureate offers three educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through the development of intercultural understanding. Crucial to achieving this mission is an emphasis on the learning of more than one language since language and culture are inextricably entwined.

**Session 10**  
**Language Teacher Culture and Immersion Experiences: A New Zealand Evaluation (Panel)**  
This panel examines different aspects of a national evaluation of language teacher language and culture immersion sojourns between 2005 and 2008. It considers the New Zealand context, the efficacious design of immersion sojourns, issues for teachers and outcomes for students.

Sharon Harvey, Auckland University of Technology  
*Designing Language and Culture Immersion Sojourns for Language Teachers*
The design of immersion programmes is an important element in ensuring that teachers gain the most from their time away from the classroom. This paper will discuss features that benefited teacher learning during the sojourn as well as things that could have been improved in order to maximise time overseas.

Deborah Corder, Auckland University of Technology

*Language Teachers Likely to Increase Intercultural Competence on Immersion Programmes*

This second of three papers on a New Zealand evaluative study of immersion programmes discusses characteristics of teachers most likely to increase intercultural competence from immersion experiences. Byram’s model provides the theoretical framework to analyse what is needed to realize an increase and to translate it to classroom practice.

Annelies Roskvist, University of Technology

*Enhancing Student ICC: The Contribution of Immersion Programmes for Teachers*

This paper, the third of three reporting on a national New Zealand study, describes the impact of language teacher immersion programmes on students’ cultural knowledge and intercultural communicative competence. It concludes with recommendations seeking to maximise positive outcomes for students as an outcome of this teacher professional development initiative.

5:45-7:30

Reception

**Saturday, January 28**

9:00-10:00

**Plenary Presentation:** Olga Kagan, University of California, Los Angeles

*Intercultural Competence of Heritage Language Learners: Motivation, Identity, Language Attitudes and the Curriculum*

Heritage language learners differ from typical L2 students in a variety of ways, including: 1) their language proficiencies; 2) reasons for studying their home language in the formal setting of a foreign language classroom; and 3) perception of themselves as Americans and, at the same time, the “other.” Dr. Kagan will discuss the results of a national survey that demonstrates heritage language learners’ intrinsically intercultural attitude toward their heritage language. She will also focus on specific pedagogical implications of the learners’ identities, motivations, and language perceptions for the heritage language curriculum.

10-10:30

Coffee Break
10:30-12:30

**Session 11: Intercultural Competence in Study Abroad**
Jane Jackson, Chinese University of Hong Kong
*Praxis and Theory in Reentry Programming: Nurturing Intercultural Competence*
This session reports on the development and evaluation of a web-enhanced course designed to enhance the intercultural competence of study abroad returnees. Using a "practice to theory to practice" pedagogy and critical reflection, participants are encouraged to revisit their international/L2 experience and take further steps towards a more ethnorelative perspective.

Anne Dargent-Wallace, University of Wisconsin-Madison
*Teaching American Culture in France: Identity and Intercultural Development*
This talk will address how the perceptions of living and teaching English in France influence one’s identity development and interculturality. The data from six Language-Teaching Assistants in France were gathered over one year using a collaborative blog and interviews, and was analyzed via Bourdieu’s notion of habitus.

Peter Ecke, University of Arizona
*Intercultural Competence Development during Short Term Study Abroad*
This paper presents a study that compared 55 US students’ expectations for culture learning, assumptions about own and target cultures, and predisposition to develop intercultural competence at the beginning of a summer program in Germany with perceived learning gains, assumptions about cultures, and predisposition to develop intercultural competence at the end of the program.

Kristen Michelson and Jose A Alvarez Valencia, University of Arizona
*Examining Discourses of Study Abroad: The Case of Promotional Websites*
This paper presents two case studies of study abroad websites from US higher educational institutions. Using the frameworks of social semiotics, multimodality, and Critical Discourse Analysis, this study demonstrates how various semiotic elements circulate Discourses of Study Abroad which may contradict the intentioned learning outcomes of these programs.

**Session 12: Intercultural Competence in Spanish- and Portuguese-speaking Contexts**
Elisa Marchioro Stumpf, California State University at Chico/Fulbright
*Portuguese as Foreign Language and the Development of Intercultural Competence*
This paper presents the development of a Portuguese course focused on intercultural competence for study abroad. Considering that cultural information alone is not enough to foster students’ intercultural competence, it discusses the role of the teacher, students and technology in creating possibilities for meaningful intercultural practices.

Diógenes Lima, Universidade Estadual do Sudoeste da Bahia
*Cultural Identity and Communication: Brazilian Immigrants in South Florida*
This paper will present the results of a study that investigated questions of identity and cross-cultural communication with Brazilian immigrants in South Florida due to cultural differences and/or language barriers.
Pamela Wesely, University of Iowa

*Intercultural Competence in One-Way Elementary Immersion Program Graduates*

This presentation will summarize a study exploring the development of aspects of intercultural competence in English-dominant students who had attended one-way elementary immersion schools in the U.S. Findings from 131 surveys and 33 interviews will be presented, offering insights into the nature of culture learning in one-way immersion programs.

Monique Bournot-Trites, Sandra Zappa-Hollman and Valia Spiliotopoulos, University of British Columbia

*Teachers' International Exchange: Socio-cultural and Identity Development through Practice*

This presentation reports on a study that explored the professional identity as well as the intercultural awareness and sensitivity development of six Canadian novice foreign language teachers who participated in an international exchange in Europe. It will be particularly appealing to an audience interested in foreign language teaching and learning.

**Session 13: Intercultural Competence in Study Abroad**

Yumiko Furumura, Kyushu University

*What did Japanese Students Learn from Experiences of Studying Abroad?*

This study explores the kinds of preparations students need at their universities before studying abroad. It uses interviews with Japanese students who had studied in foreign countries and analyzes them in terms of Critical Cultural Awareness and other elements of intercultural competence.

Erica Zimmerman, Chie Paik and Shinobu Anzai, United States Naval Academy

*Assessing Intercultural Adjustment Skills for Study Abroad Programs in Japan*

This study assesses the potential for intercultural adjustment skills among learners of Japanese participating in summer study abroad in Japan, using the Intercultural Adjustment Potential Scale (Matsumoto et al, 2003) and the substance and quality of their culture learning presented in a pre- and post-open ended cultural survey.

Wenhao Diao, Carnegie Mellon University

*Socializing Stance and Study Abroad in China*

Drawing on language socialization and sociolinguistic theories, this study documents how Mandarin L2 learners develop linguistic resources to socialize stance with native speakers over a summer in China. It concludes that a sojourn overseas encourages learners to negotiate worldviews and to be socialized to speak like a native speaker.

Misumi Sadler, University of Illinois at Urbana-Champaign

*A Discussion Board as an “Intercultural” Community: Teaching Sensitivity to Cultural Differences in a First-year Japanese Language Program*

This presentation demonstrates some empirical insight into the students’ level of intercultural communicative competence through their participation and interaction on a discussion forum in first-year college Japanese language courses.

**Session 14: Intercultural Competence and Professional Studies**

Eduardo Faingold, University of Tulsa

*Multilingual Communication in the University and the Business World*

This paper studies linguistic abilities and cultural strategies American students employ in solving problems while performing internships abroad. Data were obtained from a case study of business students taking an internship
class and working for corporations in Argentina. Students not only attained fluency in Spanish, but also increased their intercultural awareness.

Lynn Goldstein, The Monterey Institute of International Studies  
**Preparing Graduate Students for Professional Work in Intercultural Settings**  
This presentation reports on the development of a course to prepare graduate students in the professions to be effective and ethical participants in intercultural interactions. It will discuss the challenges in developing this course, and the curriculum and its underlying principles, including that language, language use, and culture are situated and variable.

Jonathan Levy and Akmaral Mukan, Cyracom International Inc  
**Enhancing Intercultural Competence among Military Personnel through Translation and Interpretation**  
This presentation will provide an overview of the Defense Language Institute’s Translation and Interpretation Training and Testing Capabilities Project, including how intercultural communication challenges were integrated into training curricula to facilitate more effective translation and interpretation, language, and cultural proficiency development.

Lisa Kuriscak, Ball State University  
**Challenges of Community Involvement in a Business Spanish Class Abroad**  
This paper focuses on a pedagogical method used in a Business Spanish class in Spain (i.e., community involvement via interviews and shadowing with a local business) in order to increase students’ engagement with the host culture and their intercultural competence within the immersive environment of a summer study abroad program.

2:00-3:00

**Plenary Presentation:** David Fenner, World Learning (United States)  
**Targeting the Target Language: Strategies in a Multilingual Environment**  
Of the many challenges along the path to achieving intercultural competence in a foreign language is the necessity for untangling the target language from a potentially frustrating “they’re speaking in tongues!” language learning environment. Foreign language students around the world seldom live and study in monolingual environments.

World Learning’s experience in Oman - where an American student of Arabic might live with a Swahili-speaking host family and buy all her groceries from an Urdu speaker while “friending” someone back home in English - presented them with an at-times vexing range of pedagogical and programmatic decision-points. These revolved around the question of how to zero in on the target language amid what students sometimes felt to be a cacophonous – or even unfair – learning environment. Add to this the “diglossic” nature of spoken and Modern Standard Arabic, and you can quickly see how some students came to feel the language acquisition deck was stacked against them.

This plenary will explore which of these decisions led to strategies that improved results, and which ones were quickly (or should have been!) abandoned. Among these are language pledges, peer tutors, news media, educational technologies, exclusive use of the target language in the classroom, and variations in “exposure” time to activate (using the good term of Brustad, et al.) new skills. Lastly, the talk will advocate for intentional partnerships between and among students, teachers, administrators and the larger community to create the kind of environment and policies that allow students to hit their target and their stride in learning a second language.
Session 15
Embracing Linguistic and Cultural Variation: Developing and Assessing Intercultural Competency in CLS Arabic Summer Intensive Programs (Panel)
The Critical Language Scholarship (CLS) Arabic summer intensive study abroad program operates in five locations in the Arab world. This panel discusses some of the successful approaches that CLS recently adopted in order to actively promote intercultural competence and consciously integrate it in the curriculum while increasing intrinsic motivation.

Sonia Shiri, University of Arizona
*Changing Language Attitudes and Developing Sociolinguistic Competence in CLS Arabic Programs Across the Arab World*
In this study, CLS students come into the program “preferring” to learn Egyptian or Levantine Arabic and looking down on the varieties of North Africa and Oman. Their linguistic attitudes affect their willingness to gain intercultural competence. As they become sociolinguistically literate, the students become more receptive to the target culture.

Greg Bell, Princeton University
*Bringing Culture into the Language Curriculum in the CLS Oman Arabic Program*
This paper describes the results of student surveys that report on the successes and failures of using localized cultural materials purposely incorporated in the curriculum with students of Arabic in CLS Oman. It then assesses the degree of success of the changes implemented the following year as a result of this study.

Youniss El Cheddadi, University of California, San Diego
*Creating Intrinsic Motivation and Developing Intercultural Competence*
Based on the social-psychological theory of second language acquisition, this study investigates the CLS students’ motivation for learning language and culture. It measures the extent to which the CLS Arabic program in Tangier, Morocco, has contributed to creating intrinsic motivation and therefore openness for cultural learning.

Session 16: Intercultural Competence in Spanish- and Portuguese-speaking Contexts
Elizabeth Grassi and Obdulia Castro, Regis University
*Learning from Our Neighbors: Teachers Studying 'Abroad' with Local Immigrants*
The ‘study abroad’ in the neighborhood program establishes relationships between our pre-service teachers and local Hispanic families. Pre-service teachers make weekly visits to local immigrant families who teach our students about their language, their culture, and their educational expectations/challenges. This paper will describe this program and present recent data.

Lori Czerwionka, Northern Illinois University
*Intercultural Competence through Sociolinguistics*
The goal of this presentation is twofold: (1) to present a Spanish sociolinguistic critical pedagogy that approaches intercultural competence from a social diversity perspective, and (2) to investigate possible tools for the assessment of intercultural competence, including student-centered reflections on social dynamics in students’ local communities and Likert-scale questionnaires.
Sandra Terra, University of Wisconsin-Madison

*Language Education in Mozambique: Stakeholders’ Identities and Perspectives*

In this presentation, the presenter will explore stakeholders’ (primary school teachers and school directors) constructions of identities influenced by the shifting politics and policies, while examining issues of language valorization, intercultural development and beliefs of local languages in both bilingual and monolingual education in Mozambique.

John Jairo Viáfara González, University of Arizona, and J. Aleida Ariza - Universidad Pedagógica y Tecnológica de Colombia

*Study, Work and Residence Abroad: Colombian EFL Pre-service Teachers’ Experiences*

This study discusses EFL Colombian student-teachers’ perceptions of how their working, living and studying in the U.S. has shaped their pedagogical and language competencies, both of which are tied to their intercultural development. The research seeks to expand on the relatively rare exploration of this field in Latin American populations.

**Session 17: Intercultural Competence in Study Abroad**

Hélène Zumbihl, Université Nancy

*Learner Autonomy in Acquiring Intercultural Communication Competence for Studies Abroad*

Learner autonomy in acquiring intercultural skills is an essential element for a successful immersion experience. Based on theories of learner autonomy in language-and-culture learning, this paper describes the possibilities for enhancing the autonomization process for students attending intercultural courses for university studies abroad through self-reflection about experiential learning.

Paola Rivieccio, Université Sorbonne Nouvelle

*Emerging Imaginaries in Primary School Teachers Engaged in Short Professional Mobilities*

The paper is about teachers’ imaginary evolution linked to their professional mobility abroad. In the frame of an exchange project between three schools belonging to three different European countries, the presenter will analyze the extent to which professional mobilities abroad can modify initial teachers’ imaginaries concerning their teaching roles.

Allison Spenader and Angela Erickson-Grussing, College of St. Benedict and St. John's University

*Does Language Matter? Examining Intercultural Development in Study Abroad*

Study abroad is regarded as an effective way to improve intercultural competence and language proficiency. This paper presents the findings of a study of 95 university students who studied abroad in Ireland, Spain and Chile, and explores the complex relationship between their intercultural development and oral language proficiency development.

D.R. Ransdell, University of Arizona

*Finding Michelangelo in the Town Square: Navigating Culture*

While study abroad participants often expect to devour the “high” culture of the target country, they often find that their best learning comes from “low” culture instead. This paper will show how students in Italy learned to navigate between cultures and make suggestions for helping them do so.
Session 18: Intercultural Competence in Chinese-speaking Contexts
Tsu Chia Julia Hsu, University of Lunghwa of Science and Technology

*Inquiry into the ICC Development of EFL Students in Taiwan*

The Intercultural Sensitive Scale (ISS) is used to assess the effects of a short-term, faculty-led summer study-abroad language program during the summers of 2010 and 2011 on the students’ intercultural sensitivity. Results show that students improve in both respect for cultural differences and interaction enjoyment factors of the ISS.

Li Yang and Jia Zhu, University of Iowa

*Development of Pragmatic Competence and Cultural Awareness in Study-Abroad Environment*

This study is intended to explore development of pragmatic competence and cultural awareness of two American learners of Chinese in a study-abroad environment. Data collected from pre- and post-tests, e-journals, and interviews are analyzed to present these learners’ development of expressions of gratitude and cultural knowledge during their stay in China.

Ming-Ying Li, Pennsylvania State University

*Language Attitudes toward Heritage Language in Chinese Heritage Language Classrooms*

The research presented in this paper studied the views of heritage language (HL) in a group of Chinese heritage language (CHL) learners at the university-level. The findings show that many factors have contributed to the awareness of CHL learners in learning their HL, including their proficiency in English and the support of their families.

Minhui Lu, National Taiwan Normal University

*How Study Abroad Experiences Influence US Students' Learning Chinese Culture*

This study explores how former study abroad experiences influence US students' use of information resources in intercultural learning. Analysis of the results of students' task essays, questionnaire responses, and interview transcriptions shows that study abroad expands knowledge of Chinese language and culture but does not necessarily benefit intercultural exploratory skill development.

Session 19: Intercultural Competence in EFL Instructional Contexts
Souryana Yassine, University of Birmingham, UK/Mouloud Mammeri University of Tizi Ouzou, Algeria

*From Cultural Alienation to Intercultural Competence in EFL Textbooks*

This paper highlights the development in attitudes towards cultural contextualization in three locally designed Algerian EFL textbooks. It shows how the cultural content of the textbooks moves from conveying cultural alienation by focusing on the Other (foreign culture) towards fostering intercultural communication by portraying dialogue between the Self and the Other.

Gerriet Janssen, University of Hawai‘i, Manoa; Universidad de los Andes, Colombia

*Culture and Language within the Curriculum: One Colombian EFL Program*

This paper describes the good fit one Colombian undergraduate EFL course series has found in integrating content-based instruction, task-based language teaching, genre writing, critical perspectives, and socio-linguistic, socio-cultural, and inter-cultural content themes. Students gain academic task skill-sets and the understanding of global and local issues related to language, culture, and power.
Patricia Szasz, Monterey Institute of International Studies, and Karen Hamilton, Palomar College

*Bringing Content-based English Language Instruction to Post-Soviet Azerbaijan*

Two American teacher trainers share their experience delivering a curriculum development workshop to English teachers in Azerbaijan. The presenters discuss insights gained from working with teachers educated under the Soviet system who are moving toward content-based language instruction. Implications of creating an English-medium diplomatic university in the region are also addressed.

Kaveh Jalilzadeh, Science and Research Branch, Islamic Azad University, and Mahdi Dehghan, Taft Branch, Islamic Azad University

*Investigating the Pragmatic Competence of Foreign Language Learners and Teachers*

This paper presents a study that investigated the pragmatic competence of EFL learners and non-native language teachers. The researchers used a pragmatic competence test developed by Jienda(2007). The independent variables of this study were language proficiency, years of experience, age and gender.

5:30-6:30

**Plenary Presentation:** Jun Liu, Georgia State University

*Intercultural In/competence: The Top Challenge for Guest Chinese Teachers in US Schools*

Due to the high demand for Chinese language classes in K-12 schools in the US, every year the Office of Chinese Language Council International (known as Hanban) sends more than 100 guest teachers to the US. Most of these guest teachers go through a training program prior to their departure. As chief designer for Standards for Teachers of Chinese to Speakers of Other Languages as well as Chinese Language Teacher Training Programs, Liu recently conducted an ethnographic study to understand the challenges and difficulties these guest teachers encounter and also strategies they use to deal with the challenges. An on-line survey coupled with on-site visits and interviews with guest teachers, school principals, and host families reveal that the No. 1 challenge these teachers face is intercultural incompetence while being immersed in the US environment. Implications will be discussed with regards to curriculum development and course design for the training programs, methodology of teacher training, and selection criteria for guest teachers. Liu will further point out that intercultural competence cannot be learned, but acquired and experienced in immersive environments which can be designed through simulation, sharing, observing, and reflection.

Sunday, January 29

8:30-9:00

**Coffee**
9:00-10:00

**Plenary Presentation:** Judith M. Maxwell, Tulane University (United States)

*Pulsating Galactic Classrooms, Immersion Environments, Individual vs. Group Language Learning at Home and Abroad*

Some constants of language learning are “cultural immersion and relevance”, “creating safe environments for learning”, and “full involvement of the student in the language acquisition process”. Oxlajuj Aj, the Tulane summer intensive Language and Culture class, has been running now for 24 years. Over this time these principles have held, while the “classroom” experience “pulsated” around them. The course as instantiated in Guatemala has a near one-to-one native speaker teacher to student ratio. New material can be presented in dramatizations with multiple “actors”, while other teachers remain among the student viewers and can elucidate. At each stage in the five-step process of moving from passive reception to active production teachers are literally at the students’ sides, encouraging, whispering, supporting, modelling the language. Practice sessions expand and contract from tutorials to dyads to small groups and back. Regular interaction with the host community keeps the language relevant in the students’ daily rounds.

Yet this luxurious model of multiple teachers in a classroom is often rendered infeasible by salary considerations. Nonetheless, master teachers from Oxlajuj Aj are “colonizing” more traditional classroom settings in Guatemala. One teacher using the methodology solo successfully ran a week-end course for 45 students; another has transferred the techniques to teaching 8-12 graders. At Tulane this Fall semester we have scaled down to two teachers in the classroom, with the participation of veteran students adding to the dynamism.

Learning outcomes from these enriched language learning environments confirm that students who take risks and speak learn; students who opt out by giving minimal responses (no response being disallowed) consistently score lower on both oral and written evaluations. Movement, laughter, games, and application hold the key to fostering the confidence to speak. Interaction with host communities provides both re-enforcement and reward for the effort at learning the language.

10:15-12:15

**Session 20: Intercultural Competence in Spanish-speaking Contexts**

Rachel Shively, Illinois State University

*Language and Culture Learning in Out-of-class Interaction during Study Abroad*

This paper presents a study that provides an examination of the opportunities for social interaction, second language use, and culture learning by study abroad students in Spain in naturally-occurring service encounters. The results suggest that although service encounters are typically brief, they can contribute to language and culture learning during study abroad.

Elizabeth Smolcic, Pennsylvania State

*Moving Towards Interculturality in an Immersion Experience Abroad*

The presenter will outline research about teacher learning in an international immersion experience for novice ESL teachers in the Andean highlands of Ecuador. Using a Vygotskian-inspired theoretical approach to development, the study highlights specific affordances and constraints that impact teacher learning in this short-term experiential learning program abroad, particularly movement towards interculturality.
Peter Sayer, University of Texas at San Antonio, and Bryan Meadows, Fairleigh Dickinson University

*Teaching Culture Beyond Nationalist Boundaries: Stereotyping and National Identities*

In early 2011 a controversy erupted between Mexico and England over remarks made by BBC commentators which disparaged Mexicans as “lazy, feckless, flatulent [and] overweight.” The presenters analyze the incident for what it tells us about national cultures, but also for the possibilities of FL education for critiquing nationalist stereotypes.

Ana Cecilia Villarreal Ballesteros, Frank Malgesini and Emma Escobedo Chavez, Universidad Autónoma de Chihuahua

*Cultural Stereotypes and Intercultural Competence among University Students in Mexico*

Students in a university major taught in English in Mexico were asked to write short descriptions of culture and education in Mexico and the United States to test whether their responses would demonstrate intercultural awareness. Most students, whether in majors taught in English or Spanish, responded with stereotypes.

**Session 21**

**Panel: Fostering and Assessing Cultural Humility in Short-Term Studies Abroad**

This panel will discuss how to arrange short-term study abroad opportunities for teachers that take them out of their cultural and linguistic comfort zones into a new critical awareness and will present their research regarding these transformative experiences.

Mary Benedetti, University of Cincinnati

*“Othering” Teachers: Developing Cultural Humility in Short-term Programs Abroad*

"Cultural humility" is a concept relatively new in the field of Education but one that has real significance in teacher preparation and professional development. This presentation will discuss a research study into how "otherness" may lead to cultural humility in short-term study abroad programs.

Rebecca Hale and Irene Trunick, University of Cincinnati

*Short-term Studies Abroad for Professional Development*

This paper will discuss the reasons for the development of the short-term study abroad experience as the preferred model for teacher professional development.

Denise Dallmer, Northern Kentucky University

*Embedded Visiting Scholars as Cultural Experts in PK-12 Settings*

This paper explores the concept of cultural immersion within a familiar context. International visiting scholars were placed into traditional suburban schools as part of a Department of State initiative. Research demonstrates that the students in the schools gained a remarkable level of cultural understanding from these embedded visitors.

Angel Añorga, Raymond Walters College

*Critically Evaluating Short-term Study Abroad Programs*

Evaluation of study abroad programs has often been casual and related to student satisfaction or foreign language progress. The goals of short-term studies abroad, however, are often more focused on cultural rather than linguistic proficiency. This paper will discuss effective means of evaluating this aspect of study abroad.
Session 22: Intercultural Competence in German-speaking Contexts
Kacy Peckenpaugh, University of Arizona

*Intercultural Competence: Meeting the Bar and Falling Short in Study Abroad*
This study presents case studies of two seemingly ideal candidates for displaying an ethnorelative perspective, as outlined in the Intercultural Development Inventory (Hammer, Bennett, & Wiseman 2003) during and after a short term study abroad program in Leipzig, Germany. While the bilingual, bicultural female students both demonstrated Intercultural Competence (Byram, 1997), one continually demonstrated an ethnocentric perspective.

Peter Schroeck, German Language School Conference, and Alexander Pichugin, Rutgers University, School of Communication and Information

*A Successful Immersion Program for Adults: A Longitudinal Case Study*
The paper presents a longitudinal observational case study of a travel/study program for adults in Germany and Switzerland for English-speaking participants with different levels of language knowledge and heterogeneous cross-cultural experience. Both the results of the study and the methods used are transferable to other studies of immersion programs.

Veronika Timpe, TU Dortmund

*Decoding Socio-pragmatic Utterances in Intercultural Contexts – A Think-aloud Study*
Sociolinguistic comprehension is an essential factor in Intercultural Communicative Competence. This paper will present a study in which the author used think-aloud methodology to investigate the cognitive processes of two groups of university-level German learners of English (study abroad experience vs. no study abroad experience) when solving receptive intercultural sociolinguistic assessment tasks.

Gael Fonken and Rex Veeder, St. Cloud State University

*Re-theorizing Interculturality on the US-Canadian Frontier: A Three-part Borderland Medley*
Theorizing interculturality as a unique local, borderland practice helps transcend restrictive monolingual styles of interaction. By recovering the diasporic histories of minority heritage languages—Platt, Somali, and Ojibwa—in a traditional “German” community composed of 10% (more)recently-arrived Somalis, we immerse ourselves in the very auditory aesthetic that we retrieve. Collaborative student/faculty research is central to this mosaic style of interculturality.

Post-Conference Workshops (registration is separate from the conference)

1:30-4:30pm

*Create, Write, Relate*
Presented by Joyce Stewart, Title I Family Support, Tucson Unified School District, Becky Glad, Title I Family Support, TUSD and Viola Gant, Title I Family Support, TUSD
This workshop introduces participants to content-based language instruction through writing. Using art as a vehicle for meaningful writing, participants will increase their intercultural competence through the exchange of the perspectives revealed in their artwork. The three modes of communication—interpretive, interpersonal, and presentational—provide the structure for the activities.
The Use of Images in the Development of Intercultural Competence
Presented by Szu-Yueh Chien, University of Georgia
In this workshop, a brief overview of theoretical and research foundation in using images to understand and to help students develop the intercultural competence will be provided. Participants are asked to bring their laptops and several images they took when they traveled in foreign countries.

Hands-On Training on using Web 2.0 to Teach Culture
Presented by Mohammed Tamimi, University of Arizona
This workshop aims at training K-16 teachers on using Web 2.0 tools to teach culture. Participants will be introduced to techniques, strategies, and examples that use such tools in teaching culture. In addition, participants get to work in groups to develop their own lessons to teach culture using such technologies.

Documenting Interculturality with LinguaFolio
Presented by Carl Falsgraf, Center for Applied Second Language Studies, University of Oregon (CASLS), and Adriana Brandt, IUPUI School of Education
Sponsored by CASLS
This workshop will show practitioners and researchers how to use the Interculturality module of LinguaFolio Online to enhance and document learners emerging cultural awareness. Based on the work of Michael Byram and the notion of interculturality from the Common European Framework of Reference, this approach rests on the idea of an encounter. An encounter could be with a person of a certain culture or through media that creates some sort of impression. When learners experience an encounter, they begin by recording their emotional response to the encounter. They then reflect on the background knowledge they brought to the encounter and what knowledge they might need to better understand the encounter. Finally, they posit changes in their actions or behaviors going forward. This represents an iterative record of the learners' attempts to come to terms in their own personal way with the challenges posed by a cultural encounter. Participants will be shown how the tool can be used and its pedagogic and theoretical underpinnings. They will also be able to view and analyze existing student reflections. All participants will be given access to LinguaFolio and have an opportunity to develop lesson plans incorporating the Interculturality module.