Second International Conference
on the Development and Assessment of Intercultural Competence

PROGRAM

Aiming for "The Third Place"
INTERCULTURAL COMPETENCE THROUGH FOREIGN LANGUAGE TEACHING AND LEARNING

This conference brings together researchers and practitioners across languages, levels and settings to discuss and share research, theory, and best practices and foster meaningful professional dialogue on issues related to Intercultural Competence teaching and learning.

JAN 29-31, 2010
The Hotel Arizona
Tucson, Arizona

FULL CONFERENCE DETAILS:
HTTP://CERCLL.ARIZONA.EDU

This conference is organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL); co-organized by the Confucius Institute at the University of Arizona and the Second Language Acquisition and Teaching Program; and co-sponsored by the Center for Middle Eastern Studies, the Center for Latin American Studies, and the Center for English as a Second Language; with contributions from the College of Humanities, all at the University of Arizona. Supported in part by a grant from the Arizona Humanities Council.

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A ARIZONA

FRIDAY, JANUARY 29

7:30am – 5:00pm	**Registration**

9:00am – 12:00pm	**Three Pre-Conference Workshops** (concurrent)
	10:30 am coffee break in the Grand Foyer
	Details on page 9
	    - Peter Ecke (Redwood Room)
	     "Assessing Intercultural Competence during Study Abroad"
	    - Nicholas Ferdinandt (Sagewood Room)
	     "Leading and Teaching in the Cultural Third Place:
	     Strategies for Building and Maintaining 'Other' Places"
	    - Lee Mun Wah (Cottonwood Room)
	     "Cultural Competency for Educational Leaders"

12:00pm – 1:00pm	**Break** (refer to resturant guide)
1:00pm – 1:15pm	**Opening Remarks** (West Ballroom)
1:15pm – 2:15pm	**Keynote Speaker - Claire Kramsch, Ph.D.** (West Ballroom) University of California, Berkeley; Professor of German and Foreign Language Acquisition; Founding Director of the Berkeley Language Center. *"The Symbolic Dimension of Intercultural Competence"* *Details on page 6*
2:15pm - 2:30pm	**Break**
2:30pm – 4:00pm	**Paper Sessions 1-5*** (concurrent) *Details on pages 10-21* 1: Theory (West Ballroom) 2: Technology (Ocotillo Room) 3: Nationalism (Redwood Room) 4: Rhetoric and Composition (Sagewood Room) 5: Intercultural Competence in the Classroom (Cottonwood Room)
4:00pm-4:15pm	**Coffee Break** (Grand Foyer)
4:15pm – 5:45pm	**Paper Sessions 6-10*** (concurrent) *Details on page 21-31* 6: Cultural Perspectives (West Ballroom) 7: Internet Assisted Learning (Ocotillo Room) 8: Global Perspectives (Redwood Room) 9: Student Learning Environments (Sagewood Room) 10: Intercultural Applications in the Classroom (Cottonwood Room)
5:45pm - 6:00pm	**Break**
6:00pm – 8:00pm	**Reception (**Central and East Ballrooms) *Entry ticket required. Tickets distributed with conference name badge.*

SATURDAY, JANUARY 30 (*CONTINUED ON NEXT PAGE*)

8:00am – 2:30pm	**Registration** (Coffee available from 8:00am-10:15am)
9:00am – 10:00am	**Plenary Session - Vicki Galloway, Ph.D.** (West Ballroom) Professor of Spanish and Associate Chair for Research and Assessment in the School of Modern Languages at Georgia Institute of Technology. *"The World is Your Oyster: Methapor- and Space-Making in Mexico City"* *Details on page 7*
10:00am – 10:15am	**Break**
10:15am – 11:45am	**Paper Sessions 11-15*** (concurrent) *Details on pages 31-41* 11: Textbooks (West Ballroom) 12: Preparing Students for Study Abroad (Ocotillo Room) 13: Teacher Training at the Pre-Service Level (Redwood Room) 14: Film and Literature I (Sagewood Room) 15: Heritage Learners (Cottonwood Room)
11:45am – 12:00pm	**Break**
12:00pm – 1:00pm	**Plenary Session - R. S. Zaharna, Ed.D.** (West Ballroom) Associate Professor in the School of Communication at American University. *"An Associative Perspective of Communication in the Arab World: Implications for Identity, Teaching and Public Diplomacy"* *Details on page 7*
1:00pm – 2:00pm	**Boxed Lunches** (Grand Foyer)
2:00pm – 3:30pm	**Paper Sessions 16-20*** (concurrent) *Details on pages 41-51* 16: Standards and Curriculum (West Ballroom) 17: Service Learning (Ocotillo Room) 18: Teacher Training (Redwood Room) 19: Film and Literature II (Sagewood Room) 20: Pragmatic Competence (Cottonwood Room)
3:30pm – 3:45pm	**Coffee Break** (Grand Foyer)

SATURDAY, JANUARY 30 (CONTINUED FROM PAGE 3)

3:45pm – 5:15pm	**Paper Sessions 21-25*** (concurrent) *Details on pages 51-59* 21: Assessment (West Ballroom) 22: Virtual Environments (Ocotillo) 23: Teachers' Experience in School (Redwood) 24: Program Instruction (Sagewood) 25: Intercultural Competence in Institutional Settings (Cottonwood)
5:15pm – 5:30pm	**Break**
5:30pm – 6:30pm	**Plenary and Closing Remarks - Jun Liu, Ph.D.** (West Ballroom) Professor and Head of the Department of English at the University of Arizona. Director of the Confucius Institute at the University of Arizona. Past President of Teachers of English as a Second or Other Language (TESOL). *"What is in Common: English Fever in China and Chinese Heat in America? Intercultural Communicative Competence"* *Details on page 8*

SUNDAY, JANUARY 31

9:00am – 12:00pm	**Two Post-Conference Workshops** (concurrent)
	10:30 am coffee break in the Grand Foyer
	Details on page 9
	    - Elisabeth Arévalo-Guerrero and Maria Ines Quiroga
	    (Ocotillo Room)
	    "Building Intercultural Sensitivity and Developing Intercultural Competence in Foreign Languages"
	    - Kathy G. Short (Cottonwood Room)
	    Facilitators: Ke Huang, Junko Sakoi and Richard Clift
	    (University of Arizona)
	    "Introducing Children and Adolescents to World Cultures and Languages"

* Some sessions (including post-presentation discussions) will be recorded for video and/or audio podcasts to be posted on CERCLL's website.

Selected papers presented at this conference will be published
in an online proceedings on CERCLL's website:
cercll.arizona.edu
Check it out after the summer!

HOTEL ARIZONA - MEETING ROOM MAP, HOTEL ADDRESS, CONTACT INFORMATION

The Hotel Arizona
181 West Broadway
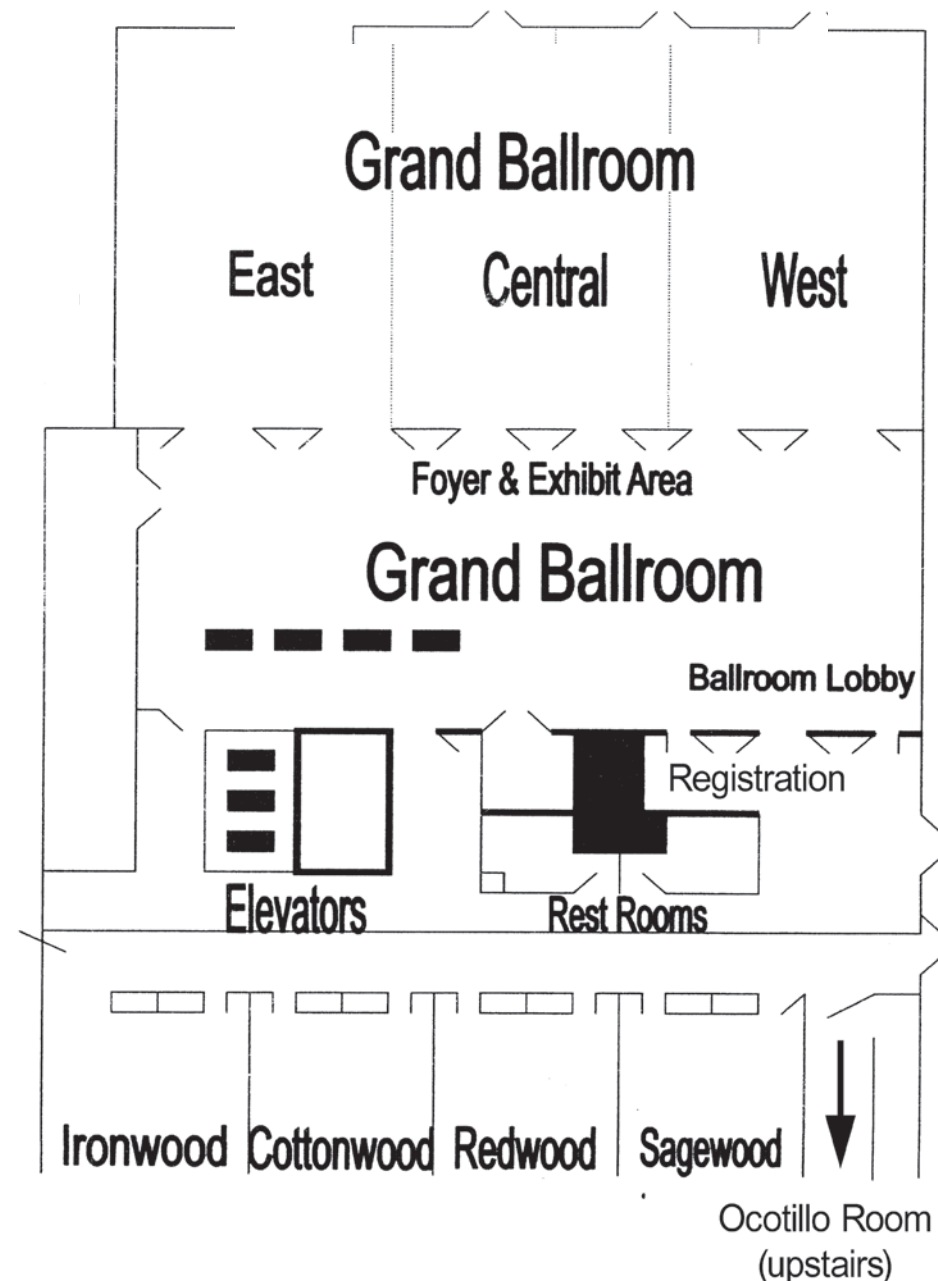Tucson AZ 85701
Phone: (520) 624-8711

Fax: (520) 624-9963
Email: reservations@thehotelaz.com
Wi-Fi Username: "hotelaz"
Wi-Fi Password: "guest"

Lower Level
Ballroom and Conference Center
Breakout Rooms

Grand Ballroom

East   Central   West

Foyer & Exhibit Area

Grand Ballroom

Ballroom Lobby

Registration

Elevators   Rest Rooms

Ironwood Cottonwood Redwood Sagewood

Ocotillo Room
(upstairs)

Claire Kramsch, Ph.D.

University of California, Berkeley; Professor of German and Foreign Language Acquisition; Founding Director of the Berkeley Language Center

"The Symbolic Dimension of Intercultural Competence"

While communicative competence is characterized by the negotiation of intended meanings in authentic contexts of language use, intercultural competence has to do with far less negotiable discourse worlds, the "circulation of values and identities across cultures, the inversions, even inventions of meaning, often hidden behind a common illusion of effective communication" (Kramsch et al 2008:15). The self that is engaged in intercultural communication is a symbolic self that is constituted by symbolic systems like language as well as by systems of thought and their symbolic power. This symbolic self is the most sacred part of our personal and social identity; it requires careful positioning, delicate facework, and the ability to frame and re-frame events. The symbolic dimension of intercultural competence calls for a post-structuralist research and teaching approach that is discourse based, historically grounded, aesthetically sensitive, and that takes into account the actual, the imagined and the virtual worlds in which we live. With the help of concrete examples from foreign language classrooms, the paper will attempt to redefine the notion of third place (Kramsch 1993) as symbolic competence.

References:
• Kramsch, Claire, Levy, Danielle & Zarate. (2008) "Geneviève. Introduction Générale." In Zarate, G., Levy, D., & Zarate, G. (Eds.) Précis du plurilinguisme et du pluriculturalisme. Paris: Editions des archives contemporaines.
• Kramsch, Claire. (1993) Context and Culture in Language Teaching. Oxford University Press.

Biography

Claire Kramsch is Professor of German and Foreign Language Acquisition at the University of California, Berkeley, and Founding Director of the Berkeley Language Center. Among her many publications is an edited volume, Language Acquisition and Language Socialization: Ecological Perspectives (Advances in Applied Linguistics Series, Continuum International, 2003); most recently she completed a manuscript on The Multilingual Subject. Her awards include the ACTFL Nelson Brooks Award for the teaching of culture; the MLA Kenneth Mildenberger Prize for Outstanding Research in the teaching of foreign languages and literatures; the Goethe Medal; the MLA Distinguished Service Award; and a UC Berkeley Distinguished Teaching Award. Dr. Kramsch is past President of the American Association of Applied Linguistics, was co-editor of the journal Applied Linguistics and serves on CERCLL's National Advisory Board.

Vicki Galloway, Ph.D.

Professor of Spanish and Associate Chair for Research and Assessment in the School of Modern Languages at Georgia Institute of Technology.

"The World is Your Oyster: Metaphor- and Space-Making in Mexico City"

Vicki Galloway (Ph.D., University of South Carolina) is Professor of Spanish and Associate Chair for Research and Assessment in the School of Modern Languages. She teaches a wide varietyof courses in language, literature, business, and culture studies, and is Director of the LBAT-Mexico, a summer immersion program in Spanish for Business and Technology. She has published extensively in nationally prominent journals and professional volumes on second-language acquisition and cross-cultural learning and has co-authored eight textbooks for different levels and applications of language learning, including Spanish for International Business. Dr. Galloway is the 2002 recipient of the prestigious international Nelson Brooks Award for the Teaching of Culture in recognition of her writings in this field, and the 2000 recipient of GT's E.Rowe Stamps Award for Excellence in Teaching. Before coming to Georgia Tech, she served as Project Director for the American Council on the Teaching of Foreign Languages (ACTFL), editor of FLAnnals, and as South Carolina's State Supervisor for Foreign Language and International Education. She has been very active professionally throughout her career in conference presentations, keynote addresses, and teacher workshops across the country, and has served on numerous national and international boards and committees. Dr. Galloway is the Spanish Advisor for the IAML and GEML degree programs. Distinguished Teaching Award.
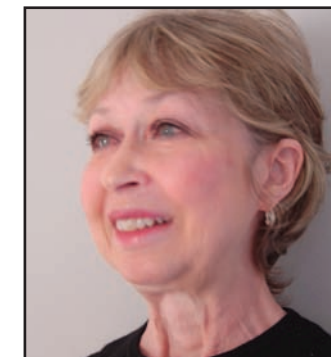
R. S. Zaharna, Ed.D.

Associate Professor in the School of Communication at American University.

"An Associative Perspective of Communication in the Arab World: Implications for Identity, Teaching and Public Diplomacy"

Dr. Zaharna explores the diversity that characterizes the people and societies across the Arab world as well as the shared perspective of communication that puts a premium on relations and social context. While diversity magnifies the difficulty of achieving intercultural competence, understanding the importance of relations and social context is a pivotal key for gaining communication competence and navigating the cultural terrain. To capture the significance of relations and social context, Dr. Zaharna presents an associative perspective of communication. She highlights associative features found in the Arabic language, Islam and dominant social norms. She discusses how the associative perspective helps define intra-cultural communication competence, and by extension, corresponding attributes and attainable goals for individuals seeking intercultural communication competence. Her plenary presentation concludes with implications for identity, teaching and public diplomacy.

PLENARY AND CLOSING - SATURDAY, JANUARY 30, 5:30 PM - WEST BALLROOM

Jun Liu, Ph.D.

Professor and Head of the Department of English at the University of Arizona
Director of the Confucius Institute of the University of Arizona (CIUA)
Past President of Teachers of English as a Second or Other Language (TESOL)

"What is in Common: English Fever in China and Chinese Heat in America? Intercultural Communicative Competence"

There are signs that the global prominence of English may fade within the foreseeable future, and the leading position of English as the language of the world market is diminishing as the demand for educational resources in languages such as Chinese grows. Indeed, Mandarin has emerged as the new must-have language in many Asian countries, as well as in Europe and the United States. An estimated 30 million people are learning Chinese worldwide and the number will triple in the next few years. There is a critical need for highly qualified Chinese teachers to fill the void. However, the linguistically competent teachers, or native speakers, have encountered numerous challenges in teaching their own languages in foreign language contexts. Largely responsible for such challenges is the intercultural communicative incompetence that has been identified as the No. 1 factor affecting the effectiveness of teaching. As the key designer of the Standards for Teachers of Chinese to Speakers of Other Languages (TCSOL), Liu will argue why the theoretical framework of communicative competence should be expanded to include intercultural competence, and why and how intercultural competence should be the key component in educating global language teachers.

This conference is supported in part by a grant from
the Arizona Humanities Council

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PRE-CONFERENCE WORKSHOPS - FRIDAY, JANUARY 29 - 9:00 AM

Workshop registration is separate from conference registration. If you wish to register for one of these workshops, please see the staff at the registration table.

Peter Ecke (University of Arizona) - Redwood Room
Assessing Intercultural Competence during Study Abroad

This session will examine techniques for the assessment of intercultural competence during study abroad. Ecke will present data from self-assessment questionnaires and journals from participants of a summer study program in Europe to illustrate the potential of these techniques for the assessment and teaching of intercultural competence during study abroad.

Nicholas Ferdinandt (University of Arizona) - Sagewood Room
Leading and Teaching in the Cultural Third Place: Strategies for Building and Maintaining "Other" Places

This workshop aims to explore the nature of cultural third places in order to foster a desire to build and maintain these physical places of mutuality and dialogue. Also, participants will be given the opportunity to develop personal leadership principles and strategies for their day-to-day social and work environments.

Lee Mun Wah (StirFry Seminars & Consulting) - Cottonwood Room
Cultural Competency for Educational Leaders

With schools, workplaces and communities becoming increasingly more diverse, cultural competency and the elimination of cultural and personal bias become correspondingly important issues. Through personal stories, group exercises, and films, participants learn awareness of cultural differences, cross-cultural communications skills, community development expertise, and an understanding of social issues and contexts.

POST-CONFERENCE WORKSHOPS - SUNDAY, JANUARY 31 - 9:00 AM

Elisabeth Arévalo-Guerrero (University of Maryland, College Park)
and **Maria Ines Quiroga** (University of Maryland Baltimore County)
Ocotillo Room

Building Intercultural Sensitivity and Developing Intercultural Competence in Foreign Languages

Under the umbrella of Bennett's (1993) Developmental Model of Intercultural Sensitivity and Byram's (1997) Intercultural Communicative Competence Model, this workshop presents an intercultural approach to teaching foreign languages. Descriptions of class activities in face-to-face and computer-mediated interaction with native speakers will be presented along with samples of experiential activities.

Kathy Short (University of Arizona) - Cottonwood Room
Facilitators: Ke Huang, Junko Sakoi and Richard Clift (University of Arizona)

Introducing Children and Adolescents to World Cultures and Languages

Literature provides an opportunity for children and adolescents to immerse themselves in conceptual ways of thinking and living in the world. Participants will explore Language and Culture Book Kits from particular cultures and will experience a wide range of engagements that encourage students to explore global cultures and develop intercultural competence.

Session 1: Theory (West Ballroom)

What is Intercultural Competence?
Ray Clifford, Brigham Young University (United States)

As improved communication channels emerge, travel opportunities expand, and international trade increases, there is growing consensus about the need for Intercultural Competence (IC). However, beneath this surface-level agreement there are conflicting opinions about what is meant by Intercultural Competence. These are at least three different perspectives of IC (the "content" perspective, the "language" perspective, and the "application" perspective), and there are disagreements among the advocates of each perspective. Within the group espousing the "content" perspective, some focus on historical information, others highlight societal beliefs and values, and yet others only describe observable customs.

For those with a "language" perspective, some describe IC as a bilingual "inter-linguistic" ability, others view it as a monolingual "intra-linguistic" ability, and yet others consider IC to be an "extra-linguistic" phenomenon that is independent of language.

Using a hierarchy of testing and learning options as a backdrop, this presentation will attempt to:
- Reconcile various perspectives on Intercultural Competence.
- Begin the process of moving the term "Intercultural Competence" from the category of a general concept to that of a defined construct.
- Propose a multi-dimensional framework for assessing different dimensions of Intercultural Competence.

Symbolic Competence and Cultural Learning - An Interdisciplinary Link between Two Concepts
Isabell Maringer, University of Arizona (United States)

This paper aims to analyse the interdisciplinary link between Claire Kramsch´s (2006) concept of symbolic competence and Claus Altmayer´s (2004) approach to cultural patterns of interpretation. It seeks to verify whether or not and to what extent these two approaches when combined can benefit from each other with respect to their theoretical clarification and practical implementation since both concepts are innovative in terms of a theoretical research perspective. This proposal may be described as interdisciplinary because it involves two relevant levels of foreign language teaching. Kramsch´s model is empirical and oriented toward a socio-cultural approach to language research: it is the analysis of multilingual and multicultural subjects in their daily practice of "meaning-making" dealing with different socio-cultural symbolic systems reflected in linguistic signs. Altmayer´s concept aims at establishing a new concept of culture and cultural theory, in which he defines culture as a shared repertoire of knowledge fragments. These patterns are retained in the collective consciousness of a sociocultural community and help to negotiate the common interpretation and orientation of daily life. Both concepts represent different perspectives of current research concerning cultural and language fields. This paper attempts to describe the practical function of both approaches: How can symbolic competence be described as a complex skill term? What kind of ability is intended to empower learners when we talk about the acquisition of cultural competences? The aim is to verify whether different aspects of Kramsch's concept could enhance Almayer's interpretive approach, and whether Altmayer´s concept of cultural learning could contribute to the acquisition of symbolic competence. The link between these two concepts results in a highly theoretical concept of cultural learning with an additional perspective providing empirical as well as pragmatic aspects. This may be rewarding for future empirical research in the field of Cultural Studies and the study of foreign language learning and cultural competency.

Maringer *(continued)*

References:
- Altmayer, Claus. (2004). Kultur als Hypertext. Zur Theorie und Praxis der Kulturwissenschaft im Fach Deutsch als Fremdsprache. München.
- Kramsch, Claire. (2006). From Communicative Competence to Symbolic Competence. In: The Modern Language Journal 90, S. 249-252.
- Kramsch, Claire; Whiteside, Anne. (2007). Three Fundamental Concepts in Second Language Acquisition and Their Relevance in Multilingual Contextes. In: The Modern Language Journal 91, S. 907-922.

An Interdisciplinary Study of Intercultural Competence in Language Learning
Hélène Zumbihl, Université Nancy 2 – SCELV (France)

In today's professional context of globalization, learners of language for specific purposes also need to become "intercultural speakers". This complex intercultural competence includes cultural knowledge as well as "skills and know-how" and "existential competence" and largely depends on the individual and his or her history. I recently conducted an action-research project which showed the importance of personal experience and its verbalization in the acquisition of intercultural competence. With the results obtained I will show why it is essential to integrate disciplines such as anthropology, ethnology, philosophy and even neurobiology for a better understanding of the ways this skill is developed. Recent discoveries, especially in neuroscience, may help to uncover new insights into learners' behaviors in this highly individual skill. Today, emotional and social intelligence are both areas where mirror neurons play key roles. If we want to encourage this skill in language learning, it is essential to adopt a holistic approach to each individual and this may be done through the crucial contribution of these disciplines to research on the acquisition of intercultural competence in language learning.

Session 2: Technology (Ocotillo)

Using Online Discussions to Develop Intercultural Competence
Lynn Zimmerman, Purdue University Calumet (United States)

Developing intercultural competence in teachers can take many forms. The Internet has created spaces for intercultural learning which are easily adapted for classroom use. This study examines the experiences and perceptions of 31 undergraduate students in the US who are teacher candidates and participated in an online discussion about gender stereotypes with university students in English as a Foreign Language classes in Taiwan and Israel. The activity was designed so that native speakers and non-native speakers of English would be discussing a serious topic. One of the objectives of this activity was to help students develop intercultural competence through this online experience. This presentation will focus on the American teacher candidates' responses to six questions on the post-activity questionnaire about their perceptions of the online activity as a learning experience.

Four of the questions required scaled responses, and two were short narrative questions:
- How much did you learn about the other group members' country?
- How much did you learn about the other group members' culture?
- How much did you enjoy the overall experience of doing this online activity?

Zimmerman *(continued)*

- How successful would you consider this online discussion activity?
- Why/why not?
- What would improve this online activity?

The majority of the participants responded positively to the questions. An analysis of these responses will be provided during the presentation. In general the respondents who replied less positively or negatively to one of the questions, responded similarly to other questions. In examining these responses, most of the ones who responded less positively or negatively did not successfully interact with students from the other countries. These responses and lack of interaction align with suggestions that were made by several of the participants regarding timing and response issues. In order to go beyond being just an enjoyable and interesting activity such an assignment needs to be carefully designed so that students are aware of their role as communicators. Part of developing intercultural competence is recognizing one's own role in communication, such as how to engage in a give-and-take that provokes discussion and moves it beyond the initial interaction. In assignments such as these, clearly identified objectives that focus on pragmatics (language behavior and context) could help the teachers design a project that supports intercultural competence in communication between native and non-native speakers of English.

Intercultural Competence in Beginning Japanese Courses

Kiyomi Fujii, University of Arizona (United States)

Mastery of Japanese honorifics requires the acquisition not only of linguistic features, but also of pragmatic competence. This competence is notoriously difficult to acquire in the classroom, and even in study abroad contexts, where students receive a massive amount of input (Hashimoto 1993, Marriott 1995, Siegal 1995, Siegal 1996, Cook 2001, Tateyama 2001). Based on case studies conducted in beginning Japanese courses, this report will present an approach utilizing technology, including editing popular movies and implementing online tools such as YouTube to develop students' intercultural competence. My previous study suggests an approach focusing on linguistic features and pragmatic competence within a larger cultural frame, though challenging, would be beneficial for students' intercultural competence. I examine the cases of three advanced-level Japanese learners who have lived and worked in Japan. The data for this study was collected through role-play, questionnaires, and interviews. When asked at the interview, the participants reported that they are aware of speech act differences between Japanese and Americans. In addition, they are aware of an interlocutor's expectation and the gap between the interlocutor's expectations and their linguistic limitations. This leads them to use other communication strategies. The study also found that the interlocutors' acceptability plays a role. This is complicated by the fact that the use of honorifics is not static because acceptability varies according to the situation and interlocutor. To make students aware of speech act differences between Japanese and Americans, I strive to create culturally-based contexts within the classroom, in my Japanese language course, that offer students the challenge of functioning successfully in a Japanese environment. These culturally-based sessions aim to develop procedural knowledge such as knowing how to perform competently in a Japanese context. In Japanese, for example, there are particular ways to express politeness. In order to acquire Japanese polite expressions, learners need to acquire pragmatics. Consequently, an approach that focuses on linguistic features and pragmatic competence within a larger cultural framework is beneficial for students. Taking advantage of available video-manipulation technology, I compiled video clips from Japanese movies that covered a particular grammar topic in the textbook (e.g., differences in greetings between in-group members such as family members and out-of-group people such as strangers). By watching and listening to the conversations in the clips, students learned not only the grammar points, but also native speakers' usage and topic-related cultural appropriateness that students can later apply in real-world situations.

Fujii *(continued)*

References:

- Cook, H. M. (2001). Why Can't Learners of JFL Distinguish Polite from Impolite Speech Styles?. 80-102. (ed.). K. R. Rose and G. Kasper. Pragmatics in Language Teaching. Cambridge, UK: Cambridge University Press.
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- Siegal, M. (1995). Individual Differences and Study Abroad: Women Learning Japanese in Japan. In B. Freed. (ed.). Second Language Acquisition in a Study Abroad Context. 223-244. Amsterdam/Philadelphia: John Benjamins.
- Siegal, M. (1996). The Role of Leaner Subjectivity in Second Language Sociolinguistic Competency: Western Women Learning Japanese. Applied Linguistic. 17. 356-382.
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Intercultural Communication 2.0: Students as Cultural Ambassadors in Classrooms

Marohang Limbu, University of Texas at El Paso (United States)

In this presentation, I argue that educators at all levels are adopting "new technological literacy as a practical way of preparing students for … technological twenty-first century" (Selfe, 1995) because technology provides user-editable environment in which author's and reader's roles merge (Johnson-Eilola and Selber, 1996; Lundin, 2008). When intercultural communication 2.0 is introduced in writing classes, it brings a complex set of socially and culturally situated values and practices. This situation refers to social and cultural contexts and linguistic practices of intercultural communication skills. I argue that intercultural communication 2.0 plays a significant role on writing instructions when digital technology, multicultural materials, and pedagogy are brought together. Therefore, we should understand and navigate modern technology tools to engage students in various intercultural dialogues. In so doing, we not only empower students with their own languages and voices, but we also offer them democratic and inclusive spaces in writing courses.

In this presentation, I will also demonstrate how we can adopt Web 2.0 tools—wikis, WebCT, facebook, myspace, Flickr, Google, and YouTube—and how we can apply them to develop global communication skills in a micro-level in various classroom settings. I argue that intercultural communication 2.0, as a virtual social networking platform, promotes students' critical and analytical thinking, and it also advances students' cross-cultural and technological communication skills. Here, I argue how intercultural communication 2.0 encourages students to collectively collaborate, cooperate, and create intercultural competence in the virtual spaces, and how it finally prepares them to transfer their skills to real spaces. I further state that intercultural communication 2.0 not only prepares students as prosumers (producers + consumers), but it also produces as philosophical thinkers. In this presentation, I will argue that by offering the roles of cultural ambassadors, intercultural communication 2.0 encourages students to bring their cultural materials in the center. Thus, intercultural communication 2.0 assists students to connect the local issues to global level. It finally prepares them as better global fellow citizens who, in the future, can better serve the needs and expectations of the twenty-first century globalized world.

Limbu *(continued)*

References:

- Johnson-Eilola, J. & Selber S. A. (1996). Policing Ourselves: Defining the Boundaries of Appropriate Discussion in Online Forums. Computers and Composition 13(3), 269-291.
- Lundin, R. W. (2008). Teaching with Wikis: Toward a Networked Pedagogy. Computer and Composition 25, 432-448.
- Selfe, C. L. (1999). Technology and Literacy in the Twenty-first Century: The Importance of Paying Attention. Illinois: Southern Illinois University Press.

Session 3: Nationalism (Redwood)

Taking on Nationalism in the Name of Intercultural Competence

Bryan Meadows, University of Texas - Pan American (United States)

Predominant models of intercultural competence correctly include an instructional component that addresses the constraints nationalism poses to the cultivation of intercultural speakers who can successfully operate both within and beyond borders of culture and language. This is because nationalism privileges the organization of individuals and practices into clearly bounded national cultures and languages each centered around a notion of a 'national authentic' (i.e. national prototype). Following this logic then, border-crossing and hybridity prove to be problematic for the workings of nationalism because they challenge the sturdiness of national borders. Likewise, linguistic and cultural deviations from national standards are also suspect because they threaten the centrality of the 'national authentic'. This explains why students and practices found in Third Spaces are devalued and discredited in formal classroom situations, and is why all instruction in intercultural competence must make explicit the workings of nationalism and impart on students the ability to critically analyze its influence on their social worlds. This presentation will provide to attendees a framework for identifying the workings of nationalism and its influence on the way we construct our social worlds. Two key notions are nationalist border practices and nationalist standard practices. Nationalist border practices refers to the division of the social world along self/other lines that presuppose nationalism. Nationalist standard practices refers to the orientation to a single standard point (i.e. prototype) that is to stand in for each nation-state community in its entirety. Through comparative study across nation-states, it will be shown in this presentation that these two practices are endemic to all nation-state communities and national claims as to 'authenticity' and 'correct language', for example, must be understood in terms of one nation-state's relativity to all others and not to an objective truth-value. The case will be made that student development of intercultural competence is advanced when they are provided with the analytical tools to identify nationalist practices, thus providing them with the agency to construct their own intercultural, interlingual spaces that transcend nationalist borders. This presentation will include practical suggestions (e.g. unit sequencing and lesson activities) of how a critical awareness to nationalist practices can be implemented in the language classroom.

Four Cultures on the Path to Defeat Language and Cultural Boundaries

Julia Elvira Martínez Reina, Universidad Pedagógica y Tecnológica de Colombia (Colombia)

Yolanda Samacá Bohórquez, Universidad pedagógica y Tecnológica de Colombia (Colombia)

Four cultures on the path to defeat language and cultural boundaries is a paper presentation that reports partial findings of a research experience on intercultural awareness resulting from the interaction in English among American,

Martínez Reina and Samacá Bohórquez *(continued)*

British, Jamaican and Colombian young adults at a public university in Colombia. This descriptive case study is being conducted with six students who are taking the fourth level of English offered by the Modern Languages Program at Universidad Pedagógica y Tecnológica de Colombia, and three young women, from the United States, England, and Jamaica, who have been foreign language assistants in this undergraduate program. Under this frame, our concern was to unveil the cultural implications for the English language learners when interacting with people from English speaking countries.

Based on the assumption that "knowledge, awareness and understanding of the relationship (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. CEF 2001 p.103, participants are being provided with the opportunities to interact and share their cultures through project work methodology around global issues, in order to know, appreciate, understand, and accept the differences that take place when sharing with others. Issues such as, environmental footprint, stereotypes, human rights, child labour, AIDS, among others, provoke the participants' reflection and expression of situations affecting their cultures, as well as their intercultural understanding.

For the purpose of the study, data is being collected through questionnaires, video-recordings, conferences, and students' artifacts. The preliminary findings reveal in first place, that having the possibility to share with people from different cultures let the participants experience that language is not only their primary goal, but also the means to approach others' and their own world. In second place, that establishing relationships among different cultures, allows the participants to realize that despite the cultural similarities and differences, their world is being affected by the same issues. Finally, that interacting with people from different cultures brings a wide variety of messages for both the native and the target English speakers, which strengthens the so needed intercultural competence in order to respect and value the multicultural world they live in.

Imagined Communities, Erased Realities: Critical Models for a "Changed World"?

Anne Pomerantz, University of Pennsylvania (United States)
Adam Schwartz, University of Texas - Pan American (United States)

In response to the recent report issued by the Modern Language Association, "Foreign language education and higher education: New structures for a changed world" (2007), this paper asks how the proposed model accounts for the teaching and learning Spanish in an increasingly "Latinized" US. As immigrants from the Spanish-speaking world continue to enter the US in large numbers and establish visible language communities, the authors question what this demographic change means in terms of how Spanish language education is conceptualized and conducted as a "translingual and transcultural" pursuit (MLA, 2007, p. 3-4). Specifically, they examine how the MLA report discursively constructs a social world in which classroom learners use the target language to interact with "educated native speakers" in a 'foreign' setting that is both spatially and temporally removed from the present and devoid of power relations. This social world is then contrasted with that which US learners of Spanish at the university level discursively construct for themselves, within and through narratives they tell about their language learning histories and goals. Of particular interest are the stories the learners craft about using Spanish outside the classroom in the US across a variety of settings. Finally, the authors consider how the semiotic processes of "imagination" (Anderson, 1991; Kanno & Norton, 2003; Pratt, 1987) and "erasure" (Gal & Irvine, 1995) are deployed and intersect with one another in these texts to position Spanish and Spanish-speakers as both "foreign" and "familiar." In so doing, they suggest the need for a model that is more sensitive to the social and discursive contexts in which contemporary Spanish language education is embedded. Data for this paper are drawn from two ethnographic, discourse-analytic studies that look closely at teaching

Pomerantz and Schwartz *(continued)*

and learning of Spanish at the university level. In particular, they include textual artifacts pertaining to contemporary Spanish language education, as well as interviews with participants at both sites. The approach to data analysis draws on insights from work in critical discourse studies (Barrett, 2006; Pavlenko & Blackledge, 2004; Schwartz, 2008) that attends to the relationship between language, identity, and power in multilingual settings. To this end, the authors interrogate the context in which Spanish is presently learned and used in the US and offer a new framework for understanding its conceptualization and realization of "translingual and transcultural competence" in a "changed world."

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Session 4: Rhetoric and Composition (Sagewood)

Promoting Intercultural Competence in Multicultural English Composition Classes

Betil Eröz-Tuga, Middle East Technical University (Turkey)

Mandatory English writing classes (i.e., freshman composition courses) at American universities cater to a multicultural group of students, including both international and American students. Despite their strong emphasis on developing writing skills, these classes, when they are well-planned, may be suitable places for developing the intercultural competence of and cross-cultural understanding between international and American students. When the syllabus, classroom materials, in-class activities, and course assignments emphasize cultural research and exchange, the students have an invaluable opportunity to improve their awareness about other cultures and people. An experienced instructor of freshman composition who has taught international and American students, the presenter will talk about ways in which writing classes could be planned to target intercultural competence. The presenter will focus on designing syllabi that center around cross-cultural exchanges, such as writing assignments and classroom tasks that promote cultural discussions as well as materials that inform the learners of other cultures and peoples. One suggestion the presenter will elaborate on is the "Buddy Match." Buddy Match is suggested for mixed sections with American and international students; each American student is paired with 1-2 international students as their "buddy." The students work on classroom tasks and out-of-class group work assignments with their buddies. The aim of the Buddy Match is to encourage cultural exchanges between native and non-native speakers of English; to help American students gain broaden their international perspective; and encourage international students to connect with their native speaker

Eröz-Tuga *(continued)*

classmates. Another suggestion that will be discussed is the use of folktales from various cultures as classroom materials. Folktales and fables provide opportunities for students to learn about other cultures, other peoples, and other countries while allowing the teacher to assign academic tasks built around the content and context of these stories. The writing assignments designed for students that study these materials are structured around the analysis of and research on different aspects of folktales. The presenter will introduce the stories that she has used in her classes and share her essay assignment sheets, grading rubrics, lesson plans, and classroom activities. She will present some classroom activities by using well-known children's stories (e.g. Cinderella, Little Red Riding Hood) in order to illustrate how these stories create a cross-cultural discussion in class that lead to cross-cultural awareness and understanding. In addition to these points, the presenter will offer alternative suggestions in choosing reading materials and activities to promote cross-cultural sensitivity, awareness, and understanding.

Helping Students Enter a "Third Culture" through Rhetorical Analysis
Todd Ruecker, University of Texas at El Paso (United States)

While scholars like Kramsch (1998) have argued that multilingual intercultural speakers should be seen as privileged, the unfortunate reality is that they are usually viewed as deficient in U.S. composition classrooms. Within the past decade, composition specialists like Trimbur (2002), Horner (2002), and Canagarajah (2006), representing voices from both the L1 and L2 composition fields, have begun to argue for more recognition of multilingual speakers' diverse linguistic and cultural backgrounds within the writing classroom. In two articles published in 2006, Canagarajah showed us how skilled multilingual scholars show incredible proficiency in "shuttling" between cultural writing customs as well as languages. Unfortunately, the vast majority of U.S. composition classrooms tend to be monolingual and monocultural Even in the U.S.-Mexico borderlands, where students cross borders literately and figuratively in their daily lives (Mangelsdorf, 1997), classrooms are generally monolingual and are not usually designed to help students enter a "third culture," a border culture. Realizing this, the presenter designed an assignment well suited for students to take advantage of their multilingualism (the norm in the borderlands) while developing their understanding of the multiple cultures they inhabit. Using examples of students conducting a comparative rhetorical analysis of both U.S. and Mexican news articles, he will explain how students can develop their intercultural competence by exploring how the cultural situatedness of an author affects the way they write about and view an issue. After discussing this assignment, the presenter will involve the audience in a discussion on ways teachers can create writing assignments which develop intercultural competence by encouraging students to step outside their own cultures into a "third culture," a borderland or interculture.

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Student as Social Scientist: Developing Intercultural Competence through Inquiry

Jessica Eve Gerard, Case Western Reserve University (United States)

First-year matriculated English language learners at American universities must rapidly adjust to the cultural expectations of their new academic environment. Often, venues in which students might explore the notion of intercultural competence- ESL sections of writing courses, for instance- have limited time to address such concerns, and once exited from these ESL-specific requirements, students may have little opportunity to discuss them again. This talk details the efforts of an undergraduate ESL program to integrate activities that support the development of intercultural competence into the framework of established ESL curriculum objectives. Specifically, the session will describe a thematic unit piloted in ESL sections of the institution's required first-year writing-intensive seminar in which students designed, conducted, and publicly presented a cross-cultural research study. The aims of this unit were several-fold: 1) to raise students' awareness of major areas of cultural difference and intercultural competence relevant to undergraduate English language learners, 2) to develop students' academic research and literacy skills through the systematic inquiry of student-formulated research questions, and 3) to encourage students to view themselves as social scientists, particularly as ethnographers and ethnologists, fully competent to engage in the active process of observation, analysis, comparison, interpretation, and adaptation necessary to develop intercultural competence. Student investigations contrasted differences between the students' home countries and the United States, covering topics such as social taboos, evidence of stereotyping in intercultural communication textbooks, nonverbal behavior differences, cross-cultural comparisons of educational systems, and contrasting expectations for classroom. Observed short-terms effects of the unit included the co-creation of a vocabulary that allowed teachers and students to openly and objectively discuss pertinent issues in classroom management, student-teacher interaction, and student advising in a productive manner. Current and future directions for the initiative include the development of a semester long course on the topic as well as the integration of smaller intercultural competence development activities into the general ESL first-year curriculum.

Session 5: Intercultural Competence in the Classroom (Cottonwood)

Locating Third Places at the Louvre Museum and in Paris

Christelle Palpacuer-Lee, Rutgers University (United States)

Study abroad programs are academic initiatives by US educational institutions that provide the opportunity for students to spend various amounts of time in a different country. These programs have received increasing attention from scholars and international educators in the past two decades (Engle and Engle, 1999; 2004; Freed, 1995; 1998; Wilkinson, 1998; 2001; 2002; Pellegrino, 1998). While many studies linking culture learning and study abroad experiences have been conducted with college students, research on the international experiences of teachers and professionals has been limited (Koskinen and Tossavainen, 2004; Festervand and Tillery, 2001). I propose to focus on the intercultural experiences of US teachers of French, enrolled in a two-week teacher education program abroad in France, at the Louvre museum.

This communication focuses on the ways teachers individually and collectively negotiate intercultural encounters and symbolic competence while abroad, at the museum. In this empirical study, I locate, describe and analyze emerging third places by examining the teachers' discourse in interaction at the museum. The data consists of a tape-recorded group discussion, participants' diaries, lesson plans and follow-up interviews. The research methodology adopts an interpretive framework, relying on post-structuralist methods of discourse analysis (Kramsch and Whiteside, 2008). This project is also tied to current research in study abroad and intercultural education (Alred, Byram & Fleming,

Palpacuer-Lee, *(continued)*

2002; Kramsch, 1993; Kinginger, 2004 ; 2008; Murphy-Lejeune, 2001) and in museum education (Greene, 1995; Knutson, 2002; Leinhardt and Knutson, 2004; Tran, 2007).

This research agenda has three main goals. First, to understand how the art museum can be a zone of possibilities for intercultural learning and teaching. Second, to investigate the ways study abroad teacher training programs can provide access to and participation within the target language and culture communities. And third, to examine the impact of the program on teachers and their teaching practices.

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Honoring All Voices: Teachers' Journeys Towards Culturally Relevant Practice

Susan Baker, Amy Bailey, Dana Owen, Charlene Bradely, Mike Olivier, Todd Fletcher; University of Arizona (United States)

The development of cultural competency is one of the great challenges facing contemporary education. Relevant literature in the area of cultural competency include 1) the prevalence of cultural and linguistic disparities among students and classroom teachers and 2) the value of multicultural and linguistic immersion experiences for pre-service teachers in teacher preparation programs. Teachers in public schools in the U.S. are challenged to address the diverse needs of students in a way that is "culturally responsive." It can be challenging for teachers to understand what culturally relevant pedagogy truly implies, and despite their well-intended efforts, they may over generalize their cultural understanding thereby endorsing stereotyped assumptions and perpetuating discontinuity between teachers and students. Cushner (2006) suggests that to the degree that we learn about the cultural variables of students from diverse backgrounds this will enhance our ability to provide culturally relevant pedagogy.

As Edgar, Patton and Day-Vines (2002) suggest the development of cultural competency must be experienced. As cited in Santamaria, Santamaria and Fletcher (2009), multicultural and linguistic immersion experiences for pre-service teachers can provide opportunities for developing culturally responsive pedagogy. Opportunities for interactions with other cultures in multiple settings can be viewed as a resource for learning. If done right it should empower teachers to respond appropriately to multiple forms of cultural diversity and to build bridges among the students' varied and unique stories.

This presentation will discuss the cross-cultural journey of teachers from the Department of Disability and Psycho-Educational Studies at the University of Arizona (UA) in a summer immersion program in Mexico. On the journey, students interned in local public schools to offer services in their area of expertise. What they discovered was that through their interactions with students and families they began to replace pre-conceived assumptions with knowledge and personal experience. The journey was one of residents of two worlds coming together and discovering multiple levels of cultural knowledge and understanding.

Five graduate students who participated in the summer immersion program will provide their personal stories in their journey toward the development of cultural competency through interaction with students in public school settings in rural and urban settings. This will include presentations by graduate students from the Deaf and Hard of Hearing (D/HH) Education program at the UA who collaborated with two Deaf siblings and their parents, school staff and community to learn Lengua de Señas Mexicana (LSM), or Mexican Sign Language.

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A Cultural Space: Culture in Foreign Language Instruction

Katherine O'Donnell, University of Arizona (United States)

This action-based research study is based on related research suggesting that cultural instruction results in heightened intercultural understanding and student interest. It aims to address teacher's concerns and reasoning for why they do not include cultural instructions. Their primary difficulties include lack of time to meet rigid language instruction

O'Donnell, *(continued)*

requirements and lack of adequate instructional material. In an attempt to address these concerns, three broad-based cultural units were implemented into Spanish I and Spanish III classes using form-focused and topic-based language textbooks. This presentation will examine typical classroom textbook-based activities and examples of ways in which they may be transformed into integrated language and culture-based lessons. These cultural lessons met the school's language instruction curriculum requirements and resulted in improved student interest, participation, and grades.

Session 6: Cultural Perspectives (West Ballroom)

Developing Intercultural Competence in the Beginning Language Classroom

Grant Goodall, University of California, San Diego (United States)

The idea that intercultural competence should be an essential goal of foreign language instruction is having a profound impact (see, e.g., Byram and Kramsch (2008), MLA (2007)), but most of the literature assumes that activities promoting intercultural competence require a level of ability in the language available only in intermediate and advanced courses. I argue here that intercultural competence can (and thus should) be an important goal of beginning language instruction. I present two sample activities from beginning Spanish, although the general lessons are applicable to any language. Both activities are acquisitionally valuable in their own right: They focus on a single grammatical property and are meaning-based (see, e.g., Ellis (2002), VanPatten (2002)). The first example focuses on gender/number agreement in adjectives. Students see a world map with per capita GDP in each country indicated by color. Their task is to match several incomplete sentences (e.g. "Mexico is...", "The Caribbean is...") with an appropriate ending from a list (e.g. "a wealthy country", "a poor country", "a wealthy region", etc.) where the ending on the adjective varies with the noun that it modifies. By looking at GDP on a world scale, students are led to see that their own country (the U.S.) is exceptionally wealthy, that there are other countries that are exceptionally poor, and that most of the Spanish-speaking countries are somewhere in the middle This then allows them to contrast the common American view ("We are normal; Latin America is extremely poor") with the common Latin American view ("We are normal; the U.S. is extremely wealthy"). The second example focuses on the verbs 'ser' and 'estar' ('to be'). Students see the responses given by several Latin Americans to the question "What are Americans like?" These responses consist of statements with the verb 'ser' (e.g. "They are very hard-working", "They are too patriotic", etc.). Their task is to say whether they are in agreement (which uses 'estar' in Spanish) or not with each statement and to explain whether it is true for them (e.g. "Julia says Americans are hard-working. I am in agreement in general, but I am not hard-working."). They thus reflect on the difference between general statements and statements about individuals, on how Americans are viewed by others, and on the complex mix of truth and fiction that are inevitable when one tries to reduce an entire country to a simple statement.

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The Views and Workshops of a Masters Class in Intercultural Competence Teaching

Gina Ioannitou, Université du Maine (France)

The paper proposed is the result of a participative process in which the students of the Masters Degree "Didactique des Langues" (foreign language didactics) at Université du Maine (Le Mans, France) explored through whole-class activities the field of intercultural dialogue and intercultural competence teaching. Our approach to intercultural teaching offers a new point of view: it places intercultural competence in a wider context. We consider it to be beyond encounter and dialogue, beyond professional skill, but as an intercultural action: living, accepting and creating together. As Byram emphasizes, the development of intercultural competence has to lead to a critical cultural awareness of oneself as a citizen. My thesis, is that teachers and students who work with their own cultural biography, who have "the presence of the social dimension in each individual's mind", can through intercultural competence, cause changes in society. We will try to prove that a culture of a given society does not consists "of whatever one has to know or believe in order to operate in a manner acceptable to its members" but this "acceptable" manner takes a new perspective in language teaching. Culture influences action not by providing the ultimate values toward which action is oriented, but through the construction of habits, viewpoints, and beliefs from which people construct strategies of action. J.-S. Mill suggests that "that it is important when different ways of living exist just as it is useful when different opinions are expressed and that different characters should be allowed with enough latitude provided they do not harm one another".

In order to develop Mill's model of cultural identification through diversity, we will present in this study the teaching of intercultural competence as an alternative view for changing action and beliefs. In order to do so, this study provides a reflection on the experience and practice of the teacher and the students, stating a number of papers of the students exploring their own cultures, practices and beliefs and developing with freshness and enthusiasm a new approach through an impressive number of cultures. Through their papers, intercultural competence becomes more than a professional skill, it becomes a way of life. In our presentation we will show the results of workshops and the papers of the students concerning different realities: marriage, traditions, dance, food, family, and religion, in different social environments explored: the USA, Turkey, Greece, Thailand, China, France, Algeria and Romania.

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"Under the Iceberg": Cultural Perspectives in the Language Classroom

Julie A. Baker, University of Richmond (United States)

As teachers of language and culture, we introduce the world into our classrooms daily. The teaching of factual knowledge is relatively simple, but it is more difficult to develop and assess the skills and attitudes that make up the remaining parts of Byram's model of intercultural competence (1997). This presentation will focus on what most scholars agree is central to culture teaching: an awareness of one's own culture and an opportunity to explore deeper perspectives lying behind observable cultural behavior. Using the ever-popular unit on foods and dining customs that usually focuses on products

Baker *(continued)*

and practices and basic "knowledge," this presentation will illustrate how students can be led to explore the values and perspectives that underlie a culture's practices and products. When students are directly introduced to the 3 Ps of the national standards (revised 1999), the iceberg model (Klein, 2004), the notion of D-I-E (describe, interpret, evaluate) (adapted by CARLA from Kappler and Nokken, 1999), "artifact-study techniques" (Galloway, 1999) and the effects of ethnocentrism (Galloway, 1999; Mantle-Bromley, 1998), they can begin examining why individuals of a particular culture do the things they do. In this particular unit, students progress from identifying consumer products and dining practices to offering reflections on why others consume, prepare, package, and dine in ways that differ from their own. Analysis of the websites of American fast-food restaurants in other countries, exploration of supermarket flyers, and a discussion of the connotations and symbolic representations of popular food and drink offer much more than simply learning language and acquiring cultural knowledge. Students begin to interpret observable behaviors based on underlying perspectives, and they develop the ability to identify stereotypes, revise hypotheses, compare and contrast products and practices of their own culture to better understand cultural difference, and avoid evaluative and judgmental language.

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Session 7: Internet Assisted Learning (Ocotillo)

Blogging Our Way to Intercultural Competence

Autumn Witt and Jacob Witt, University of Arizona (United States)

When students from ethnic minority communities and disadvantaged economic backgrounds dream of becoming doctors, they sometimes struggle to envision themselves within that world. The contrasts between hometown, university, medical school, and hospital rounds can be overwhelming. Weekly blogging is an integral part of my students' premedicine internship. Through this creative, reflective process, they gradually see themselves as doctors and nurses, redefining their identities to include shades of the desired Other. In drafting and crafting their experiences for others to read, students place themselves at the center of their real-life medical drama. The power of writing is transformative for these students. As they write about their hospital experiences, interactions with patients, and getting mistaken as "real" medical students, their goals come closer to reality. Students use an imagined identity to craft their medical persona and in the process expropriate the voice of the Other (Bakhtin 1981). Importantly, this drama revolves around them, and writing validates their experiences, making their dreams more tangible. This talk examines how blogging

Witt and Witt *(continued)*

promotes the essential internalization of the desired identity. In some cases, this process means the difference between achieving goals and letting go of them. In this presentation I will first describe the scaffolding process that I use and then show student results. During discussion time I will encourage teachers to contribute ideas of how they can modify my presentation for their classes. I will also provide teachers with a list of easy to use blogging and wiki development websites for teachers to choose from as they modify blogging for their own classes.

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Investigating Learners' Intercultural Competence Development in a Computer-Mediated Learning Environment
Paula Garrett-Rucks, University of Wisconsin-Madison (United States)

Fostering beginning and intermediate foreign language learners' intercultural competence in target-language use classrooms can be problematic. The pedagogical methods used in this study were intended to preserve learners' L2 use as a primary means of social communication in the classroom while encouraging L1 use for mental regulation of cultural concepts in online class discussions done outside the classroom. This paper reports on the changes in three French language learners' intercultural attitudes, knowledge and skills reflected by their mediation of online cultural instruction (explicit instruction, authentic texts, video-recorded interviews with French informants) in online classroom discussions. In the fall of 2008, nine U.S. learners, who were enrolled in a second-semester French course at a Midwestern community college, participated in weekly online discussions about French cultural practices over the course of a 16-week semester. Learners completed a questionnaire about their impressions of French people and French culture at the beginning and end of the semester in the classroom. Outside the classroom, learners participated in online discussions about French cultural practices (greetings, education, and family life) for five weeks per topic as follows: Week 1, learners posted their impressions of the cultural practices presented in explicit cultural instruction (taken from the cultural component of a distance learning French course) and authentic texts (taken from French blogs, online newspapers, and the Ministry of Education website). Week 2, learners responded to two peers' postings. Week 3, learners posted their impressions of the cultural practices after accessing video-recorded interviews of four French informants discussing the cultural practices (posted on YouTube). Week 4, learners responded to two peers' postings. Week 5, learners posted their final impressions of the cultural practices reflecting on all of the cultural materials and comments on the discussion board. After each discussion ended, I interviewed volunteer participants about the influences in the discussions on changes in their impressions of French culture. The transcripts of the discussions, interviews, and questionnaires were coded and analyzed for evidence of changes in learners' intercultural attitudes, knowledge, and skills using a blended model of European (Byram, 1997) and American (American Council of Education, 2007) multidimensional models of intercultural competence. In each of the three discussions, the explicit cultural instruction and authentic texts fostered learners' intercultural knowledge and some skills, yet often adversely affected learners' intercultural attitudes. French informant videos appeared more influential in fostering learners' intercultural attitudes, knowledge and skills than the explicit instruction and authentic texts.

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An Internet-Mediated Approach to Literature Teaching from an Intercultural Perspective
Liang Wang, The Open University (United Kingdom)

Developing learner autonomy has been one of the much desired goals, together with promoting intercultural communicative competence and e-literacy, in the national guideline for English majors in China. Language educators and teachers become aware that learner autonomy plays a key role to facilitate the realization of the latter two goals. Therefore, how to develop learner autonomy has become an issue of great effort and debate. Previous studies seem to foster top-down approaches such as learner training and self-instruction/study with dim satisfaction.

This paper reports a case study of two parallel literature classes in a university in East China, investigating how the perceptions, behaviours, and attitudes of individuals interplay within their particular socio-cultural contexts of learning which are mediated by multimedia classroom and Web 2.0 technologies (Moodle-Wiki). Findings suggest that institutional policy and class cultures affect autonomous learning significantly. Learners are likely to find or construct opportunities for developing autonomy at the individual and social level in an Internet-mediated environment given sufficient learning space and guidance supported by the teacher. Problems impeding this development reside in factors such as students' motivation to learn the language, teacher-student interaction, native-speakerism in learning and using the language, and students' cultures-of-use of Internet technologies. This study hopes to demonstrate, through this case analysis, how internet technologies can be applied to develop an intercultural pedagogy that aims to enhance learner autonomy, intercultural awareness and e-literacy.

Session 8: Global Perspectives (Redwood)

Fostering Interculturality in the Era of Global English
Kristin Helland, University of Arizona (United States)

With the growing spread of English internationally and the impact of globalization on its use, the role of culture in Teaching English to Speakers of Other Languages (TESOL) has become more complex and controversial. Questions such as "What is culture?" and "Which culture to teach?" have come under greater scrutiny. The search for a proper role for teaching culture has even sparked a debate about whether "culture is dead in TESOL" (Fujimoto, 2007). Concerns range from 1) teachers and textbooks "essentializing" culture, to 2) confusion about the concept itself, to 3) an overemphasis on British and American culture given the role of English as an international language. Some have suggested avoiding the topic of culture altogether (Ryan, 2007).

Debates about the proper role of culture in ELT coincide with a growing shift toward a World Englishes paradigm in English language teaching and have direct implications for teaching intercultural competence. While most would argue that there is an irrefutable link between language and culture, views about what cultural knowledge to teach, if any, and what approach to take to develop intercultural communication skills vary widely (Byram & Feng, 2004; McKay, 2002). McKay concludes that an assessment of which culture to teach should take into account "the context of specific classrooms and the dynamics that exist among the teacher, students, and textbooks." Regardless of the context, it is important to consider how "a sphere of interculturality" can be fostered (Kramsch, 1993, cited in McKay 2002, p. 93).

Drawing on the latest research and her experiences of teaching culture in the U.S., Korea, and China, the presenter has responded to the questions raised about culture in TESOL by designing a research study to determine students' preferences and needs related to cultural knowledge. In this session she will describe briefly the needs analysis she carried out with students at a university in China using a survey, interviews, and journal assignments and how she used the results of her research to determine criteria for selecting materials and methods to address the topic of culture. She

Helland *(continued)*

will give examples of activities and sources for teaching culture from a World Englishes perspective. She will discuss how these activities can help develop students' intercultural competence in a way which addresses student-centered concerns such as motivation and learner autonomy.

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A Perspective on Mexican-American Returnees: Exploring their Intercultural Competence
Ana Cecilia Villareal, Universidad Autonoma de Chihuahua (Mexico)

There have been several studies aimed at documenting the experiences, academic or otherwise, of generation 1.5 students (e.g. Rambaut and Ima 1988). This term has been used to describe individuals who immigrated to the US in their early years and completed all or part of their schooling there. Most of these studies concentrate on the difficulties that students have in coping with the culture of academic life in English speaking universities and specifically with their writing problems (Harklau, Losey and Siegal 1999, Thonus 2003). The results generally show that programs are not suited to meet the specific needs of this group and/or that English proficiency is an important factor that determines the ability to socially and culturally adapt to the situation of a host country. This presentation, however, offers a different perspective on those students who might fall into the category of generation 1.5 Mexican-American. Due to general immigration and globalization processes and the strained world economies, there are more illegal Mexican immigrants with a professional background entering the United States now. Due to the constraints of the US schooling system, the children of these immigrants might integrate into main stream education but can only obtain up to a high school diploma. Some parents are now encouraging their children to return to their country of origin in pursuit of an affordable college education with the perspective of later immigrating back to the US, probably as international students in graduate programs. This study looks at the experiences of such individuals. Based on interview data with college students in an English program in Mexico, I will show how the cultural and linguistic capital gained by these students during their schooling in the US positions them at an advantage to their peers in tasks in which intercultural competence is required, especially when compared with peers who have had EFL instruction in their home country. By the same token, they might be positioned at a disadvantage in local cultural and academic issues. The goal will be to offer a perspective not explored by former studies and show how group characteristics in the context of English instruction in an individuals' home country might foster a third space for this group. Moreover it will show how intercultural competence is not inherent to a group but rather is culturally and contextually determined.

Global Competences in Hispanic Enterprises in the United States
Francisco Marmolejo, Consortium for North American Higher Education Collaboration (United States)
Juan Rositas Martinez, Universidad Autónoma de Nuevo León (Mexico)
Monica Blanco Jiménez, Universidad Autónoma de Nuevo León (Mexico)

Developing intercultural competent students who can compete successfully in the global market is one of the challenges of institutions of higher education in the United States. The lack of teacher preparation in a global context is an obstacle

Marmolejo, Martinez and Blanco Jiménez *(continued)*

to developed international education although the increasing of academic consortium permits positive effects of participating in an international context. Colleges and Universities must make a deeper commitment to prepare global-competent graduates. A fundamental assumption is that the processes by which people are educated need to be broadly consistent with the way in which organizations operate in a globalizing environment. For this reason the purpose of this study was to determine if employees of the Hispanic enterprises have the adequate level on competency indicators such as knowledge, skills, attitudes, and experiences that managers of these enterprises deem necessary for attaining global competency. We use a questionnaire base ("Global Competence") created by Hunter (2004) to measure global competences. We designed our questionnaire of 15 questions as Likert type statements and categorized them by the following groups: Knowledge, Skills, Attitudes, Experience and Education and we sent them to some managers of Hispanic enterprises members of Tucson Hispanic Chamber of Commerce. Our turn around response was 40 questionnaires. In our results we found that employees of Hispanic enterprises that were interviewed do not have a good level on those indicators to be considered globally competent in most of the elements, with exemption made for two indicators: "Most employees have an understanding of cultural norms and expectations of his or her own culture" and "Most employees have the ability working with people from other cultures and traditions".

Session 9: Student Learning Environments (Sagewood)

Intercultural Competence through Learning Communities
Susana Rivera-Mills, Oregon State University (United States)

Learning Communities (LC) represent an alternative model of teaching and learning in higher education. The size and scale vary but, in general, a LC is a group of students who study together in an intense, integrated, thematic course that meets for large blocks of time (Eby, et al. 2006). "Some of the distinctive features of LCs are that they are usually smaller than most units on campus, they help overcome the isolation of faculty members from one another and their students, they encourage continuity and integration in the curriculum and they help build a sense of group identity, cohesion and 'specialness'" (O'Connor 2003). We offered our first Spanish language LC, also known as the Advanced Spanish Coordinated Studies course in the spring of 2006. Motivated by Vincent Tinto and his research-based evidence that LCs produced positive academic and affective outcomes, faculty began to collaborate to develop the pilot Spanish language LC. The faculty was inspired by this alternative model of learning that could provide a way to engage disaffected second language (L2) learners, help keep first- and second- year students in school, and help Latino students feel supported (Trujillo 2009). This paper focuses on how this model helps to develop intercultural competence by describing the implementation of assignments and the evaluation of this particular competence.

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Evaluation of Cross-Cultural Trainings for International Students from East Europe

Michaela Kovacova, Katolícka univerzita v Ružomberku (Slovakia)
Stefan Eckert, Internationales Hochschulinstitut Zittau (Germany)

This paper presents results of a comparative evaluation of didactic and experiential cross-cultural training for Germany realized on a sample of university students (n=40) from Eastern Europe at International Graduate School in Zittau, Germany. The research examined training effects on reaction, learning and behavior and was realized in quasi-experimental design.

To evaluate the trainings on the reaction level, a questionnaire survey was conducted among the trainees. Results of the questionnaire survey indicated preference of the didactic, learner-centered training using case studies und discussions in small groups.

Learning effects were measured by doing a case study with several critical incidents presented in German. The trainees had to do the case study before and after the trainings. Dependent Variables involved ability to indicate cross-cultural misunderstandings, culture-specific knowledge, empathy and problem-solving ability. The findings showed that the didactic trained group reached a significant learning progression in all dependent variables and differed from the control group in the posttest in empathy. The experiential group reached a significant learning progression only in culture-specific knowledge and differed from the control group in the posttest in ability to indicate cross-cultural misunderstandings, culture-specific knowledge and empathy. The problem of measuring intercultural competence by solving open-ended questions related in a foreign language and the influence of identification with protagonists of a case study on proposals for solving intercultural problems are argued. Behavioral effects were discovered in the qualitative part of the study, including interviews with training participants as well as students from the control group, their supervisors and co-workers during internships abroad. Firstly, trainees analyzed experienced cross-cultural differences and dealing with cross-cultural problems during the internship. Participants of the didactic training realized a positive transfer of knowledge and competencies acquired in the training more frequently than participants of the experiential training. However, the transfer of the all daily work was rather rare. Secondly, influence of the training on performance, adjustment and satisfaction during internships abroad was examined. Differences between the trained and non-trained individuals didn't concern the degree of adjustment or satisfaction, rather strategies of adjustment and reasons for satisfaction. The participants of didactic training brought up the widest array of adjustment strategies and accented the learning effect of their internships. The training influenced the performance abroad only minimal. The challenges for measures of transfer as well as impact of educational experience of trainees on success of the training are discussed in detail.

Social Obstacles to Intercultural Competence in America's Language Classrooms

Bonnie B. Fonseca-Greber, University of Louisville (United States)

Although plurilingualism and multiculturalism are widespread in many parts of the world, Anglophone countries, including notoriously the USA despite recent renewed lip service, lag behind in developing second/foreign language proficiency and concomitant intercultural competence in our K-12 students. As recent work by Reagan and Osborn (2002) suggest, if teaching methodology generally isn't to blame, then what is?

In the proposed paper, I show that there are social obstacles that reach well beyond immediate differences in classroom methodology and learner aptitude, and which impact the ultimate success of classroom language learning and the development of intercultural competence—Byram's ability "to see relationships between different cultures—both

Fonseca-Greber *(continued)*

internal and external to a society." In addition, I discuss the implications of this state of affairs and offer some potential, preliminary solutions for creating a more effective climate for developing language proficiency and intercultural competence. Among the seven issues that I touch on here are:

- What is the commitment to rigorous standards for language teacher preparation—from the professional association to licensing authorities and teacher preparation institutions?
- What are reasonable proficiency levels to expect from non-native speaking language teachers?
- What are reasonable expectations concerning target language use at various levels of classroom instruction?
- What is the place of language-culture learning within curriculum whether decided at the local level or imposed from above? In other words, what is the curricular legitimacy of the language-culture class?
- Even in schools where the language-culture class has a legitimate place in the curriculum, what is the school language climate, regarding attitudes to studying other languages and cultures?
- How are school attitudes reinforced or subverted by the home language climate?
- And finally, faced with a situation in which English currently reigns as a de facto lingua franca, how can American language students be sensitized to the value of discovering new perspectives on their own and others' cultures through critical reflection and analysis—of seeking "The Third Place," even in the American Heartland?

Ultimately, the first six social obstacles to developing intercultural competence in America's language classrooms (i.e., expectations for teacher preparation standards, language proficiency, and target language use; curricular legitimacy, as well as school and home language climate), all stem from the seventh issue: the current status of English as a supra-central, lingua franca—and by extension, in the eyes of some of its speakers in this globalized world, a cultura franca.

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Session 10: Intercultural Application in the Classroom (Cottonwood)

Using the Intercultural Training Simulation "Rocket" to Build Intercultural Competency

Jessica Hirshorn, Arizona State University (United States)

This session will discuss using the intercultural training simulation "Rocket" as a tool for helping to build intercultural competency. Rocket is an interactive simulation that helps participants develop and hone important intercultural skills. This tool is a fun and interactive way to train people for working in diverse environments. It is based on qualitative interviews conducted at NASA's Johnson Space Center with astronauts, flight directors, flight controllers, engineers and trainers from the United States, Russian, Japanese and European Space Agencies.

Rocket mimics the real-life interactions and politics of the International Space Station Program and requires simulation participants to work together to build a model rocket. The simulation is designed for use with groups from 13-25 participants, but it can be modified for use with groups as small as four or as large as 30. Participants are divided into four groups (Americans, Russians, Japanese, and Europeans) and each given a set of rules that they must follow when interacting with each other. The rules include culture specific information as well as political and economic objectives. Each group, or space agency, is given a specific rocket part to build and asked to work with the other agencies in

Hirshorn *(continued)*

assembling the rocket. After building the rocket a debrief session occurs where participates are able to process their learning.

Unfortunately, due to time constraints Rocket will not be facilitated during this session. This session will simply discuss the use of Rocket in building intercultural competency.

The session will first discuss the simulation and state its objectives and target audiences. It will then describe the simulation and show an example of a model rocket that past participants built. Next, the session will share some of the process questions and discuss possible uses of the simulation. Lastly, the session will give a brief overview of the intercultural communication that takes place within the International Space Station Program and discuss how lessons learned can be used to train people to work in intercultural teams.

Using Role Plays for Students' Assessment of Intercultural Competence

Gwenn Hiller, European University Viadrina Frankurt (Germany)

The definition of what exactly is embodied by "intercultural competence" is one of the basic topics of intercultural education research. We suggest a concept of intercultural competence as it emerged from an international university situated on the border between Germany and Poland. Having developed a program which aims at the acquisition of students' intercultural competence internationally considered an example of "Best-practice", we can bring into the discourse an outline of some features we consider to be important and realistic goals of intercultural competence training courses for students at an European cross-border University. The background of the program is the realization that intercultural competence is not something that happens automatically when people from different nations meet under the same institutional frame. It turns out more and more that international institutions have to develop strategies to sensitize the participants on an intercultural level and to motivate them to intercultural communication. Our understanding of intercultural competence reveals the theoretical base of the program and its aims.

Of course, one of the most important questions concerning the program is what its impact is. As we wanted to assess the effects of students; intercultural competence development, we developed role plays and simulation games which allow a holistic learning effect: after engaging in a theoretical approach to intercultural competence, students play a cultural simulation, learn to analyze intercultural interaction, and observe and evaluate the situations according to defined criteria. Here we will present one of our role-plays in detail, and show how it enable the participants to stimulate and develop various components of their intercultural competence, affecting all three levels of cognition, affection and behavior.

The Bucket List as a Window to Intercultural Competence

Stephen Keith, Fudan University and Liaoning Normal University (China)
Leng Hui, Liaoning Normal University (China)

After viewing portions of The Bucket List (Morgan Freeman and Jack Nicholson) to Chinese university students studying English, they were asked to make their own bucket list, that is, to list 50 things they hoped to do before they were 50 years old. The results were a very clear indicator of what 20 and 21 year-old Chinese hold most dear. The normally expected bucket list items such as travel, making special purchases, and reaching certain occupational levels were reflective in the Chinese student work but then major differences between Chinese culture and American culture showed up. Filial piety beyond the imagination of most Americans was the most obvious value. Students wanted to live with their parents, to live next to their parents, to build houses for their parents, to provide medical care for their parents, and to wash the feet of their parents as an act of supplication and gratitude. It is one thing

Keith and Hui *(continued)*

for people of other cultures to read that Chinese value filial piety but it is quite another to understand what that really means in terms of implementation. Next was the value of education. Here, students wanted to visit the famous universities of China as well as to continue their own education and to provide for the education of their future children. Chinese students also showed the esteem they feel for their former teachers by wanting to visit their former high school and grade school teachers. The value of harmony was also depicted in the student listings as shown by the desire to reconnect with their high school and university classmates in the future. This informal goal setting activity correlates with Chinese cultural schema theory as outlined by Leng (2007), who first identified these differences between Mainland Chinese and Anglo-Australians through discourse analysis. The lists also show the differences of Chinese students in comparison to American students in terms of modernity in fashion, make-up, and boy-girl relationships. The presenters will discuss the lesson plan and the procedures for students making their own "bucket lists" and share the analysis of the responses according to the Chinese schema theory. This process enables an ESL teacher whose first culture is different from their students to better understand their mother culture.

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Session 11: Textbooks (West Ballroom)

If Intercultural Competence is the Goal, what are the Materials?
Carol Chapelle, Iowa State University (United States)

Language educators argue that foreign language learning in the United States should increase students' intercultural competence, which will allow them to see relationships among different cultures, mediate across cultures, and critically analyze cultures including their own. However, students' abilities to engage in interculturally competent dialogue in Internet collaborations have been found to be lacking when such activities are introduced in second and third year language classes (Belz, 2003). Research on these collaborations might be interpreted as suggesting that students would benefit from instruction that addresses intercultural competence before they embark on such collaborations. But does the cultural content of beginning foreign language textbooks prepare students to find "the third place?" This paper reports on a study examining the Canadian cultural content of beginning–level French books used in the United States in view of its potential for developing intercultural competence. Research in Canadian Studies has demonstrated ideological perspectives in Canada that contrast with those in the United States such as Canadian views on the importance of learning French or English as a second language; the connection Canadians make between bilingualism and patriotism, as well as Canadians' understanding of their not being American as central to their identity (Resnick, 2005). As a consequence, Canadian content in French textbooks holds potential for demonstrating unfamiliar ideological perspectives about language, country and identity, thereby creating opportunities for critical analysis of culture. In this research, Canadian content was identified in ten French textbooks using two raters, and then a tentative list of Canadian content areas was developed by reading all instances of Canadian content and placing each into one of seven descriptive categories, i.e., demographic data, education and family, French in North America, French in Québec and Québécois identity, French Canadian linguistic forms, Québécois culture, and links between Canada and the United States. Two additional raters reviewed all books to tabulate the content categories and specific content areas represented in each book. I will summarize the descriptive results and examine the extent to which Canadian content indexes areas where ideological contrasts are—or could easily be—drawn from the content. The paper therefore aims

Chapelle *(continued)*

to reveal issues to be considered in the choice of cultural content in foreign language learning materials—issues of concern in current research on intercultural competence in second language studies (Shulz, 2006; Risiger, 2007).

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Seeking Intercultural Components in L2 Chinese Teaching Textbooks
Lingxia Jin, University of Arizona (United States)

There exists a direct relationship between foreign language (FL) teaching and the development of intercultural communication competence (Byram, 1997). In this view, FL courses should not only teach students the language needed to communicate but also cultural knowledge for effective communication in the FL.

Since communication between people of different cultures is a process of challenging others' values, beliefs, and ways of expressing themselves, very often, miscommunication between members of different cultures is not due to linguistic incompetence but a lot of other cultural differences. As Ting-Toomey & Oetzel (2001) states, "the majority of everyday conflicts that we encounter can be traced to cultural misunderstanding or ignorance" (p.2).

Due to the importance of intercultural competence, foreign language textbooks, as the main source from which students purchase and study should contain appropriate amount of cultural component for developing students' intercultural awareness. However, scholars have noticed a constant gap between linguistic theories and L2 textbooks. As Ning (2001) points out, "the interface between research and practice in foreign-language teaching has been a slippery slope", coupled with the fact that SLA studies are known to have predominantly focused on European languages, teachers and textbook writers of Chinese as a foreign language dismiss SLA studies as irrelevant to their own work (p.34).

Thus, in order to examine how Chinese L2 textbooks reflect the goal of developing learners' intercultural competence, the current project investigates the intercultural components in several popular L2 Chinese textbooks. Following Matveeva's (2007) approach in analyzing intercultural components, i.e., an approach being both quantitative and qualitative, the current project examines how intercultural materials are presented in the above textbooks in order to determine how importantly intercultural competence is depicted within each textbook. The current project will shed light on L2 Chinese pedagogy and materials design by bridging SLA theories and instructional practice.

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Intercultural Competence: But what about the Textbooks?
Vincent Vander Heijden, University of Texas at Austin (United States)
Carla Ghanem, University of Texas at Austin (United States)

The importance of Intercultural Competence (IC) in foreign language (FL) pedagogy has grown over past decades (Byram, 1989, 1997; Kramsch, 1993; Sercu, 2000, 2002). In spite of IC's prominence in discourses about culture in the FL classroom, limited attention has been paid to implementing IC in textbooks and curricula in order to in order to help students develop this competence. This study analyzes an online beginning language learning program in German (Deutsch im Blick, Abrams, et al., 2008) with respect to Byram's (1997) five principles of IC. Using discourse analysis, the study demonstrates an analytic model for curricular evaluation and re-alignment vis-a-vis principles of instruction for Intercultural Communicative Competence. This classification of textual references to "culture" according to established categories permits a quantifiable assessment of the strengths and weaknesses of the dimension of culture in a FL curriculum. The analysis reveals that cultural content is rarely explicitly designated as such in Deutsch im Blick. Moreover, culture is seen to occupy a mainly support position to the development of linguistic and communicative skills. That is, culture as explicitly expressed is only an incidental, knowledge-level phenomenon. This construction of culture, however, directly contradicts the implicit foundations in culture on which the text is built. Thus, the study shows that while deep cultural learning and Intercultural Competence are potential learning outcomes of the text, such learning is only possible if instructors know how to reinforce the cultural foundations of the text in the classroom. Such instructional leadership would thus allow students to develop inquiry and analysis skills that lie at the core of Intercultural Competence.

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Session 12: Preparing Students for Study Abroad (Ocotillo)

Strengthening Study Abroad: What Students Should Learn
David Wright, University of Arizona (United States)

This paper makes the case for a semester-long course to prepare students for studying abroad. The presenter will examine the challenges of teaching intercultural knowledge and skills and why a more in-depth (for-credit) supplement to study abroad pre-departure orientation is needed. The presenter will make the case that the challenges of enhancing the global competency of students, increasing intercultural communication and analysis, and promoting international leadership skills are all variations of the same problem in international education. That is, international education administrators have failed to provide students with ongoing processes that engage them and ask them to reflect upon their intercultural experiences and interactions with people who think differently. The problem stems from the fact that

Wright *(continued)*

pre-departure orientation dilutes the significance of helping students improve their cross-cultural communication skills. Onsite, students are immersed in the target culture, but their studies focus on major and minor requirements that may or may not address the cross-communication issues. What is required, however, is a paradigm shift in how study abroad administrators and advisors view the length and purpose of pre-departure orientation. The presentation illuminates ways in which a semester-long course can provide students with an in-depth opportunity to improve their global competency skills, while leaving time for administrative "nuts-and-bolts" issues to be covered during pre-departure orientation.

Preparing an Intercultural Curriculum for University Studies Abroad
Hélène Zumbihl, Université Nancy 2 – SCELV (France)

The "intercultural speaker" could be defined as an intermediary between his or her own culture and the other's culture. Intercultural competence is a skill to be acquired, and significant elements in this process have been isolated during the course of a three-year action-research project with students learning English as part of their business studies degree at Mulhouse University in France. The results obtained will be used to design a specific program to prepare Erasmus students for a stay in another European university to obtain a master's degree in disciplines other than English. The objective is to provide students with training in English as well as the opportusnity to think carefully about the intercultural aspects of this specific experience. This curriculum is designed to improve their linguistic and cultural adaptation, helping them to reach greater intercultural awareness and thus to become real "intercultural speakers". This presentation outlines the structure of this program and reports on the results already obtained with a similar student population who worked in a foreign company for six months. In a second phase, this program will feed into further action-research with the follow-up of the students to offer training which meets their needs as closely as possible for their discovery of a foreign culture and their adaptation to a different university system. In this context, we will emphasize the link between language and culture.

Developing Intercultural Competence with Dual-language Peer Review
Todd Ruecker, University of Texas at El Paso (United States)

Studies involving both international and U.S.-born students have shown how multilingual language learners are often isolated in mainstream classrooms (Braine, 1996; McKay & Wong, 1996; Harklau, 1999; et al.). While students often choose to study abroad to learn another language, they may spend most of their time with exchange students from their home countries and struggle to communicate with host-country peers. These difficulties are especially apparent in a "linguistically unsophisticated" place like the U.S. where monolingualism dominates and people often lack experience interacting with people from other cultures (Lacina, 2002). In order to address these problems, I propose the creation of intercultural dual-langauge peer review to help international students meet members of the host culture where they are studying in order to build the linguistic and intercultural competences of all students involved. In discussing the potential of this type of peer review, I will draw on data from a project I conducted at a major Chilean university in which U.S. students gave feedback to Chilean students writing in English and the Chilean students did the same for the U.S. students writing in Spanish. I will explain how the Chilean students appreciated seeing an "outsider's" view when reading U.S. student papers that talked about aspects of Chilean culture. Additionally, I will discuss the difficulty Chilean and international students reported in making connections with members of the other group and how the students felt this type of peer review can help foster relations between international and resident students in an

Ruecker *(continued)*

authentic way. Finally, I will show both how this type of peer review can be implemented and the challenges that one may face in doing so.

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Session 13: Teacher Training at the Pre-Service Level (Redwood)

Developing Intercultural Competence of Language Teacher Candidates
Betil Eröz-Tuga, Middle East Technical University (Turkey)

Intercultural competence and cross-cultural awareness are essential skills for language teaching professionals. It is important that language teachers encourage their students to be competent in various cultural aspects and implications of the target language. These include learning about the life styles, social and linguistic variations, celebration procedures, and many other culture-specific issues about native speakers of the target language. In order for language teachers to help their students develop such skills, they themselves should have sufficient knowledge about and experience with the target language culture, as well as with other world cultures. This knowledge is rarely fully acquired by means of books or the Internet (web surfing or computer-mediated communication). Cross-cultural experiences, intercultural exchanges, and first-hand experience in the target language culture are essential elements in developing an awareness about culture-related issues. In this light, it's clear that language teacher training programs have an important responsibility in encouraging and helping language teacher candidates in enhancing their intercultural competence and cross-cultural awareness. In this presentation, revision or addition suggestions for language teacher training programs that aim to meet the cultural needs of teacher candidates will be discussed. The presenter will elaborate on the benefits of student exchange programs and dual diploma programs, as well as content and assignment possibilities for courses focusing on cultural issues. Examples will be given from the curriculum of the Department of Foreign Language Education (FLE) at Middle East Technical University (METU), Ankara, Turkey. This program is an Erasmus student-exchange program participant and has a dual diploma partnership with the State University of New York (SUNY), New Paltz. Each year a group of undergraduates at FLE are accepted into the Erasmus exchange program, and they spend one semester during their junior year in a European country taking courses at the partner university. In the METU-SUNY dual diploma program, which is an independent program from FLE, the students spend their junior year and one summer at the New Paltz campus of SUNY and receive two diplomas when they graduate. The advantages and benefits in terms of intercultural competence and cross-cultural awareness of these two programs will be discussed. The results of questionnaires given and interviews conducted with students who have come back from their semester or year of study abroad will be presented.

Intercultural Competence at Work: Pre-service and In-service Arrangements and Activities
Claudia Kunschak, Shantou University (China)

Intercultural competence is a key skill in today's globalized world. Governments are designing curricula that promote mobility and exchange (c.f. Bologna), companies are sending their top executives to pricey seminars on intercultural communication in order to boost their worldwide sales, bookstores are offering a range of titles from Culture Shock to How to do business in XYZ to follow the trend. However, a student may not make the best use of a semester abroad without proper preparation, not just linguistically. By the same token, seminars will only work if the facilitator has experienced and can model authentic intercultural encounters and participants can immerse themselves in the scenarios created for them. That is why language teachers, language and culture brokers by definition, have to experience intercultural settings, reflect on them and transform them into a teaching philosophy as much as practical activities in order for their students to go beyond facts and figure, habits and stereotypes, them and us. This paper will outline the basic intercultural approach taken by an English language center in Southern China in teacher hiring, professional development, and work arrangement. The data presented will include questionnaire and interview data from new and veteran teachers, local and foreign, as well as a range of documents from mission statement to professional development master plan, hiring policies to work arrangements. The presentation will aim to make a point of connecting teaching and working principles, building a community of intercultural practice, and creating a link between experience, reflection and action.

Pre-service Teachers Aiming for "The Third Place:" Exploring Francophone Comic Books and Graphic Novels
Marianne Jacquet, Simon Fraser University (Canada)
Isabelle Côté, Simon Fraser University (Canada)

Teaching culture is a key component of the curriculum of French as a Second Language (FSL), and French Immersion (FI) programs in Canada (Bajard, 2004; Leblanc, Courtel & Trescases, 1990). Yet, the cultural and intercultural dimensions of language teaching are very often overlooked or at best, reduced to teaching stereotypes (Lange & Paige Eds., 2003). Though Canada is multiethnic and officially a bilingual country, teaching French in British Columbia poses unique challenges. French speakers represent less than 1.5% of the population, and the province is geographically isolated from Quebec, the main French speaking province in Canada, and other francophone countries. Perhaps, the biggest challenge lies in the fact that pre-service teachers who will be teaching FSL and in FI programs are often themselves non-native French speakers with various levels of language proficiency and cultural competence. Therefore, an important part of teacher training focuses on reinforcing their language skills while developing their intercultural competence (Byram, Gribkova, Starkey, 2002). This presentation, will focus on the use of Francophone comic books and graphic novels in pre-service teachers training, as dynamic and creative tools to open teachers to new horizons on the Canadian and international francophone cultures, while engaging them with hands-on and minds-on strategies that explore new ways for addressing the complexity and elusive nature of teaching culture and developing intercultural competence. Our main goal was twofold: firstly, introduce Francophone comic books and graphic novels as rich cultural products and intercultural tools. Secondly, model class activities for the development of intercultural competence and engage pre-service teachers in exploring their "third place" as growing professional in a multiethnic Canadian society. Activities were designed to engage them to explore the dynamics of culture and identity in language teaching, and help them develop skills to address cultural and intercultural competence in their own future classroom practices. In this presentation, we will discuss some challenges that pre-service teachers face

Jacquet and Côté *(continued)*

when: 1) critically reflecting on their own representations of French culture during in-class group activities based on Francophone comic books and graphic novels; 2) analyzing them through an intercultural lenses and developing their own intercultural lesson plan.

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Session 14: Film and Literature I (Sagewood)

Effects of Films and Role Plays on Acquiring Intercultural Competence
Anamai Damnet, Kasetsart University (Thailand)

This study researches features of the teaching and learning of intercultural competence by Thai university students (English major) and commences from the agreement that intercultural competence plays a crucial role in English language teaching, particularly for those who are nonnative speakers. The study adopts qualitative and quantitative approaches in conducting classroom research on the learning and teaching of intercultural communication (speaking and listening skills classes). Twenty-two third year undergraduate students were randomly assigned to and participated in the study. They involved the use of the same five contemporary English language films. The intervention involved explicit teaching of intercultural communication. Applying pre and posttest design the study comprises of three phases of data collection: (1) pre teaching assessment, (2) teaching phase, and (3) post teaching assessment. The pre and post teaching assessments were students' understanding of and ability to employ intercultural communication when communicating in English in intercultural interactions. The post teaching assessment involves with the same areas together with additional qualitative data collection about students' experiences of participation in the study. After the treatment the study reveals that the participants had: (a) a higher level of understanding of intercultural communication of English native speakers; (b) a higher level of ability to utilise intercultural communication in communication appropriately in role playing communication with an English native speaker; and, (c) most students felt positive that practising role plays and watching contemporary English language films facilitated them to develop their intercultural competence in communicating in English with native speakers. Qualitative data supported the quantitative results and confirmed that subjects had achieved more explicit understanding of the role of intercultural communication in English, whilst demonstrating a strong sense of what might be acceptable in an English language context with English native speakers and what is acceptable with Thais. In addition, the findings highlight that it is not essential for nonnative speakers to live or study abroad in such a country that English is a first language to develop their intercultural competence to such levels of native speakers. Using films and role playing in such an appropriate approach in language teaching may provide efficient native speaker modeling and opportunities for practice.

Deconstructing Gender Stereotyping through Literature in L2
Leticia Goodchild, University of East Anglia (United Kingdom)

While it is generally accepted that literature fosters (inter)cultural learning, few qualitative studies have sought to understand in what ways interculturality is developed through L2 literature. This paper partially reports on a two-semester pedagogic action research project funded by the British Higher Education Academy LLAS Subject Centre and describes undergraduates' responses to a short story entitled 'Norma y Ester' by the Argentinian writer, Carlos Gamerro. It seeks to identify, describe and explain evidence of intercultural learning in the students' reactions and contributions through the intercultural tasks set in the language classroom. The research sought to find answers to these questions:

- What, beyond the text, is being learnt in the widest educational sense by these final year Spanish Honours Language undergraduates through L2 literature?
- How can I explain the developmental process of my language students' intercultural competence in the third space?
- How do my students understand their relationship with the remote, and not so remote, Hispanic other?

The present paper analyses the autobiographical stories that the students weave between their understandings of the attitudes of the characters during the reading process. It explores their personal histories, which emerge as parallel narratives and are experienced anew from the vantage point of the present. Students draw parallels between their own culture(s), year abroad experiences and the literary text, and in so doing, they voice their essentialist beliefs about Argentinian - as well as other Spanish-speaking cultures - gendered identity and their dualistic thought and binary gender construction of Hispanic cultures. The paper demonstrates how the reading of Gamerro's story 'Norma y Ester' can bring gender stereotyping out into the open and provide opportunities for intercultural education. It analyses the pedagogies implemented, aimed at creating opportunities for critical thinking about the challenging of stereotypes, decentring and the strengthening of the ability to examine the complex and multifaceted nature of identity construction. The results of the study indicate that Gamerro's story can provide opportunities for problematising gendered identities and deconstructing fixed essentialised notions of otherness. Pedagogies for intercultural exploration through literature in L2 educational contexts are now being reconceptualised, therefore the study that this paper partially reports on not only contributes to a growing body of research, but it also represents a slice of students' development of intercultural learning in flight.

Taiwanese University Students' Cultural Representation of Cinderella
Jun-min Kuo, Tunghai University (Taiwan)

The paper draws on Claire Kramsch's notion of the EFL classroom as a context in which culture is created through the dialogue among students and between students and the teacher. When such a dialogic interaction occurs in a foreign language, various cultures can potentially be (re)constructed in new contexts. The current paper sees language learning in the EFL classroom as a social practice, helping students develop not only the four language skills (e.g. listening, speaking, reading, and writing) but also an intercultural competence that enables students to critically re-examine different classroom texts and to come up with alternative visions of the texts from their own perspectives. In particular, this paper investigates how 27 Taiwanese non-English-major freshmen responded to an English learning activity that used children's literature to help students address gender stereotypes. Implemented during the 2007 fall semester, this activity employed different versions of the Cinderella tale (the traditional version, Babette Cole's picture book Prince Cinders, and a Popeye-Cinderella cartoon parody) to engage students in discussing gender roles in the stories and in

Kuo *(continued)*

students' lives and to lead students to write their own versions of Cinderella. In order to examine how students reacted to this topic, two research questions were formulated: (1) how did the students respond to this theme-based activity from multiple perspectives? and (2) how did the students change their perceptions of language learning and teaching? Data included (1) students' artifacts, reflection papers, and classroom discussions, and (2) the instructor's journal entries and follow-up interviews with 9 students. Grounded theory is used in the study as the main approach to data analysis in order to generate theories from empirical data, theories that emerge from concrete categories to more abstract concepts. As a consequence, the instructor and researcher, i.e. myself, plays the main role in comparing and categorizing the collected data. This study shows that through the activity students were able not only to learn the four basic skills of language, but also to recognize issues related to gender stereotypes. It suggests that students changed their notion of learning from a linguistic to a functional viewpoint, i.e. seeing learning as a social act. In addition, the study indicates that non-traditional versions of fairy tales can be used to promote gender awareness and develop intercultural competence in students, constructing alternative realities that stimulate students to respond critically to different texts. Finally, students' group-work artifacts, new versions of Cinderella, demonstrate the possibility of shaping a new culture in the EFL classroom.

Session 15: Heritage Learners (Cottonwood)

Going Beyond "Appropriateness:" Foreign and Heritage Language Students Explore Language Use in Society
Rachel Showstack, University of Texas at Austin (United States)

Heritage language (HL) speakers often learn a colloquial language variety at home or in their communities and have limited abilities to move between different registers in different social contexts. This situation presents a challenge for language programs, where traditionally a standard, formal variety is valued, and instructors often have little awareness of the speech varieties used locally by speakers of the target language. Institutional language ideologies play an important role in HL speakers' linguistic identities, and the heritage language classroom is an important location for the negotiation of Discourses on language and linguistic identity. Recent research points to the need for explicit instruction on register in the HL classroom, and has begun to explore possible pedagogical approaches. However, as HL learners' understanding of the value of different language varieties plays an important role in the development of their cultural and linguistic identities, the best methodology for the exploration of register and genre in the HL classroom is a key question that merits further discussion. As research also indicates the need for instruction on linguistic variation in the mainstream L2 classroom, it is important to begin to develop approaches to language program planning that address the needs of both HL and L2 learners in this area. The Department of Spanish and Portuguese at the University of Texas at Austin is in the initial stages developing a project that addresses the needs outlined above. Faculty, graduate students and undergraduates will collaborate to create a database of recordings of Spanish speakers from Texas, representing multiple speech varieties and multiple conversational contexts. The participation of upper-division students in the development this project will constitute a unit on register and linguistic variation in their L2 and HL courses. Drawing from Fairclough's work on Critical Language Awareness, the New London Group's view of multiliteracies and Colombi's "systemic functional approach" to teaching HL learners, this project aims to provide students with the opportunity to explore genre, linguistic variation, differences in status of different language varieties and the reasons behind these differences in status through critical examination and discussion of language use in local communities. This presentation will outline the proposed methodology for the project and report on the initial stages of its development and implementation.

"Walled" (Imagined) Communities: Mexican-origin Student Resistance to Heritage Language Instruction

Kimberly Adilia Helmer, John Jay College, City University of New York (United States)

Anderson's (2006) "imagined communities" has been productively applied to language learning to explain how learners construct and contest identities (Kanno & Norton, 2003). The current ethnographic study illuminates how narrowly imagined cultural communities impede teaching and learning at a borderlands high school. Through a framework of interactional sociolinguistics (Rampton, 1995) and multi-modal analysis (Norris, 2004) of videotaped discourse, Mexican-origin heritage language learners' resistance to Spanish instruction is presented and analyzed. Through a constant comparison analysis of field notes, videotaped classroom lessons and interviews, I found that the students' and teacher's narrowly conceived imaginings of Latina/o cultural communities fueled student apathy and disdain for one another and contributed to the teacher's unwitting alienation of her students. By imagining monolithic concepts of ethnicity and culture, students and teacher were never able to create or engage in any form of intercultural competence. Students' limited imaginings of their own linguistic communities contributed to their belief that Spanish language development was "a waste of time," as they could not imagine a future where Spanish language literacy could figure. They viewed that only an oral, non-formal facility with Spanish was necessary for their present and future lives. Students also held narrow concepts of who could be considered a legitimate member of their Spanish-language communities—not imagining that "outsiders" or non-native Spanish speakers could be valid community members. For some, they could not imagine their peers, who did not dress or speak a certain way, as being truly "Mexican." On the other hand, the teacher imagined the Latina/o community through a border-conflicted political lens, revealing a less nuanced understanding of the variety of political, social, and linguistic variations existing in the local Latino community. The teacher's limited imagination also led her to revert back to an over reliance on de-contextualized textbook learning. The research suggests that an inter- and intra-disciplinary approach to heritage language instruction, drawing upon place-based learning, culturally relevant pedagogy, and ecological linguistics, offers a means of tearing down "walled" imagined communities. Through hands-on, community-driven project-based instruction, a re-imagined pedagogy encourages students and teachers to expand how they perceive their identities and their culture and thus improves inter- and intra-cultural competence.

Reimagining SHL Learners: Student takes on Cultural Competence

Cindy Ducar, Bowling Green State University (United States)
Ana M. Relaño-Pastor, Universidad de Castilla-La Mancha (Spain)
Sara M. Beaudrie, University of Arizona (United States)

One of the most debated issues in Spanish as a Heritage Language (SHL) pedagogy is the quest to develop a culturally-relevant curriculum that addresses SHL students' connections with their home and community in order to foster cultural awareness in the SHL classroom (Valdés, 2000; Samaniego & Pino, 2000; Webb & Miller, 2000). The aforementioned researchers stress the importance of keeping a good balance of cultural activities in the curriculum that reflect both the understanding of culture as a heritage product (literature, art, history, religion, etc.), and culture as a community practice (traditions, legends, folklore, popular music, food etc.). In addition, the National Standards in Foreign Language Education Project' (1996) proposes two standards for the teaching of culture: the teaching of "big C" (the products of the culture as studied in literature, art, history, etc.); and the "little c" (cultural practices that provide the knowledge of 'what to do when and where'). Finally, research in intercultural communicative competence insists on the need for second and foreign language students to acquire the knowledge, skills, attitudes and critical cultural awareness necessary to communicate interculturally (Byram, 1997). Bearing in mind the latest literature, this paper presents the results of a comprehensive survey that assessed a complete SHL program (Beaudrie,

Ducar, Relaño-Pastor, and Beaudrie *(continued)*

Ducar & Relaño, 2009), regarding the connections between Spanish heritage learners' culture and their identity. The presenters argue that SHL learners represent an imagined community (Anderson, 1983) whose cultural needs have thus far been inferred or, worse yet, ignored by the SHL classes that serve them. With this in mind, the researchers undertook a comprehensive survey of SHL students' desires for cultural material in SHL classes. Survey results lead us to argue for an understanding of [inter]-cultural awareness that takes into account SHL students' voices and the everyday cultural practices they are engaged in within their community as fundamental to the assessment of intercultural competence. It is our hope that this critical assessment of student needs can serve as an example to other programs looking to build a space for SHL learners, allowing them the opportunity to create their own "third culture."

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Session 16: Standards and Curriculum (West Ballroom)

Questioning whether Student Goals and the National Standards Promote Intercultural Competence

Sally Sieloff Magnan, University of Wisconsin Madison (United States)

How language is practiced in the classroom accords with methods of instruction. The National Standards for Foreign Language Learning are used increasingly to frame instruction, and to set student goals for language learning. Yet, the Standards have not been examined for how well they promote intercultural competence. There is also no evidence that students actually have goals for language study that accord with the Standards. The questions are: Do the Standards reflect students' personal goals for language study? Do either the Standards or students' goals promote intercultural competence as part of classroom foreign language learning? This paper will present data from a study of 1800 students in first-year language courses in a wide variety of commonly taught and less commonly taught languages at a large Midwestern university. The data reveals how students' personal goals for language study, and their expectations for achieving them, correspond, or not, with the content statements of the Standards. Surprising findings include: Students prioritize goals connected to the Communities Standard, which is often not given priority in instruction, even before goals associated with the Cultures Standard. The three modes of the Communication

Sieloff Magnan *(continued)*

standard are regarded differently by students: students have both the interpersonal and interpretive mode as prioritized goals, but the presentational mode ranks last in priority among all the goals put forth by the Standards; although students want to learn to use the interpretive mode, they don't believe they will achieve this goal. In terms of what students believe they will learn, the Comparisons Standard is highly ranked, which might reflect students' beliefs about how language is taught. The question for this paper is how these student goals position students toward achieving intercultural competence, and thereby, how the Standards contribute to, or deter from, the development of intercultural competence. Based on the language practices found in the professional literature about teaching with the Standards, this paper will consider how well current instruction meets the student goals that are most likely to promote intercultural competence, defined according to Byram (1997) as including attitudes, knowledge, and skills related to both savoir être et savoir faire. It will speculate on what types of language practice might be created if instructors were to follow more closely the priority for learning goals put forth by the students themselves. This type of language practice will be shown to adhere more closely to Byram's notion of intercultural competence than current practice.

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HOPE for Achieving Intercultural Competence: Case Studies from West Africa
Elizabeth Barbour Hopkins, STEP International (United States)

In our global community, with over 6,000 languages and the cultures they represent, the quest for intercultural competence highlights the need for theoretically sound and strategically integrated Language and Culture Acquisition (LACA) processes. This session presents the development and successful application of one such process, HOPE (Helpful Overall Proficiency Experience). The presenter (mother tongue: English), spent 25 years based in West Africa. The diversity of African cultures, within a francophone context, provided rich language and culture immersion experiences. Becoming a "third-culture adult", her linguistic and cross-cultural skills guided her own learning and then her training of others to learn regional LCTLs and local unwritten languages. Drawing from these experiences, she developed HOPE with its toolbox of curriculum and planning tools. Applying HOPE across role, settings and age boundaries, she worked with adult expatriates and nationals, both as autonomous learners and in traditional classroom settings. She also taught primary through secondary level children in a homeschooling context. HOPE was developed for achieving intercultural competence including appropriate levels of language proficiency. In an integrated approach, HOPE empowers learners to achieve LACA goals using a skilled team of teacher/coaches and administrators within the target language/culture community through: helping learners master proficiency tasks; training teachers/coaches to guide and evaluate learners as they progress; supporting administrators in overseeing LACA programs; engaging the host community as the "real world classroom". During a decade of on-field application, HOPE's development, implementation and revision has passed through many trial and error phases, with significant successes along the way. The case studies are drawn from LACA settings with learners in many roles including linguists and other professionals requiring cultural and language competence in French, English, regional LCTLs and minority languages for literacy work, research, development and ecotourism. Although those benefitting were mainly adults, HOPE principles and practices were also successfully applied while the presenter homeschooled her children.

Barbour Hopkins *(continued)*

Following a brief survey of the HOPE toolbox of planning and curriculum resources, the case studies will be examined with participants identifying strengths and challenges for gaining intercultural competence. Concluding remarks will seek to define helpful principles and best practices for successful intercultural competence. These case studies profiling learners, teacher/coaches and administrators, trained by HOPE and now functioning effectively in their various roles and settings, speak directly to the importance of implementing strategically integrated programs like HOPE to achieve intercultural competence.

Intercultural Competence and Foreign Language Classroom Instruction
Tomoko Takami, University of Pennsylvania (United States)

This paper discusses the concept of intercultural competence and its application to foreign language classrooms. The importance of teaching culture in foreign language classrooms is widely acknowledged, especially after the publication of the National Standards, which have successfully drawn attention to cultural components in foreign language education. The paper emphasizes the importance of one such aspect of culture learning, intercultural competence, which is defined as "...an ability that enables individuals to operate effectively and appropriately in more than one language-culture, and an ability that is increasingly valued and needed in today's world and in the years ahead" (Fantini). I argue that this is an ability that students in foreign language classes would be very interested in developing as a part of culture learning, especially with increasing globalization. National Standards embed this ability to some degree; but do not address it explicitly and fully. Consequently, many foreign language teachers overlook intercultural competence in the classroom.

Exploring the theoretical underpinnings of intercultural competence addressed by Bennett, Bennett, Allen (2003), the paper focuses on the Developmental Model of Intercultural Sensitivity (DMIS), and the assessment called Intercultural Development Inventory (IDI), a statistically valid assessment of an individual's or groups' intercultural competence. The paper addresses how these theories on intercultural competence can be applied and integrated with language teaching. It discusses implementation of intercultural studies in a foreign language classroom by providing a case study of an intermediate level business Japanese class taught at the University of Pennsylvania. The presenter introduces the material, activities and tasks, and assessment that she has developed and implemented in her own class, and discusses its effectiveness.

The curriculum and material introduced as a case study in the presentation was supported by SAS Language Teaching Innovation Grants funded by the University of Pennsylvania in 2006 and 2007, the First Annual Business Language Research and Teaching Grant funded by the CIBER Consortium for Business Language Research and Teaching in 2007, and Penn Lauder CIBER Faculty Research/Curriculum Development Grant from Penn Lauder CIBER in 2008. The material development received Best Project Award (2008) at the Second Annual Language Grants Showcase (hosted by Penn Language Center), University of Pennsylvania.

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Session 17: Service Learning (Ocotillo)

Reciprocity in Service Learning: Intercultural Competence through SLA Studies
Kara McBride, St. Louis University (United States)

This presentation reports on how the service learning component of a Second Language Acquisition (SLA) course served to develop the intercultural competence of its 13 undergraduate participants. Students chose from a range of service learning contexts – on-campus and refugee ESL programs, literacy support for heritage speakers, and Spanish as a foreign language at a school for underprivileged girls – and were required to keep a reflection journal about these experiences and other SLA experiences they were familiar with. The data for this study include these journals and students' final papers. While mostly open-ended, students' journals had to begin with a response to Jacoby's (1996) discussion of the pillars of service learning, reflection and reciprocity. The essential element of reciprocity allowed students to enter into a relationship with their tutorees that was not bound by the more restrictive roles of "teacher" or "student" nor "volunteer" versus "help recipient." Instead, most SLA students and their tutorees engaged in the service learning experiences from a third place: in the position of a participant in a community of learners, or as Palmer (1998) calls it, a community of truth.

This less hierarchical dynamic promoted a more intimate exchange of ideas among participants, allowing the SLA students to gain insights into both their tutorees' socio-cultural perspectives and their own (past and present) SLA and intercultural encounters.   As Palmer (1998) explains, a community of truth should have as its center a subject, and the data of this study bear this out. Those students whose reflections centered on SLA as the subject showed greater intercultural insight. As students struggled to understand why certain lessons, etc. were more effective than others, concepts from the SLA class discussions – such as the importance of contextualization and motivation, and socio-cultural factors – served as bridges that allowed students to lay aside their own preconceptions and better understand the perspectives of their tutorees. In contrast, students who were focused on personal questions like "Am I a good tutor?" exhibited more superficial reflections. This supports Levin, et al.'s (2009) claim that preservice teachers' attention to student thinking need not be a later stage of their development; rather, the nature of one's reflection depends on how teaching experiences are framed.

The presentation describes the way the course was structured, how students were evaluated using criteria that were in part established by them, and offers suggestions for service learning courses on related topics

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Service Learning and Intercultural Competence in the L2 Classroom
Silvia Rodríguez-Sabater, College of Charleston (United States)

Service learning as a teaching approach in the second language (L2) classroom is becoming more commonplace in U.S. colleges and universities. Service learning is a form of experiential learning and it is built on the assumption that

Silvia Rodríguez-Sabater *(continued)*

learning occurs through active participation and application of academic subject material to real world situations and vice versa. More frequently than not, we find articles and reports on how to implement service learning in the L2 classroom (Caldwell, 2007; Carney, 2004; Jorge, 2006; Long and Macián, 2008; López, Raschio, and Jorge, 2006 among others) but fewer articles on cultural and linguistic assessment (Long, 2003; Nelson and Scott, 2008; Pisano and Rust, 2005; Varas, 1999 among others), particularly on how service learning aids in the development of intercultural competence.

This paper explores how a service-learning course with the focus on the culture of Hispanics in the U.S. offered at the College of Charleston since Fall 2005 encourages the development of intercultural competence. This elective course is designed for students who want to go beyond the classroom by linking the inside and outside learning experiences by spending a minimum of 45 hours with Hispanics in the Charleston area in schools, clinics, hospitals, and social organizations. Throughout the semester, students write short reflection papers, and at the end of the semester they write a longer and deeper reflection paper on cultural and social issues such as immigration, discrimination or myths and stereotypes.

But is there a deeper cultural awareness of Hispanics in the U.S. after a semester of service learning as shown in the students' final reflections? Is service learning a path to intercultural competence? The sample analyzed in this study comes from 60 final reflection papers. Preliminary results indicate similar results to previous research that is, with contact there is a deeper intercultural awareness in areas such as breaking stereotypes, being more sensitive to the understanding of cultural and class differences, being aware of cultural values such as family, intimacy, food, festivals, and respect for elders, being aware of prejudice, intolerance, and racism, becoming aware of the impact of American culture on other cultures, developing a sense of solidarity, and being aware of immigration as the pursuit of a better life and its hardships. Many of these issues were either invisible to the students at the beginning of the semester or were known at an intellectual level but not at a deeper personal level.

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Developing Cultural Sensitivity through Service-Learning Pedagogy

Christine Coleman Nunez, Kutztown University of Pennsylvania (United States)

Foreign language professionals across the country routinely incorporate cultural materials into their classes in an effort to increase students' cultural awareness. However, cultural knowledge does not necessarily translate to appreciation and respect for cultural differences. In fact, a pedagogical approach which attempts to replace learners' cultural frame of reference may actually promote a conflictive relationship between concepts of native and foreign. Furthermore, students often continue to view new information from a perspective based on their own unanalyzed cultural bias. A community service learning course moves students away from the role of passive observers of cultural practices and beliefs, and emphasizes the participative role of the individual in the creation of culture. The learners' perspectives of culture develop through interpersonal relationships and interaction with individuals representing the target cultures, rather than solely through traditional means of course content delivery. Learners are also guided to reflect on their own cultural customs, values and behaviors, and to consider how this perspective influences their view of the world around them. This reflective component is key in developing self-awareness in learners, which is a bridge to the appreciation of other cultures. This paper addresses the results of 6 semesters teaching intermediate (3rd and 4th semester) Spanish in a service-learning format. The comparison of student pre- and post-reflections suggests that learners modify their perceptions as a result of a well-designed service-learning format. At the beginning of the course, most pre-reflective statements were negative, indicating a resentment for having to study Spanish, very little desire or need to know the language, and/or the perception that it required a skill they simply lacked. Observations in their final portfolios are overwhelmingly positive, indicating that the community experience changed their attitudes towards Spanish and gave them a different perspective and desire to interact with the Hispanic community. In an anonymous survey at the end of the course, 85% of the students indicated that they agreed with the following statement: "During this experience, I became more comfortable working with people different from myself." In short, moving the language learning experience beyond the classroom and providing structured reflection opens the door for students to define their "third place" from which to view their own and other cultures. This is a critical step towards successful interaction with cultures other than one's own.

Session 18: Teacher Training (Redwood)

Contradiction, Dissonance and Teacher Learning in a "Border-Crossing" Experience

Elizabeth A. Smolcic, The Pennsylvania State University (United States)

As our lives become increasingly globalized, the need intensifies to examine the learning process that is negotiated when an individual crosses borders. The borders we cross may be external, physical ones, but more significantly, as human interaction is sustained, they take the form of cognitive and internal transformations. The need is urgent in U.S. public schools where the teaching cohort is predominantly White and monolingual while the student population rapidly increases in cultural and linguistic diversity. The demographics point to a growing disparity in life experience, background and values between schools and students. If students in public schools are increasingly more diverse and teachers are not, what are the specific challenges and potential courses of action for teacher education? What specific instructional strategies can move teacher-learners towards 'political clarity,' defined as the process of helping educators to analyze assumptions that are subsumed in our views towards the educational system (Bartolomé & Balderrama, 2001). This study investigates the process of intercultural learning as novice ESL teachers become border-crossers in a teacher preparation program which includes a 4-week immersion experience in a Spanish/Quichua-speaking community

Smolcic (continued)

in Ecuador. Cultural historical activity theory (CHAT) (Engestrom, 1987, 1999), a Vygotskian-inspired sociocultural approach to understanding human activity systems, is used as an analytical framework. CHAT views human action as deriving equally from agency (the power to act and make deliberate choices, rather than be guided by the context) and structure (social and material) and in this way highlights the relations between micro-interactional activity and macro-social structures. This research fills a gap in the existing literature to advance understanding of mechanisms that variably promote or constrain teacher learning about culturally responsive instructional practices and teachers developing intercultural competence (Byram, 1994, 1997). Significantly, the study uncovers how a short-term cultural and linguistic immersion experience brings up tensions surrounding home, university and school-based ideologies, and most importantly, how teachers respond to contradictions, resulting in transformations to their social identities and teaching practices.

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Case-Based Pedagogy Using Student-Generated Vignettes: A Pre-Service Intercultural Awareness Tool

Amy Cournoyer, Boston University (United States)

This qualitative study investigated the effectiveness of case-based pedagogy as an instructional tool aimed at increasing cultural awareness and competence in the preparation of 18 pre-service English as a Second Language educators enrolled in an Intercultural Education course. In the fall course, each participant generated a vignette based on an instructional challenge identified and/or a learning challenge experienced in an intercultural educational setting. The use of case-based pedagogy is supported by social constructivism, situated cognition theory, theories of adult learning, schema theory, and narrative forms of knowledge. Using Shulman's (1986) conceptual framework of teacher expertise as the target for investigating the effectiveness of case-based pedagogy as a teacher preparation tool, the following questions were addressed in the study: What aspects of teacher knowledge about intercultural education are promoted via the use of case-based pedagogy? What aspects of teacher thinking about the effects of culture on learning and teaching are facilitated via the use of case-based pedagogy? How does case-based pedagogy influence praxis? The instructor-researcher used the case method approach in the analysis of the 18 student-generated vignettes in the fall Intercultural Education course. Interviews, video-taped discussions, pre and post-case discussion reflection papers, and critical incident reports were coded. The results of the correlation and case study analyses indicate a strong influence of case-based pedagogy on teacher knowledge of the variety of ways in which culture shapes us all; teacher capacity to relate theories to personal and professional intercultural experiences; teacher understanding of how cultural factors impact educational contexts; and teacher ability to design curricula that promotes intercultural awareness and competence in multicultural educational settings.

"Let's Get Competent!": Assessing Intercultural Communicative Competence in Teacher Education
Veronika Timpe, University of Dortmund (Germany)

Intercultural Communicative Competence (ICC) has become the main objective in foreign language education in Germany. In recent years, policy makers have included intercultural objectives in curricula, leaving teachers faced with the challenge of promoting the acquisition of intercultural competence through their teaching. This is true for teachers of a variety of subjects, but it is particularly true for teachers of English as a foreign language (EFL). All English language educators in Germany – from primary to upper secondary level – are now expected to foster the development of ICC among their learners, enabling them to use English as a means of communication with people from different cultural backgrounds.

Given these conditions, my presentation, which will introduce my PhD project, will focus on the central question of whether teachers are actually able to teach ICC. Are students in Germany graduating from teacher training programs nowadays adequately educated and trained for these requirements? Have they acquired intercultural competence themselves? Guided by these questions, it is my intention to assess the intercultural competence of teacher trainees of EFL by adapting existing assessment tools.

According to Byram, ICC basically requires that students acquire the knowledge, skills, attitudes, and critical cultural awareness necessary to communicate interculturally. Taking Byram's model as the basis, I will introduce my own concept of ICC before presenting my research design for the empirical part. In my empirical research, I plan to assess a comparable body of students at the beginning of their academic training and shortly before their graduation in order to see whether their intercultural competence increased during the course of their studies. Therefore, I will gather students' background information, conduct interviews and questionnaires. I moreover intend to use the collected data to investigate possible reasons for an increase. Since the development of ICC is influenced by different variables, linguistic competence, ethnicity, gender, attended seminars, and study abroad will systematically be taken into account as criteria for contrasting specific groups of students. Given the growing importance of ICC in teacher education and training, my research contributes to the field of assessment by adapting material to test intercultural skills at academic level and ultimately, to present results that elucidate what consequences can be drawn for the teacher training in EFL at German universities.

Session 19: Film and Literature II (Sagewood)

"Migratory" Literature: A "Third Place" for Intercultural Competence
Trevor Hay & Yongyang (Catherine) Wang, The University of Melbourne (Australia)

This paper, based upon multidisciplinary studies such as critical and cultural studies, literary criticism, intercultural communication and second language acquisition, suggests a specific literary genre – 'migratory literature' – which represents restlessness, movement and transition, acting overall as a 'Third Place' (Kramsch, 1993) in which the insider's and outsider's view of China are embedded, encountered and sometimes mediated. In this study, we use 'migratory literature' to refer to literary works written by Chinese writers who have experience living outside China and by non-Chinese writers with experience living inside China. The term also suggests a habit of mind of writers who have not 'settled' permanently anywhere but move between worlds. Most of these works vividly depict the culture shock, misunderstanding, stereotyping, confusion, anxiety and conflict of a person who lives in a 'foreign' country. In the works of Chinese writers of this kind, Chinese language, culture and tradition have been displaced in a non-Chinese environment which has the paradoxical effect of making the unique characteristics of Chinese culture become more conspicuous to Chinese L2 learners. Similarly in the narrations of non-Chinese writers, the learner's mother language culture has been displaced in

Hay and Wang *(continued)*

the target language environment. Through the lens of 'foreign eyes', Chinese society, culture and people appear somehow strange, confusing and even unacceptable. In this way, what we have termed 'migratory literature' provides a comparative perspective for viewing Chinese language and culture, and forms a 'third place' in which outsiders and insiders are 'talking' to and communicating with each other. By interpreting these texts for the purpose of increasing understanding between worlds in transition, 'migratory literature' really forms 'a sphere of interculturality' that enables Chinese L2 learners to 'take an insider's view as well as an outsider's view on both their first and second cultures' (conference flyer).

In this paper, we will select a number of writers and their works to illustrate this approach. The selection includes both Chinese and non-Chinese writers. Finally we will raise the possibilities for pedagogical innovation for the teaching of Chinese language and culture at various school levels.

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Integrating Movies for Culture Learning in the Foreign Language Classroom
Jia Zhu, University of Iowa (United States)

This paper presents a special case of the integration of cultural aspects of the language into language teaching by incorporating movies into the language classroom. Even though great strides have been made in the foreign language classroom in the less commonly taught languages to integrate culture teaching and learning into the language curriculum, the big challenge faced by language teachers is how to do so. This paper elaborates how culture learning happens in one Chinese as a foreign language (CFL) classroom and how space is created for cross-cultural dialogue through its movie-based curriculum. In this advanced-level undergraduate CFL class at a U.S. university, Chinese movies, together with other types of authentic texts such as the written synopsis of the movie and excerpts of dialogue from the movies, have been used as the resources, content, and contexts for both language and culture learning. The qualitative analyses of data collected from pre- and post-class questionnaires and follow-up interviews with all the participants are first presented to address these CFL learners' perceptions of the interrelationship between language acquisition and culture learning at an advanced level. To look at how movies used in this language classroom function as sites for culture learning, a close analysis of the discourse of class discussions about the films is then presented to look at the moments when the instructor and the learners work together to address their personal stances towards the culturally rich situations presented in the movies while at the same time they co-construct their cultural knowledge. It is hoped that this study will provide evidence on the utility of movies to facilitate culture learning and to develop language learners' intercultural competence in the language classroom. It is also hoped that such efforts will contribute to the knowledge base about culture learning and will shed some light on the process of culture learning in second/foreign language classrooms.

Session 20: Pragmatic Competence (Cottonwood)
The Functions of Shared Laughter in Intercultural Communication
Soomin Jwa, University of Arizona (United States)

Laughter has permeated every social activity and, as such, it is a fundamental aspect of communication. Based on my review of the literature, however, NNS's use of laughter in intercultural communication has remained unexplored until recently, which is counterintuitive when considering its integral part in communication. The

Jwa *(continued)*

present study is, therefore, aimed at presenting an analysis of shared laughter among Korean, Malaysian, and Japanese students learning English in a Cross-Cultural Distance Learning Project between Korea University and Waseda University. The basis of the project was a series of intercultural conversations between students from the two universities which were conducted during an online synchronous internet-based video conference. The conferences were videotaped by the researcher and, then, transcribed. The objective of this study is to explore the various functions of shared laughter underlying the cross-cultural relationships where potential conflicts seem to arise due to the different discourse models and TFGs (Taken-for-Granteds) of the participants. The substantive and illustrative analysis of the participants' use of shared laughter primarily draws on Goffman's (1967) facework. The results showed that shared laughter occurs to defuse conflicts which are interpreted as a break in the face maintenance. The four functions of shared laughter that are found in the data in relation to face maintenance are to prevent group embarrassment, to demonstrate (dis)affiliation, to signal a frame change, and to show empathic understanding. Because of the different discourse models and TFGs, the participants could not find an equitable resolution of conflict in words but shared laughter closed conflict and mitigated a loss of face by recontextualizing the interaction. Also, it is seen that the participants' appropriate use of shared laughter was revealed in an attempt to find a common theme to laugh about for the sake of face maintenance. In an ongoing conversation, to end conflict by shared laughter is considered better rather than to go through the compromising process, which results in a temporary breakdown in conversation. Taken together, shared laughter was properly employed to compensate for the participants' inconformity with different discourse models and TFGs attributed to each group. The implications of this study are expected to surmount the imbalance in this field and offer meaningful insight into intercultural communication.

Exploring Intercultural Competence in a Victorian Novel
Frank Malgesini, Universidad Autonoma de Chihuahua (Mexico)

Although all the characters are native speakers of English, Anne Bronte's The Tenant of Wildfell Hall can be read as a narrative of interactions among representatives of different speech communities. The protagonist, Helen Graham, moves through two communities whose communication conventions differ enough from her own that they create misunderstandings. Helen's difficulties can be understood in part by looking at them through the framework of Hymes' speech community and the concept of communicative competence. Often her interactions parallel those described by Gumperz in his descriptions of cross-cultural encounters. As native speakers of a common English language, however, the speakers seem to be separated more by cultural assumptions than linguistic differences. For Helen, successful encounters are sometimes frustrated by failures to perceive the conventions that govern other participants and sometimes by her own unwillingness to submit to conventions she recognizes. Her problems interacting in these communities are compounded by several interaction strategies she uses. First she tends to judge those she interacts with according to standards derived from her home community. Second she quickly closes off communication when she encounters unexpected or what she considers unacceptable responses. Third she tends to seek solitude rather than interaction with others. Finally she often prefers to communicate in writing rather than through face-to-face encounters. These strategies make it difficult for Helen to integrate into the unfamiliar communities both because she remains unaware of some of her neighbor's conventions and inadvertently provokes hostility through her unconventional conduct and because she insists upon using the conventions of her home community as standards and she therefore refuses to adapt her customs to those of her neighbors. Also her inclination to avoid encounters limits her opportunity to improve her interaction skills. Helen's experiences can help readers to become more aware of how subtle differences between speakers of different communities can lead to misunderstandings and how lack of empathy with the customs of others can exacerbate cultural differences. Second language readers may recognize parallels between Helen's experience and their own that lead to greater awareness of the issues involved in intercultural competence.

A Course in Conversation as Cultural Practice
Elizabeth Knutson, U.S. Naval Academy (United States)

This paper describes an upper level foreign language course (first taught in fall semester 2009) designed to enable students to learn about conversation as both a universal and culture-specific form of talk, and to learn to converse at an advanced level and in culturally appropriate ways with speakers of French from France and other Francophone countries. Students explore the nature of social conversation as defined by sociologist Erving Goffman (Forms of Talk 1981), and differences across cultures in such features of conversation as listening behavior, overlap, selecting and shifting of topic, interruption, and pausing. Although face-to-face interaction is the primary focus, students also examine the discourse of electronic conversation. In order to improve communicative skills in French, students learn the technique of conversational shadowing (Murphey 2001) and practice various forms of uptake in conversational interaction. This work in theory and practice culminates in the planning and carrying out of a "real world" conversation hour (Kaplan 1997) hosted by students in the course for a variety of native speakers of French in the undergraduate institution and surrounding community. An important objective is to teach students how to listen and look for cululre-specific dimensions of communication, and to inspire interest in intelligent observation of the connections between word and world. By definition pragmatics is the study of how language is used in specific contexts, by specific speakers, in specific situations. It is, in the end, difficult to say in any definitive way "what French speakers do" when they converse, because there are so many variables to consider (age, gender, situation, geography, etc.). Even if norms can be ascertained, they may change over time. For these reasons, educational researcher Frederick Erickson's advice to "cultivate skills of critical reflection by using them in actual situations of interaction" rather than trying to provide "group-specific performance lessons" ("Listening and Speaking" 1985) is an important guide. Finally, the course aims to provide the practice and interaction which are indispensable to the improvement of conversational facility and culturally appropriate communication in a foreign language.

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Session 21: Assessment (West Ballroom)
LinguaFolio Online Interculturality Module: Formative Assessment of Cultural Competence
Presentation One: Theory and Approach
Jacqueline Bott Van Houten, Kentucky Department of Education (United States)
Presentation Two: LinguaFolio Online: A Tool for Documenting Interculturality
Carl Falsgraf, University of Oregon (United States)

From the seminal work of Nelson Brooks (1968) through the current focus on "the second C" in the National Standards, the foreign language profession has recognized the importance of culture in language learning. While almost

Falsgraf and Bott Van Houten *(continued)*

all teachers claim to "teach culture," very few assess culture in meaningful ways. This paper reports on an online tool – LinguaFolio Online – that documents student reflections within the frameworks of interculturality (Common European Framework of Reference, 2001) and intercultural competence (e.g., Byram, 1997). The interculturality module of LinguaFolio is consistent with the tradition of educational assessment (Gipps, 1994) and balanced assessment (Stiggins, 2008) in that it is designed to enhance, enrich, and improve learning, not just measure it.

This presentation will explain the theoretical and pedagogic bases of LinguaFolio Online, but focus primarily on demonstrating how the tool can scaffold and document students' developing interculturality. Following Byram et al (2002), the LinguaFolio Online Interculturality module is structured around feelings, knowledge, and actions. Any encounter with another culture presents an opportunity to record and reflect upon one's emotional, intellectual, and participatory reaction. Returning to these encounters through time allows the learner to re-evaluate those reactions in light of developing interculturality.

For example, a learner visiting Japan may feel people are not being forthright because they look away nervously whenever he asks a direct question. He would be prompted to record this initial emotional response ("What are these people hiding?") and then be asked what he would need to know to understand the source of discomfort ("What are they really thinking about me?"). Returning to this encounter after understanding that direct eye contact is considered threatening or disrespectful behavior in Japan, the learner can return to this incident, report this additional knowledge, re-evaluate the initial emotional response, and consider how to adjust future actions (e.g., averting his own gaze to put others at ease). This framework makes clear that the goal of language and culture learning is not to master another culture, but to constantly re-situate oneself as a social being operating within multiple cultural schema.

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Intercultural made Visible and Assessable: Evaluating Intercultural Language Learning

Robyn Moloney, Macquarie University (Australia)

Concepts within intercultural language learning theory are changing the way language teachers think about the teaching and learning of languages and cultures. There has been little formal evaluation however of whether and how students are achieving intercultural language learning goals and how to undertake such assessment. In classroom practice, how do we know a student has achieved 'intercultural' language learning outcomes, when the descriptors involve observing what are essentially cognitive processes? This paper addresses the issue of how best to assess intercultural language learning in school language learners from the findings of a study of one secondary school context in Sydney, Australia. This study makes visible what is essentially a new kind of student learning taking place within some language learning contexts, and shows students in the process of 'becoming intercultural'. The findings suggest that intercultural learning lies in students using language to collaboratively develop opinions and problem-solve, to test prior knowledge, to work out new meanings of both home and target language practices, to delineate their own intercultural identity. Students' new learning emerges in social interactions with their teacher, with other students and with language itself. A number of pedagogical implications arising from this study are discussed as we grapple with how teachers can use these new understandings to elicit and assess this exciting new learning.

Session 22: Virtual Environments for Cultural Learning (Ocotillo)

An Overview of Research on Virtual Environments for Cultural Learning

H. Chad Lane, University of Southern California (United States)
W. Lewis Johnson, Alelo, Inc. (United States)

In the business world, military, informal learning, and more, immersive virtual learning environments are increasingly being used to provide opportunities for cultural learning. Generally, the aim of such systems is to allow learners to engage intercultural communication skills as well as to develop a deeper understanding of subjective and objective cultural knowledge. High-fidelity graphics, sound, and animation make it possible to simulate many tangible aspects of a specific culture, such as buildings, streets, art, dress, speech, gestures, and more. This supports the creation of computer-based practice environments that are more immersive and engaging than traditional media, and more convenient than exercises with live role players. Further, networked learning environments permit new venues for role-plays that do not require participants to be physically together, enabling people from different cultures to interact and learn from one another in a virtual world. Recent advances in artificial intelligence (AI) and cognitive modeling now permit rich modeling of emotions, language, and tasks that enable controllable and personalized learning experiences. When built with cultural accuracy, these models – and the virtual humans who utilize them – open new avenues for teaching the cognitive and interpersonal aspects of other cultures. In this paper session, we will provide an overview of these efforts, discussing empirical findings, open questions, and future directions.

Social Motivation in a Game for Acquiring Intercultural Skills

Amy Ogan, Carnegie Mellon University (United States)

One innovative use of digital games is to facilitate learning intercultural communication by simulating human behavior with virtual humans. Social learning theory states that people learn by observing and reproducing these behaviors, but it is unknown whether these processes hold true with virtual humans. This work investigates learners' goals to understand how they help learners learn intercultural skills from virtual humans in BiLAT, a virtual world that teaches cross-cultural negotiation. In a randomized controlled experiment with 59 participants, we found, contrary to our hypothesis, that participants given an explicit social goal learned less than those given task-related goals only. However, participants who reported having social goals, regardless of assigned condition, learned the most and demonstrated more social patterns of gameplay than those who did not report these goals. The results suggest that social learning processes are not automatic from virtual humans, but learning intercultural skills can be supported when learners hold social goals.

Pragmatics in Multiuser Virtual Environments: A Piece of the Intercultural Communication Puzzle

Julie Sykes, University of New Mexico (United States)

Second language pragmatic skills are often deemed critical to successful intercultural communication. Nevertheless, in many cases, L2 pragmatics instruction is absent from both second and foreign language learning contexts. This absence can be attributed to a number of factors, including, for example, the lack of curricular materials, difficulties in addressing linguistic variety, and complexities of assessment. Various features of multi-user virtual environments (MUVEs) allow us to address these difficulties, making them beneficial contexts for

Sykes *(continued)*

the development of second language pragmatics skills. Furthermore, they provide the opportunity to enhance foreign language learning in new and innovative ways while highlighting intercultural communication skills.

This presentation will explore the role of MUVEs in L2 pragmatic development and report on recent empirical research in this area. First, we will examine the features prevalent in MUVEs, which make them relevant contexts for L2 pragmatic development. This includes the discussion of both positive components and potential drawbacks. We will then report on a large-scale empirical study that addresses the impact of MUVEs on learners' L2 pragmatic development and intercultural communication skills. The presentation will conclude with implications for future research and implementation, suggesting a responsive and proactive approach to L2 pragmatic development.

Session 23: Teachers' Experiences in Schools (Redwood)

From Headphones to Hijabs: Somali Youth's Experiences in U.S. Schools
Letitia Basford, Hamline University (United States)

For Muslim immigrant youth, schools often become key sites of cultural and religious tensions. These tensions are particularly acute because their family and community often espouse beliefs in direct conflict with the US adolescent cultures (such as beliefs about dating, entertainment and dress). As a response to these tensions and in an effort to maintain their religious and ethnic identity, Muslim immigrant communities have begun to create specialized schools, such as ethnocentric charter schools, that give attention to youths' culture, religion, language, and history.

In this presentation, I will report on a qualitative study conducted during the 2005-06 and 2006-07 academic years at "Kalsami" Charter High School—one of a few but growing number of culturally specific charter schools for Muslim immigrants in the country. Describing their former experiences in mainstream schools, students reported feeling invisible and unwelcome, experiencing academic discrimination, religious and cultural hostility, and racism. At the East African charter school, youth reported no longer feeling marginalized. The once-overwhelming process of trying to "fit in" and "belong" with either dominant society or their home community was ameliorated. Youth became empowered to resist, contest, and/or embrace the dominant and competing cultures of their host society. Contrary to expressed concerns of "Balkanization" or "ghettoization" of students, data reveal that Kalsami promoted positive intercultural competence where students were able to build a good self-concept and find comfort in who they are as East African immigrants, as Muslims, and as American citizens. By attending a school that was supportive of and sensitive to students' cultural and religious practices while observing the constraints for the Establishment and Free Exercise clause of the U.S. Constitution, youth at Kalsami were able to maintain their faith and moral values, their ties to their family and community, and develop confidence in their abilities to become full and equal members of U.S. society. The school appeared to serve as a kind of buffer between the values, beliefs and practices of their culture and the once-overwhelming process of trying to fit in with the dominant society. This buffer served to slow down the pressure on youth to rapidly assimilate into the more dominant culture of mainstream schools. Youth came to feel confident and secure in adopting multiple, flexible identities, and better able to challenge and assert themselves in U.S. society.

Incidental Intercultural Learning in an International Online Professional Development Course
Erin McCloskey, Harvard Graduate School of Education (United States)

While such skills as foreign language ability, global awareness, and intercultural competence have been framed as increasingly important for economic, social and civic participation in the 21st century, language teacher professional

McCloskey *(continued)*

development (TPD) has only recently addressed such competencies explicitly. Consequently, little is known about how best to prepare language teachers for the challenging task of fostering intercultural competence in their students. In this presentation I discuss preliminary findings from a qualitative study of an internationally diverse group of English-as-a-Foreign-Language teachers who enrolled in an online TPD course that promoted their ability to organize and facilitate international, intercultural collaborative projects in their language classes. In this study I investigated the dimensions of intercultural communicative competence (see Byram, 1997) and related pedagogies that were displayed or developed incidentally throughout the course, and I attempted to identify dimensions of course design and implementation that facilitated or compromised such development. Data collected include documents related to course design, transcripts of online discussions, formal assignments, and semi-structured, post-course interviews with select participants. Preliminary results indicate that participating teachers learned much about general pedagogies that could potentially foster intercultural competence but that they did not naturally direct this pedagogical knowledge towards intercultural learning goals. Furthermore, despite exhibiting strong convictions about the benefits of intercultural learning for their students, the participants exhibited little reflection about or attention to the intercultural dimension of their own learning experience. With these findings in mind, I argue that intercultural competence and related educational priorities are uniquely compatible with the affordances and processes of online learning and adult learning principles, but that careful design decisions and interactive stances are necessary both to realize the potential of the communicative media and to respond to teachers' needs in professional development. Finally, I propose design guidelines for online (or partially technologically-mediated) TPD that targets the competencies of globally and interculturally sensitive teachers and students alike. These guidelines represent a synthesis of various literatures: conceptual work about language teacher competencies and 21st century skills, such as those promoted in the ACTFL and NCATE content standards; empirical work on technology's role in fostering intercultural competencies (e.g. the Cultura project, www. http://web.mit.edu/french/culturaNEH/), and empirical and conceptual work in online learning (e.g., Garrison and Anderson, 2003; Levine, 2007), adult learning principles (e.g., Eraut, 1994) and online TPD (see http://gseweb.harvard.edu/~uk/otpd/index.htm).

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Intercultural Pre-service Partnerships: A First Step
Sarah Jourdain, Stony Brook University (United States)

There are many studies, as well as countless anecdotes, to suggest that by having students participate in international correspondence with peers (pen pals, key pals, skype pals, etc.) we may promote intercultural competence. Therefore, it is somewhat surprising to find so few language teachers engaged in the practice of partnering with an international colleague to establish this type of correspondence for students on a regular basis. Reasons for this lack of participation include constraints on time, difficulty in accessing appropriate technology and/or inability to locate a suitable partner teacher. It is the latter factor that this session will address directly by presenting the results of an effort to engage a group of pre-service teachers in the quest for future partner teachers. The focus for this particular group of pre-service foreign language teachers is on locating, and establishing a correspondence with, one or more pre-service English

Jourdain *(continued)*

teachers in the country/countries where the language they are preparing to teach is spoken. By creating this link to a peer pre-service teacher, it is hoped that teacher candidates will be more willing, and better able, to develop tandem correspondence programs for their own students in the future thereby fostering greater intercultural competence for all. This session will: (1) Present a rationale for having teacher candidates develop international peer partnerships as a means of promoting broader intercultural competence; (2) Discuss the results of a semester-long effort to foster international pre-service peer partnerships; (3) Highlight the rewards and the challenges of such an endeavor as reported by the pre-service teachers themselves; (4) Suggest, and entertain suggestions for, directions for future study.

Session 24: Program Instruction (Sagewood)

University Life 101
Yuliya Miakisheva, York University English Language Institute (Canada)
Don Smith, York University English Language Institute (Canada)

It is important for ESL students to be able to apply the skills they acquire in the classrooms to "real life" cultural and linguistic encounters. Thus, the York University English Language Institute in Toronto, Canada has launched an extensive adjunct experiential program designed to bring its students into effective contact with broader campus life and culture. The program provides support for students as they prepare for their studies in an English-language-medium, North American university. With the intent of fostering an informal, intercultural 'learning community' (Johns, 2008) within the school, instructors develop assignments designed to help students observe closely and report on roles and contexts in university listening, speaking, reading, and writing. In the program, students are directed to in-school, on-campus, and off-campus events. Calendars and weekly updates are produced, and weekly visits are made to classrooms to promote activities. Program results show how students bring both communal and personal resources and identities to bear on the task of building academic literacies -- literacies which operate both in and out of the classroom. The presenters will show examples of assignments developed for use with program activities together with different students' responses and discuss the implications for further program and curriculum development.

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Language Exchange and Practice in an Alternative Dual Language Program
Lisa Winstead, California State University, Fullerton (United States)

English Learner newcomers are not generally placed in the administrative role of teacher/tutor or given sufficient opportunities to interact culturally, socially, and/or linguistically with mainstream peers in order to develop and practice language. Their initial inability to communicate and be included in school culture handicaps their ability to develop language and gain intercultural competence. This paper focuses on how English Learner newcomers and first-year Spanish language students linguistically and culturally interact in an alternative dual language program at a middle school and engage in language play. Research questions that guided the study included: "How do English Learners and Spanish Learners negotiate meaning in a peer-interactive dual language environment?" and "How do English Learners and Spanish Learners perceive their interaction with peers?" In order to determine "what" peers do and "how" they interact in an alternative dual language program this case study was accomplished through "multiple methods" triangulation of data sources collected from: (1) journal entries, (2) interviews, (3) audio- and videotaped peer interaction, and (4) researcher field notes.

Winstead *(continued)*

The findings revealed that participants used and acquired language within the social context of conversations and language game-play. Through their interaction, the participants became empowered to share not only language but take on the role of teacher or language tutor. In conclusion, culturally and linguistically different middle-school peers who came together to share language became curious about one another despite their differences and were able to advance their linguistic and intercultural awareness.

Transatlantic Crossings: Post-dictatorship Transitions and Cultural Transformations in Spain, Chile and Argentina
Virginia Newhall Rademacher, Babson College (United States)

Courses on Spain and Latin America are often cordoned off from one another with neat divisions that separate Latin Americanists and Peninsularists. The question is how to create courses which jointly examine the social, cultural, and historical dimensions of Spain and countries of Latin America without conflating their unique perspectives. Globalization not only demands we acknowledge the impact of accelerated communication and interaction on cultural production, but also that we reconsider the way that we guide our students to explore these interconnections. At Babson College, I teach a course entitled, "After the Dictator: Cultural Transformations in Spain, Argentina, and Chile" which aims to cross the borders separating Latin American and Spanish contexts and to consider how cultural manifestations reflect common themes and responses to the consequences of dictatorship and the new social, economic, and historical realities which have ensued. The democratic transition in Spain provides a valuable point of comparison to the political transitions in Argentina and Chile. What are the differing strategies used to come to terms with the past and the legacy of dictatorship? What elements remain unresolved, and how do they continue to play out or find expression in the culture and society?

The course is organized around three major themes: 1) Memory (and forgetting); 2) Immigration, Dislocation, and National Identity; and 3) Globalization, Urban and Youth Culture. Within each of these three themes, there is at least one representative work from each of the three countries. In the first section of the course, we look at texts and films that deal with silence and 'forgetting'. Alternatively, where individuals and societies seek to contest or redress a traumatic past, what are the challenges and risks that are revealed? The second section considers effects of immigration and displacement on individuals and nations. In the third part of the course, we consider the impacts of technological changes in the experience and representation of contemporary reality. What do these transformations in the way that we access culture and information mean for countries in the process of [re]constructing their identities? Included are a wide array of cultural examples - rock music, photography, architecture, and varied aspects of popular culture. In addition to discussing this and alternative frameworks for courses which support intercultural competency, I am interested in discussing a wide range of strategies and evaluative assignments included within the class that actively reinforce this effort.

Session 25: Intercultural Competence in Institutional Settings (Cottonwood)

Developing U.S. Air Force Cross-Cultural Competence: Successes, Challenges
Felisa Dyrud, University of Arizona (United States)

The reality of a modern-day expeditionary military force with lofty goals of establishing security and enabling nation-building in some of the most volatile areas of the world means that effective cross-cultural partnership has never been

Dyrud *(continued)*

so crucial. There are countless opportunities for airmen at every level to interact with the citizens (both military and civilian) of host nations where the U.S. operates, and these interactions can either enhance or hamper efforts to build strategic relationships. Air Force and Department of Defense leadership at the highest levels has long acknowledged the importance of developing cross-cultural adeptness in its members, and current efforts by the Air Force Culture and Language Center established in 2006 are moving rapidly closer to that goal, developing distributed learning systems and incorporating cross-cultural training into every level of professional military education. With the high rate of deployment, however, the challenge to ensure each member is adequately and specifically prepared prior to deployment is monumental. To meet this challenge, a grass-roots experiment in cross-cultural pre-deployment training has developed, featuring an interactive model which replaces a soporific power-point briefing with a comfort-zone-busting immersion experience. The goal is to engage each participant in conversation, break down stereotypes, and instill a mentality of respectful, discerning, and creative approaches to cross-cultural interaction at all levels. Each workshop is unique, but usually includes a traditional setting (such as sitting on the floor in an Iraqi or Afghan manner, drinking tea), visual learning aids, significant amounts of participation, and a guest from the country of interest. Feedback has revealed the workshops to be effective in capturing the attention of participants, enabling learning through memorable experience and equipping them with further resources for exploring and engaging the relevant culture. The program is continually adjusting, finding new ways to produce maximum worldview-transforming results within a limited timeframe, and to reach the target audience of Air Force members in the 1-3 months preceding deployment. Many challenges still exist, such as ensuring the model is highly reproducible, securing funding for facilitator training, and winning the approval and support in order to expand the model across the Air Force. However, the positive response both from participants and leadership is encouraging. Recent emphasis in top-level guidance and the concrete actions of the Air Force Culture and Language Center as well as grassroots movements like ours indicate a trajectory toward a more cross-culturally savvy force that realizes, as General John Abizaid testified before Congress in 2004, that the global war on terrorism will be won by people who can "cross the cultural divide."

Talking Culture: Intercultural Competence in a Corporate Context
Lise-Lotte Holmgreen, Aalborg University (Denmark)
Inger Askehave, Aalborg University (Denmark)

Taking its starting point in two, currently predominant views on intercultural business communication and intercultural competence (e.g. Askehave & Norlyk 2006; Blasco 2004; Franklin 2007; Gudykunst & Kim 2002; Hofstede 2001; Holiday et al. 2004; Trompenaars & Hampden-Turner 1997), this paper provides insight into the way practitioners in an international software company construct their experiences with culture and intercultural encounters in the workplace. On the basis of the discursive analysis of ten semi-structured interviews, the presentation details how practitioners make sense of their work experiences through the adoption of different approaches, ranging from what may be termed a 'functionalist' approach that constructs culture as a relatively fixed, homogeneous entity which can be 'managed' or 'overcome', to an approach based on situational adaptation and diversity. In doing so, the paper attempts to show that in practice members of staff may make sense of intercultural issues by means of various discourses that reflect very different ideas of what culture and intercultural competence is, potentially leading to differences in the handling and experience of intercultural encounters as well as to challenges for the company as a whole in addressing intercultural issues. These findings may prove valuable to the understanding of how to "define and design a sphere of interculturality" (the third place), and the study as whole may illuminate the usefulness of discourse analysis to this end.

Holmgreen and Askehave *(continued)*

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Intercultural Competence Requirements of Engineers and their Implications for Tertiary Education
Tünde Bajzát, University of Miskolc (Hungary)

As a result of globalisation, Hungary's joining the European Union, technological innovations, educational and labour mobility the demand of knowing and understanding of other cultures is of crucial importance in order to achieve successful international communication. It is especially vital in the case of the workers at foreign owned and directed companies, the number of which is growing at a rapid space at present day Hungary. Therefore, the aim of my research was to find out the intercultural competence needs of engineers at the workplace and compare it with the offered intercultural training courses for engineers at Hungarian tertiary level education. On the basis of the research results, decisions can be made on how English intercultural training at Hungarian tertiary level education has to be adjusted to students' work-related needs. The first part of my presentation focuses on the results of two empirical studies and a data analysis. One of the empirical research was carried out at six local companies (2 Hungarian, 1 American, 1 German, 1 Japanese, 1 Swiss owned and directed) in northern Hungary in spring 2004 and spring 2006 and questioned the engineers working there. 92 engineers filled in the Hungarian questionnaire, which included questions on the workers' cultural experiences and conflicts with foreign colleagues abroad and/or in Hungary. The other empirical study was conducted at the University of Miskolc (in northern Hungary) in autumn 2008 and spring 2009 among engineering students at the Faculty of Mechanical Engineering and Computer Science. 70 students filled in the questionnaire, which included questions on different tasks (concerning intercultural competence) used during their experiences of studying and/or working abroad and/or in Hungary. The data analysis contained 1000 job advertisements for engineers in Hungary advertised between November 2008 and March 2009, and analysed the intercultural competence needs of engineers based on the hiring requirements. The second part of the paper presents the offered intercultural training courses for engineers at Hungarian tertiary level education. Finally, the results of the three studies are compared with the offered courses, and on the basis of the findings suggestions are made on how to harmonize the results with the everyday work of teaching in order to design an appropriate curriculum and to give students - further employees - a more marketable knowledge and competence.

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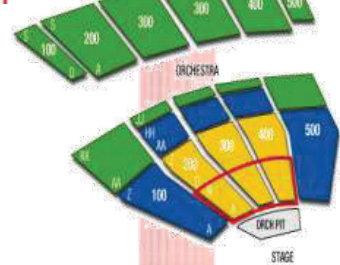
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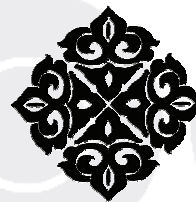
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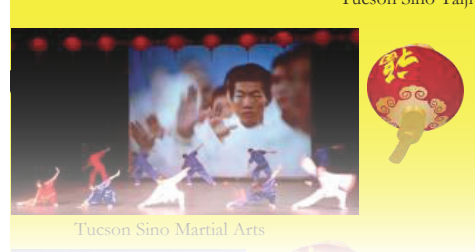
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