FIFTH INTERNATIONAL CONFERENCE ON THE DEVELOPMENT AND ASSESSMENT OF INTERCULTURAL COMPETENCE

From Traditions to Transitions

INTERCULTURAL COMPETENCE

January 21–24, 2016
Westward Look Resort
Tucson, Arizona

THE UNIVERSITY
OF ARIZONA®

CERCLL
CENTER FOR EDUCATIONAL RESOURCES
IN CULTURE, LANGUAGE AND LITERACY

CONTENTS

WELCOME!

Welcome to the Fifth International Conference on the Development and Assessment of Intercultural Competence hosted by the Center for Educational Resources in Culture, Language and Literacy (CERCLL). The conference is one of ten projects partially funded by the U.S. Department of Education under Title VI. Although the international education programs of Title VI have suffered from congressional budget cuts in recent years, the conference has remained a cornerstone of CERCLL activity. It is one in which we are pleased to collaborate with a number of our sister Title VI Language Resource Centers across the country, as well as several University of Arizona units.

What was conceived in 2005 as a small roundtable has blossomed into a biennial conference that has garnered international attention and is now in its fifth iteration. A decade after the birth of this conference, and in light of new and exciting work conducted on this important topic during those years, we are revisiting, in this fifth conference, the issues that were raised in 2005: conceptualization of intercultural competence and its constitutive elements, implementation in instruction, forms of assessment.

We are delighted that many of you have come to Tucson from all over the world to participate in this event, and are excited that we are able to create a forum at which you can share, discuss, and learn alongside members of the University of Arizona community and beyond. Welcome, too, to the other scholars and practitioners who are attending the conference remotely. We hope that you will find the conference stimulating.

This conference will take place next in 2018 when the theme will be *Intercultural Competence and Mobility: Virtual and Physical*; the event will feature talks and workshops that consider intercultural competence in connection with global trends of migration, travel, and digitally-enabled mobility. We look forward to seeing you again then!

—CERCLL Co-Directors Beatrice Dupuy and Chantelle Warner, and
   Associate Director Kate Mackay

Thank you to the conference contributors:

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And with thanks to our

Keynote:
Fred Dervin, University of Helsinki, Finland
and

Plenaries:
Dwight Atkinson, University of Arizona
Page Ware, Southern Methodist University

About Intercultural Comptence—

Intercultural competence "is not an extra facet of teachers' professional development but should become an integral part of that profession."

(Leeman, Y., and Ledoux, G. (2003), Preparing teachers for intercultural education. Teaching Education, 14, 3, p. 282)

Conference Description

Writing in 1997, Michael Byram describes intercultural communication as something that is historically continuous, albeit not constant, and as something that shifted importantly at the turn of the last century. In a world that is increasingly interconnected—virtually through digital technologies as well as physically through global migrations—, communicating across cultures and languages is an inevitability for many people. And yet, large-scale travel and tourism are hardly new to the Twenty-First Century and the extent to which intercultural communication is a qualitatively new human phenomenon bears examination. At the same time, intercultural competence, as a theorizable, teachable, and assessable skill or set of skills, has been developed by scholars and practitioners in a variety of fields over the past few decades and now carries its own conceptual traditions—as reflected in the presentations over the past four conferences on the Development and Assessment of Intercultural Competence in Tucson, Arizona.

Straddling tradition and transition, this Fifth International Conference organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL) will take stock of the histories that this field carries with it as well as the future directions it might take. This four-day event brings together scholars and educators in order to foster a conversation about what intercultural competence might mean to scholars and educators now, and what theoretical models, best practices, and approaches are best suited to fostering this sensibility in various learners.

Livestream at the IC Conference

Remote attendees can access the keynote and plenary presentations, as well as all papers in Sessions 1, 5, 9, 13, and 17.

Thursday January 21st
Pre-Conference Workshops (separate registration required)

Time	Event	Room
8 am – 10 am, Noon – 4:30 pm	Registration	Sonoran Foyer
9 am – Noon	Beyond Culture Boxes: Teaching for Intercultural Competence in the FL Classroom (Peckenpaugh)	Palm room
9 am – Noon	Using Technology for Increasing Students' Multiple Literacies and Intercultural Competence (Ansary and Shiri)	Quail room
9 am – Noon, 1 pm – 4 pm	Designing Instructional Activities to Foster Intercultural Competence through Media Literacy (Petit and Michelson)	Javelina room
9 am – Noon, 1 pm – 4 pm	Implementing a Shared Course Model for the Less Commonly Taught Language (Van Deusen-Scholl, Charitos and Feldman)	Coyote room
1 – 4 pm	Developing Your Cultural Intelligence: Working Effectively Across Cultures (Villagran)	Quail room

NB. There are coffee breaks on the Sonoran Terrace at 10:30 am and 2:30 pm on Thursday for workshop participants.

Friday January 22nd

Time	Event	Room
8 am – 4:30 pm	Registration	Sonoran Foyer
8:30 am – 9 am	Coffee	Sonoran Terrace
9 am – 11 am	Sessions 1-4	Javelina, Quail, Coyote and Palm rooms
11:15 am – 12:30 pm	Welcome and Keynote Presentation	Sonoran Ballroom
12:45 pm – 1:45 pm	Catered Lunch	Sonoran Rooftop Terrace
2 pm – 4 pm	Sessions 5-8	Javelina, Quail, Coyote and Palm rooms
4 pm – 4:15 pm	Coffee Break	Sonoran Terrace
4:15 pm – 6:15 pm	Sessions 9-12	Javelina, Quail, Coyote and Palm rooms

Saturday January 23rd

Time	Event	Room
8 am – 4:30 pm	Registration	Sonoran Foyer
9 am – 10 am	Plenary Presentation I	Sonoran Ballroom
10 am – 10:30 am	Coffee Break	Sonoran Terrace
10:30 am – 12:30 pm	Sessions 13-16	Javelina, Quail, Coyote and Desert rooms
12:30 pm – 1:30 pm	Lunch (on your own)	Grab and Go options available for purchase outside Lookout Bar and Grille
12:30 pm – 2 pm	Brownbag Roundtable Sessions	Palm room
1:30 pm – 2:30 pm	Poster Sessions	Mesa Room
2:30 pm – 4:30 pm	Sessions 17-20	Javelina, Quail, Coyote and Desert rooms
4:30 pm – 4:45 pm	Coffee Break	Sonoran Terrace
4:45 pm – 5:45 pm	Plenary Presentation II	Sonoran Ballroom
6 pm – 7:30 pm	Hors d'Oeuvres Reception	Palm room and terrace

Sunday January 24th
Post-Conference Workshops (separate registration required)

Time	Event	Room
8 am – Noon	Registration	Sonoran Foyer
9 am – Noon	Using Games and Simulations to Promote Literacy and Intercultural Competence (Ibrahim)	Coyote room
9 am – Noon, 1 pm – 4 pm	Developing Intercultural Competencies: Common Goals for Language and Intercultural Educators (Fantini)	Javelina room

NB. There are coffee breaks on the Sonoran Terrace at 10:30 am and 2:30 pm on Sunday for workshop participants.

Admittance to the Friday lunch and Saturday reception requires you to bring the ticket provided with your registration materials.

For Saturday lunch: the Lookout Bar and Grill at the Westward Look is open. Grab-and-go options are also available outside the Lookout-- you can buy your lunch and take it to the roundtable sessions if you wish.

WIFI PASSWORDS

The Westward Look Resort provides free wireless internet access for conference attendees. WiFi passwords are changed daily. Here are the passwords for use during ICC 2016:

Monday:	sedona
Tuesday:	benson
Wednesday:	cottonwood
Thursday:	jerome
Friday:	mesa
Saturday:	prescott
Sunday:	bisbee

CONTINUING EDUCATION

If you would like a certificate of attendance at this conference, please sign in at the registration desk at the beginning of each day.

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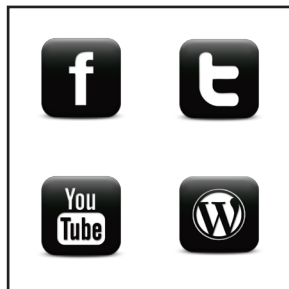
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With many thanks to all the University of Arizona students who volunteered at this event!

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KEYNOTE ADDRESS
Friday, January 22nd: 11:30AM–12:30PM

Intercultural Competence Beyond Orthodoxies

Fred Dervin, University of Helsinki (Finland)

This presentation is preceded by a welcome message from Mary Wildner-Bassett, Dean of the College of Humanities at the University of Arizona; it is introduced by Beatrice Dupuy and Chantelle Warner, CERCLL Co-Directors.

Fred Dervin is a professor of multicultural education at the University of Helsinki (Finland). Dervin also holds several professorships in Canada, Luxembourg and Malaysia. In May 2014, he was appointed Distinguished Professor at Baoji University of Arts and Sciences (China). Dervin has been widely published in international journals on identity, the intercultural and mobility/migration. He has published over 30 books in English, Finnish and French. Dervin is the series editor of Education Beyond Borders (Peter Lang), Nordic Studies on Diversity in Education (with Kulbrandstad and Ragnarsdóttir; CSP), Post-intercultural communication and education (CSP) and Palgrave Studies on Chinese Education in a Global Perspective (Palgrave). Prof. Dervin is the Director of the Education for Diversities Research Group at Helsinki. His website is: http://blogs.helsinki.fi/dervin/.

Abstract

The concept of intercultural competence is a complex one, which has been defined and understood in many different ways. Because of its complexity, it can easily be used as an intellectual simplifier or as a simplistic and deterministic slogan idea, which contributes to pinning down and labeling people. The fact that it is used, overused and sometimes abused by decision-makers does not help.

Many approaches to intercultural competence rely on a deficit framework by which someone needs to learn to think and behave like 'us' – while missing out on the 'inter-' of the intercultural, the inevitable enmeshment of self and other in specific contexts. Furthermore the concept tends to rely too much on the old, tired and somewhat biased word of culture, which many fields of research have discarded. Culture has been part of the intercultural orthodoxy since intercultural competence has been discussed in research and practice. The over-reliance on culture to explain intercultural encounters leads us to concentrate on difference only and to compare and judge willy-nilly the self and the other, often leading to ethnocentrism, (explicit and/or implicit) moralistic judgments and social injustice. This orthodoxy is intolerable in our accelerated globalized times.

KEYNOTE ADDRESS
Friday, January 22nd: 11:30AM–12:30PM

Work on interculturality now requires reversing the usual direction of thought that has been 'polluted' by (neo-)essentialist and (neo-)culturalist approaches. Like Wimmer (2013: 3), we need to find a middle ground between the Charybdis of essentialism and the Scylla of hyper-constructivism.

In my keynote I propose ways of complexifying intercultural competence by 1. Turning our intention towards the continuum of similarities-differences, 2. Opening up the identity markers that are taken into account in intercultural competence, 3. Putting the notion of power at the center of intercultural analysis, 4. Calling for an end to the obsession with success and 5. Politicizing interculturality.

PLENARY ADDRESS
Saturday, January 23rd: 9:00AM–10:00AM

Intercultural Competence Inside Digital Contact Zones: Spaces of Reification, Negotiation, and Suspense"

Paige Ware, Southern Methodist University (United States)

Paige Ware is Chair of the Department of Teaching and Learning at Southern Methodist University. She earned her doctorate in Education, Language, Literacy, and Culture at the University of California at Berkeley in 2003 after teaching English as a Foreign Language for many years. Her research focuses on the use of multimedia technologies for fostering language and literacy growth among adolescents, and on the use of Internet-based communication for promoting intercultural awareness through international and domestic online language and culture partnerships. Her work has been funded by a National Academy of Education/Spencer Post-Doctoral Fellowship, by the International Research Foundation for English Language Education (TIRF), and by the Department of Education Office of English Language Acquisition (OELA) Professional Development grant. Her research has appeared in the Modern Language Journal, Computer-Assisted Language Learning, Pedagogies, Writing & Pedagogy, Language Learning & Technology, International Journal of Educational Research, CALICO Journal, and a number of chapters in edited volumes.

Abstract

To explore how ideas about intercultural competence have developed in language education across the last two decades, this plenary discussion will draw on the notion of digital contact zones. The original concept of contact zones, forwarded 25 years ago by the literary and linguistic scholar Mary

PLENARY ADDRESS
Saturday, January 23rd: 9:00AM–10:00AM

Louise Pratt, refers to spaces where people from different backgrounds, histories, languages, cultures, and strata come together in textually and physically mediated encounters. The digital turn of contact zones, as I will suggest, appears to have heightened the immediacy, reach, and intensity of these social spaces of intercultural contact. Language learners interacting in digital contact zones not only draw on a vast array of symbolic resources such as language, image, sound, and movement, but they also construct novel social spaces in which to engage with one another through synchronous and asynchronous communication tools, hypermedia options, social networking sites, and multimodal video sharing and commentating. This talk invites language scholars to re-examine several of the areas that Pratt originally outlined as foregrounded when contact zones are purposefully created for pedagogical purposes. Notions of transculturation, collaboration, linguistic variation, historical grounding, and mediation all become intensified in digital contexts where intercultural interactions take place. I will draw on examples from my own work and from that of peers across the last 25 years to demonstrate how we educators have grappled with ways to leverage these digital contact zones as social sites so that our students can experience rich learning, meaningful engagement, and dissonant discourses. I will also explore how, as we have created such digital contact zones for our students, we have also generated new spaces for ourselves where we can wrestle afresh with what we mean by intercultural competence.

PLENARY ADDRESS
Saturday, January 23rd: 4:45PM–5:45PM

IC from the Side: Expanding the "Cultural" in Intercultural Competence

Dwight Atkinson, University of Arizona (United States)

Dwight Atkinson is an applied linguist and second language educator in the English department and the interdisciplinary Second Language Teaching and Learning (SLAT) program at the University of Arizona. He taught at the University of Southern California, Auburn University, the University of Alabama, Temple University Japan, and Purdue University before coming to U of A. Dwight's academic interests are wide-ranging, from scientific and medical research writing, to second language acquisition, to second language writing, to qualitative research approaches, to culture theory, to the role of English in Indian higher education. Dwight currently serves on six journal editorial boards and is the Disciplinary Dialogues editor of the Journal of Second Language Writing. Recent publications (not focusing on culture) include the edited volume Alternative Approaches to Second Language

Acquisition, and articles in Applied Linguistics, Applied Linguistics Review, Journal of Second Language Writing, the Modern Language Journal, and Language Teaching.

Dwight's interest in culture stems from his 12 years of living and teaching in Japan. His 1997 and 1999 papers "A Critical Approach to Critical Thinking" and "Culture and TESOL" (both in TESOL Quarterly) were part of the 1990s/2000s "culture wars" debates in TESOL regarding uses and abuses of the culture concept. Since then he has urged a middle-ground approach to culture (problematizing it while trying to make it more sensitive to and descriptive of individual human experience), as well as investigating different theories of culture and the possibilities for the applied linguistic research area called "Intercultural Rhetoric." Recent writings on culture appear/will soon appear in the Routledge Handbook of Language and Culture, the Routledge Handbook of Language and Intercultural Communication, the Handbook of Second Language Writing, and TESOL Quarterly.

Abstract

Like "communicative competence, " "intercultural competence" often seems to emphasize "competence" rather than other aspects of the concept. This is quite understandable and legitimate in those contexts in which the concept has been most widely applied and for which it was originally developed.

As a language educator and applied linguist coming from other traditions, and relying on other empirical and theoretical tools, I will try to take a kind of "other" or sideways look at intercultural competence–one that I hope may suggest new uses and discussions of the term. Instead of "competence," I will focus on the "culture" and "intercultural" embedded in the term.

More specifically, I will try to characterize culture as a tool with a wide array of pedagogical uses. For the purposes of this presentation, I define culture within the space between two increasingly divergent conceptual traditions. The first is that of human culture–the universal, highly evolved human abilities that define us, in large part, as a distinctive species: fast (cultural) learning and more generally fast adapting, as studied by evolutionary biologists, psychologists, and anthropologists. The second conceptual tradition is that of human cultures–the more or less patterned but variable identities, institutions, dispositions, and behaviors that accrue when humans spend substantial parts of their lives performing and learning to perform social action, i.e. inter/acting, together.

I will suggest how these two conceptualizations of culture reinforce and complement each other in informing what we do and how we do it in second/foreign language teaching. In this sense, concepts like "culture," multidimensionally understood, are both thinking and acting tools, which can be used together to enact well-grounded and effective language teaching.

Thursday, January 21st: 9:00AM–4:00PM
(Lunch Break 12:00PM– 1:00PM)

Implementing a Shared Course Model for the LCTL

with Nelleke Van Deusen-Scholl (Director, Center for Language Study, Yale University),
Stéphane Charitos (Director, Language Resource Center, Columbia University) and Dick
Feldman (Director, Language Resource Center, Cornell University)

Nelleke Van Deusen-Scholl (Ph.D. Linguistics, University of Florida) is Director of the Center for Language Study at Yale University. Her most recent publications include Assessing outcomes in online foreign language education. What are the key measures for success? (Modern Language Journal (99, 2), and a chapter on "Research on heritage language issues" (in Handbook of Heritage, Community, and Native American Languages in the United States: Research, Educational Practice, and Policy, Routledge, 2014). She edited the second edition of Foreign and Second Language Education (Volume 4 of the Encyclopedia of Language and Education; Springer, 2007), co-edited with Nancy Hornberger, and is currently working on the third edition under the General Editorship of Stephen May. She is co-investigator on the Shared Course Initiative with colleagues from Columbia and Cornell to collaborate on less commonly taught languages, funded by the Mellon Foundation. With Nina Spada, she is Series Editor of the Language Learning and Language Teaching book series published by John Benjamins.

Stéphane Charitos earned a B.Sc. in Data Processing and Quantitative Analysis from the U. of Arkansas and an M.A in French and Philosophy from the same university in 1983 before completing a Ph.D. in French and Spanish from the U. of North Carolina at Chapel Hill in 1992. He taught French at Old Dominion University in Norfolk, Virginia and at the U. of Memphis. In 1996, he was hired by Florida Atlantic University in Boca Raton, FL to design and administer the university's new Foreign Language Media Center. Subsequently, he was recruited by Columbia University to conceive, build and direct the Language Resource Center, a Mellon funded initiative which serves as the university digital language lab as well as the administrative center overseeing language instruction in the less commonly taught language and providing training and support to language faculty integrating media-rich applications into the foreign language teaching curriculum. He is also the Principal Investigator on the Shared Course Initiative with Columbia and Cornell to collaborate on less commonly taught languages, funded by the Mellon Foundation.He has given papers and published in areas as diverse as 16th and 20th-century French and Francophone literature, Cultural and Film Studies, Modern Greek Studies, Critical Theory as well as on issues related to technology, globalization, and language instructi

Dick Feldman has a master's in TESL from the University of Illinois, Urbana-Champaign. He taught English in the Cornell Intensive English Program from 1978-2003. He has also taught English in Nicaragua and Benin, West Africa, on a Fulbright Lectureship in 1995-6. He has given numerous presentations on technology issues in language teaching at FLEAT5, CALICO and NEALLT. He

Thursday, January 21st: 9:00AM–4:00PM
(Lunch Break 12:00PM– 1:00PM)

has also participated in various panel presentations on the current collaboration in less commonly taught languages via videoconference. He has been the director of Cornell's Language Resource Center since 1999, where he has led numerous projects, including videoconference course sharing since 2006.

Abstract

In 2012, Columbia, Yale, and Cornell created a shared model of instruction for the less commonly taught languages (LCTL) which has allowed us to leverage resources across our institutions to increase both the depth and breadth of instruction for languages that are increasingly difficult for universities to support. The model uses classroom-to-classroom videoconferencing technology and other state-of-the-art technological resources to share language instruction and is designed to address the specific needs of a highly interactive classroom by offering a synchronous, multimodal, learner-centered environment intended to closely emulate a regular language classroom.

One of the advantages of this model is that it supports the creation of communal spaces where students can co-construct their identities as members of a broader community of practice, form communities of practice dedicated to the fruitful exploration of knowledge, and engage in critical dialogues with both teachers and peers. For these reasons, we believe this model has the potential for significant curricular and institutional transformation beyond language instruction. Institutions can engage in the creation of collaborative curricula as well as leverage its innovative approach to sharing academic resources across institutional boundaries in order to allow students and faculty to access sources of knowledge regardless of where these are located.

This workshop will provide participants with step-by-step guidelines regarding the administrative, technological, and pedagogical challenges and solutions facing institutions wishing to replicate the model. This will involve intensive and in-depth discussions to adapt the model to specific institutional conditions and constraints (e.g. type of institution [private or public; large or small; research or teaching orientation]; financial considerations; existing curricular emphases; technological infrastructure, etc.). The workshop will offer a range of options to customize the model depending on specific institutional needs and objectives.

Workshops are open to all conference attendees, but require separate registration. Please see conference desk staff (hours on page 6-7) to register.

Designing Instructional Activities to Foster Intercultural Competence through Media Literacy

with Elyse Petite (University of Arizona) and Kristen Michelson (University of Oklahoma)

Elyse Petit is a doctoral student in Second Language Acquisition and Teaching at the University of Arizona. Her research interests focus on the implementation of the multiliteracies and critical media literacy frameworks to foster language learning and cultural awareness through the lens of social justice and human rights.

Kristen Michelson is Assistant Professor of French and Coordinator of the French program at the University of Oklahoma. Her research centers around multiliteracies approaches to culture and language teaching, experiential learning, the role of reflection in teaching and learning, digital literacies, teacher professional development, and discourse approaches to intercultural communication.

Abstract

Traditional intercultural competence (ICC) models (e.g. Byram, 1997; Deardorff, 2006) primarily conceptualize ICC as the development of knowledge, skills, and attitudes needed by internationally mobile students for successful interaction with people from other cultures. Without ignoring the linguistic aspects of ICC development, prevailing models tend to foreground psychological dimensions and deemphasize the role of language and discourse (Kramsch, 2009). However, many students may not have opportunities for international travel nor direct encounters with members of second language/culture (LC2) contexts. Further, it has sometimes been assumed that ICC develops inherently through learning a foreign language (FL), yet FL classroom instruction often prioritizes linguistic development, anchoring communicative activities in students' own cultural contexts (Liddicoat, 2000; Magnan, 2008) without critical engagement with LC2 discourses.

Departing from a Pedagogy of Multiliteracies (New London Group, 1996) and genre-based approaches (e.g. Byrnes, Maxim, & Norris, 2010; Swaffar & Arens, 2005), this workshop proposes media literacy (Buckingham, 2007; Kellner, 2002) as a form of ICC. Media literacy emphasizes skills of understanding how, why, and for whom media artifacts are made, and raises students' consciousness in critically analyzing texts. Because digital and mass media afford access to cultural texts of multiple genres, developing media literacy allows students to engage with the discourses, cultural scripts, and ideologies of LC2 communities through critical examination and discussion of the ways

in which language and other modes of communication interact in texts to create culturally specific meanings.

Interweaving theory and practice, this full day workshop for K-16 educators of any language will: 1) lead participants in interactive activities interpreting multimodal media texts; 2) present theoretical foundations of media literacy from a multiliteracies perspective; and 3) guide participants in the development of instructional sequences for their respective teaching contexts. Through the overarching and widely applicable theme of environmentalism, workshop activities will demonstrate possibilities for orienting FL instruction to socially relevant issues. Sub-themes of community gardens, ecologically-minded food production and consumption, and public transportation will be explored through authentic videos, posters, logos, slogans, and blogs drawn from French LC2 contexts, with attention to adaptation to other languages. Participants will reflect on how communication occurs through multiple modes (linguistic, visual, gestural, audio) as they engage in guided interpretation of multimodal texts. Additionally, they will gain practical ideas for selecting and designing texts and activities that maximize textual engagement to develop culture-specific knowledge and foster students' general critical thinking skills.

Thursday, January 23rd: 9:00AM–12:00PM

Using Technology for Increasing Students' Multiple Literacies and Intercultural Competence

with Mohamed Ansary (University of Arizona) and Sonia Shiri (University of Arizona)

Mohamed Ansary is an Arabic instructor in the Department of Middle East and North African Studies at the University of Arizona. He is a leading member of the instructional support team for the Arizona Arabic Flagship Program. Ansary began working as an instructor for intensive Arabic programs in 2007. In 2009 and 2010, he taught for the federally-funded, Critical Language Scholarships Program (CLS). In 2008 and 2009, he also worked as an instructor for Concordia Language Villages, Concordia College, where he still presents annually at its workshops for k-12 Arabic teachers. His presentations focus on pressing pedagogical issues including: the application of 21st century skills in the Arabic language classroom, the assessment of functional abilities of Arabic language learners, the use of innovative technology in the classroom to develop language proficiency and the development of intercultural competence. His research interests include social media and L2 development, instructional technology and integrating culture into the language curriculum.

Sonia Shiri is Assistant Professor and Middle East Language Programs Coordinator at the University of Arizona and acted as Arabic Program Coordinator at UC Berkeley prior to that. She is currently the Director of the Arabic Language Flagship Program. Dr. Shiri's most recent research focuses on language learning in study abroad, computer-assisted language learning and critical discourse analysis.

Abstract

The ever-increasing number of tools and free multimedia software can be confusing and even daunting for teachers. Choosing an appropriate technology-based tool to use in the classroom should not be random. Every tool that the teacher uses should serve a specific, clear goal. This hands-on workshop explores free tools that teachers can use to support different types of learning. The workshop will explore a variety of tools that K-16 teachers can use to integrate culture into the classroom. Some other tools will serve how to increase students' multiple literacies to support their intercultural competence. These strategies address the 21st century skills and the ACTFL's World-readiness standards such as communication, collaboration and culture.

Beyond Culture Boxes: Teaching for Intercultural Competence in the Foreign Language classroom
with Kacy Peckenpaugh (Weber State University)

Kacy Peckenpaugh received her Ph.D. in Second Language Acquisition and Teaching from the University of Arizona in 2013. She is Assistant Professor of German and French at Weber State University in Ogden, UT and coordinates Level 1 German at Middlebury College's Summer Immersion School.

Abstract

This workshop will provide a brief, yet critical overview of the theoretical underpinnings involved in intercultural competence as outlined by both SLA and literary scholars (Kramsch, 1993; Byram, 1997; Seidl, 1998; Hammer, Bennett, & Wiseman, 2003; Schulz et. al., 2005; Martinson, 2008; Wildner-Bassett, 2008). Establishing these competencies in a concrete theoretical framework allows for a more tangible approach to language teaching at the intersection of SLA and literature/culture. Pedagogical applications for fostering the development of intercultural competence will be presented for the beginning, intermediate, and upper level courses in the undergraduate curriculum. Specifically, examples will highlight the use of visual realia to foster vocabulary acquisition in the framework of intercultural inquiry at the beginning level; the use of historical investigation and comparison to incite critical self-awareness in modern film and literary texts at the intermediate level; as well as examples of the breakdown of communication as a result of different perceptions of linguistic, symbolic, and cultural norms as represented in medieval texts. However, beyond highlighting theoretical underpinnings and practical applications, the ultimate goal of this workshop will be to have participants brainstorm and develop concrete extension that can be used in their language classrooms upon return.

PRE- AND POST- CONFERENCE WORKSHOPS

Thursday, January 21st: 1:00PM–4:00PM
Developing Your Cultural Intelligence:
Working Effectively Across Cultures
with Michele Villagran (University of North Texas; Pepperdine University)

Michele A. L. Villagran is an adjunct professor with the University of North Texas. She is a certified level 1 & 2 Cultural Intelligence facilitator through the Cultural Intelligence Center. She is a Doctoral Candidate pursuing a Doctorate of Education in Organizational Leadership focusing on cultural intelligence in law firm libraries.

Abstract

Cultural intelligence (CQ) is a person's capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context (Earley & Ang). It is only recently that cultural intelligence has surfaced as an element that can increase job performance, personal well-being, and profitability. Cultural intelligence isn't specific to a particular culture – rather it focuses on the capability to function effectively in culturally diverse situations. This workshop will discuss an overview of cultural intelligence, its four capabilities, how it may be applied within the workplace, and how to improve upon your own CQ.

Participants of this session will learn:
• What is cultural intelligence (CQ)
• How can cultural intelligence be used as a practical tool for embracing differences and increasing work performance
• How to improve your own CQ capabilities
• How to apply CQ within the workplace

Learning Outcomes:
• Increased self-awareness of the role of culture upon one's leadership
• Know how to improve cultural intelligence in self and others
• Improved effectiveness working with diverse team members and clients.

PRE- AND POST- CONFERENCE WORKSHOPS

Sunday, January 24th: 9:00AM– 4:00PM
Developing Intercultural Competencies: Common Goals for Language
and Intercultural Educators

with Alvino Fantini (SIT Graduate Institute)

Alvino E. Fantini, Ph.D., holds degrees in anthropology and applied linguistics and worked in intercultural communication and language education for 45 years. Professor Emeritus of SIT's Graduate Institute, he conducted significant research, published widely, and is past president of SIETAR International and recipient of its highest award.

Abstract

This workshop arises from an extensive survey of the literature and two international impact studies that explored indicators of intercultural success. It becomes clear that language proficiency alone is inadequate and that other abilities are also essential. For this reason, language educators need to expand their role to promote the development of intercultural competencies (ICC) that ensure students are not only able to communicate, but also interact effectively and appropriately in other cultures, just as intercultural educators must also broaden their work to address language.

In this workshop, participants explore the role of language and culture in forming our initial worldview and how each language-culture (LC) shapes a different view of the world. Given the pervasive role of our LC1, the questions arise: can we transcend and transform that initial paradigm when seeking to enter another later in life? And what abilities are needed to be able to do so?

Participants investigate the notion of ICC and explore its multiple dimensions – definitions, characteristics, components, developmental levels, and especially the role that language plays during intercultural contact. Participants examine a curriculum model that ensures that all areas are addressed – language, interactions and behaviors – and consider applications for their own classrooms. They then consider techniques that embed small "c" cultural aspects (interactions and behaviors appropriate to the target culture) in every lesson unit. Finally, multiple strategies for measuring and monitoring their students' ongoing ICC development are presented.

Workshops are open to all conference attendees, but require separate registration. Please see conference desk staff (hours on page 6-7) to register.

PRE- AND POST- CONFERENCE WORKSHOPS
Sunday, January 24th: 9:00AM– 12:00PM

**Using Games and Simulations to Promote Literacy
and Intercultural Competence**
with Karim Ibrahim (University of Arizona)

The presenter is a fourth-year student in the Second Language Acquisition and Teaching interdisciplinary PhD program (SLAT) at the University of Arizona. His main research interests falls within the area of Computer-Assisted Language Learning (CALL), especially game-mediated language learning. He teaches English at the Center of English as a Second Language (CESL) at the University of Arizona.

Abstract

Recent research on game-mediated L2 learning revealed that digital games can promote literacy development (Apperley & Beavis, 2011; Alexander, 2009; Benson & Chick, 2010; Gee, 2007; Lacasa et al., 2008; Martin & Steinkuehler, 2010) and intercultural competence (Hofstede & Pedersen, 1999; Johnson, 2010; Neville et al., 2009; O'Brien & Levy, 2008). Games embody literacy practices, including cultural values, practices, and artifacts, in the game system and allow learners to learn them experientially through problem solving activities in the course of play (Gee 2004, 2008).

This workshop will offer some theoretical background and hand-on-experience with using digital games as cultural artifacts to promote situated understanding of cultural values and practices. The theoretical component will focus on the learning affordances of digital games and how to select appropriate games for the intended learning goals, and the practical component will allow participants to experience some of the cultural values of Upper Egypt by playing a management game that simulates the process of running a retail store in Egypt, Baalty. Participants will play the game and complete a series of activities that promote analysis, discussion, and reflection on the cultural values and practices embodied in the game. This workshop is intended for second language teachers who are interested in promoting situated understanding of target cultures in the classroom.

The workshop will start with a quick overview of the research findings on the potential of games to promote L2 literacy and intercultural competence. Next, the facilitator will go over some pedagogical implementations of games to promote intercultural and literacy development. Then, teachers will discuss the best practices and add some of their own in small group discussions. After that the facilitator will share some of his research to underline how games afford intercultural and literacy development and will discuss criteria for selecting games for intercultural learning. Next, the facilitator will showcase some games and ask participants to brainstorm, in small groups, how to integrate these games in their classrooms. Each group will select the best

PRE- AND POST- CONFERENCE WORKSHOPS
Sunday, January 24th: 9:00AM– 12:00PM

some games and ask participants to brainstorm, in small groups, how to integrate these games in their classrooms. Each group will select the best idea in their group and share it with the other groups. Next, the facilitator will invite participants to download Baalty on their computers (Pcs only) and play it in English for about 30 minutes. After that they will participate in a series of activities designed around the game to promote intercultural reflect and comparison. Finally, the facilitator will provide a list of useful resources on learning culture.

WORKSHOP CONTINUING EDUCATION

Certificates for Continuing Education hours are provided to all participants in the workshops: three-hours or six-hours, depending on the event.

Workshops are open to all conference attendees, but require separate registration.

Please see conference desk staff (hours on page 6-7) to register.

Papers, Posters, Roundtables, and Symposia follow in chronological order.

Session 1: JAVELINA Room

Chantal Crozet, RMIT University School of Global, Urban and Social Studies, *Politicizing Intercultural Language Teaching*

Calls for a more political engaged pedagogy within intercultural language teaching seldom elaborate on what it entails regarding teachers' positioning and knowledge, course content, classroom activities and learners' responses. This paper considers these issues drawing from concrete examples from a newly designed tertiary course in French studies in Australia.

Carl Blyth, University of Texas at Austin, and Dale Koike, University of Texas at Austin, *Learner Self-Awareness and Intercultural Communication: A Metapragmatic Approach*

This paper argues for the effectiveness of metapragmatic retrospection to help learners gain self-awareness of their communicative patterns. For the study, a conversation between a NS of Spanish and a learner was videotaped. Together, they watched the videotape and were guided to uncover their emergent thoughts and feelings.

Anna-Leena Riitaoja, University of Helsinki, *Intersectionality as a Tool for Intercultural Communication and Competence*

The presentation derives from critique and new theorizations on intercultural communication and competence that problematize solid culture and liberal subject behind intercultural communication. I discuss approaches of intersectionality could help to rethink culture, subject and positions between people in intercultural communication situation.

Friederike Fichtner, Washington University in St. Louis, *Challenges to the Teachability of Intercultural Competence*

The concept of intercultural competence (Byram, 1997) presupposes a measurable and definable lingual-cultural norm within a speech community. This study explores to what extent native speakers of German describe their use of expressions of affection as culturally normed, and how American learners describe German expressions of affection upon receiving instruction.

Session 2: QUAIL Room

Melody Buckner, University of Arizona, *Digital Storytelling for Assessing Study Abroad Students*

This session will discuss the findings of a research study conducted at the University of Arizona related to digital storytelling as an assessment practice for measuring academic learning outcomes in summer study abroad programs. This research study was focused upon ways students could effectively demonstrate their learning through digital engagement.

Peter Ecke, University of Arizona, *The Long-term Evaluation of a Study Abroad Program*

This paper discusses how administrators can evaluate the effectiveness of study abroad programs over time using data from ten years of a program in Germany. It illustrates how administrators can collect and analyze program-relevant data, and makes a case for the use of surveys, complemented by internal and external data.

Kristin Lange, University of Arizona, *Building Bridges: Connecting the Classroom and Short-Stay Intensive Study Abroad*

This presentation analyzes techniques and material designed to connect course activities with students' experiences in a summer study abroad program. It assesses materials and activities taking into account teacher experiences and student feedback and provides suggestions on program design to promote intercultural and language learning in real-life settings abroad.

SESSION SUMMARIES
Friday, January 22nd: 9:00AM–11:00AM

Session 3: COYOTE Room

Carla Ghanem, Arizona State University, *Developing Intercultural Competence in One Semester: Possible or Not?*

This study investigates the use of various tasks in a IC course. The study shows that students' increased their understanding of themselves as well as others. Findings suggest the need for a variety of tasks, including the analysis of one's own cultures, to enhance IC development.

Gloria Gil, Universidade Federal de Santa Catarina, *Constructing Cultural and Intercultural Episodes in the Additional Language Classroom*

In this paper, I aim at discussing two ways of culture construction in the classroom. In the cultural orientation, the teacher and learners construct cultural representations of groups in an essentialist way, whereas, in the intercultural orientation, they are engaged in the practice of meaning-making by confronting multiple interpretations.

Tanya Ivanova-Sullivan, University of New Mexico, *Intercultural Rhetoric in Foreign Language Learning: Theory and Application*

This paper discusses the results of a study of L1 and L2 writing as part of a foreign language curriculum in universities in the US and Russia. Ulla Connor's Intercultural Rhetoric offers an in-depth explanation of the complexity of linguistic, cultural, social and educational factors affecting writing in intercultural communication.

Carmen King de Ramirez, University of Arizona, *Cultural Intelligence & Language Specific Purposes Curricula*

The present study provides an overview of a Spanish for the Professions program that successfully incorporated cultural intelligence strategies (Ang, 2003) in their core curriculum. The presenter will discuss the appropriateness of cultural intelligence materials for professional culture courses as well as community engagement approaches that allow students to apply their cultural intelligence in professional settings.

SESSION SUMMARIES
Friday, January 22nd: 9:00AM–11:00AM

Session 4: PALM Room
Symposium: *Exploring Interculturality Beyond (Disciplinary) Boundaries: Theory, Practice, Pedagogy Revisited*

This symposium explores a range of topics clustering around the notions of interculturality, focusing on its theoretical underpinnings, practical manifestations across a variety of public spaces and their discoursal and semiotic frameworks and pedagogical approaches. It scrutinises the kaleidoscopic nature of interculturality, disambiguating it both in scholarly and phenomenological terms.

Vladimir Zegarac, University of Bedfordshire, UK and ENIEDA Network, *Culture-specific Heuristics and Pragmatic Competence*

The paper develops an argument in favour of the view that comprehension is guided by various culture-specific and situation-specific heuristics. It also considers the concept of 'genre' and makes a case for the view that pragmatic competence related to genre 'knowledge' is best explained in terms of procedures or heuristics.

Zohreh Eslami, Texas A & M University and ENIEDA Network, *Corporate Apologies: Verbal and Nonverbal Communication and Cross-cultural Differences*

The paper presents relevant results of a study that aimed to explore Chinese and American university students' perceptions of two public apologies. Data was collected through a survey questionnaire and two focus group interviews. The findings indicated that participants evaluated the effectiveness of apologies based on their cultural perspectives.

Monika Kopytowska, University of Lodz and ENIEDA Network, *News Media Literacy and Intercultural Competence*

The paper explores the dialectics between media literacy and cultural competence and focuses specifically on young audiences' critical engagement with the media and its cultural implications. The main problem it addresses is that of how a better and more critical understanding of the media can contribute to improving intercultural competence.

SESSION SUMMARIES
Friday, January 22nd: 2:00PM–4:00PM

Svetlana Kurtes, The European Network for Intercultural Education Activities (ENIEDA), *Identity and Interculturality in the Classroom: Going Beyond Skills and Knowledge*

The paper discusses the educational context of the construction and representation of identity and interculturality, focusing in particular on their multimodal manifestations and taking the UK higher education environment as an example. It further presents an innovative instructional and assessment model that takes these issues in consideration.

Session 5: JAVELINA Room

Glenn Levine, University of California, Irvine,
The Conundrum of Intercultural Communicative Competence, Language Pedagogy, and Assessment

Three seemingly irreconcilable problems that appear to undermine ICC as the goal of instruction are critically examined. Ecological, multiliteracies, and critical-pedagogy approaches frame the language classroom as ideal even compared with a sojourn abroad, and a dynamic approach to assessment can help validly and reliably assess development of ICC.

Nicholas Ferdinandt, University of Arizona,
Engaging Language Teachers in Intercultural Competence Development: Practice to Outcomes

This paper summarizes a two-year-long process of how an administrator engaged with faculty of a university-based intensive English program in defining and assessing intercultural competence for both faculty and students across the curriculum.

Netta Avineri, Middlebury Institute of International Studies at Monterey, Nested Interculturality, *Multiple Knowledges, and Situated Identities through Service-Learning in Language Education*

This paper argues that language education students who interact with students in other programs through work on diverse community-based projects and also reflect upon their engagement through a sociolinguistic lens can be socialized into the ideology and practice of interculturality, which can then be applied to their future professional practice.

SESSION SUMMARIES
Friday, January 22nd: 2:00PM–4:00PM

Laura Carreño Bolívar, Universidad de La Sabana, *Why Interculturality? The Importance of Intercultural Competences in Higher Education*

This paper shows the results of an empirical research study focused on the analysis of students´ insights regarding critical cultural awareness. Results suggest that after the implementation, students became more aware regarding the need of becoming intercultural speakers who perform appropriately in varied contexts as members of a globalized society.

Session 6: QUAIL Room

Michelle Pasterick, Pennsylvania State University,
Focusing Mediation to Foster Students' Intercultural Development During Study Abroad

This presentation discusses student factors that may impact the extent to which the development of intercultural competence occurs during study abroad. It also focuses on ways in which these factors may be understood and employed by study abroad educators in order to mediate and foster their students' intercultural development.

Kacy Peckenpaugh, Weber State University,
Pre-Study Abroad Intercultural Preparation: Examining Shifting Frames of Reference

This presentation examines students' development of intercultural competence through the lens of ethnorelative/ethnocentric worldviews (Bennett, 1993), experiential learning (Kolb, 1984), and transformative learning (Mezirow, 2000) in course designed to prepare them to study abroad.

Jeffrey Watson, U.S. Military Academy, and Richard L. Wolfel, U.S. Military Academy, *The Effect of Multicultural Personality Variables on Study Abroad Outcomes*

This study investigates the predictive value of five multicultural personality factors (empathy, openness, flexibility, social initiative, and emotional stability) on students' gains in language proficiency and intercultural competence. Findings & analysis from a longitudinal SA program will be presented.

SESSION SUMMARIES

Session 7: COYOTE Room

Uwe Baumann, The Open University, *Researching Along (Inter)cultural Fault Lines: the Experiences of International Research Students and Supervisors in a UK University*

The paper presents the findings of a qualitative study into the experiences of international doctoral students and their supervisors at a British university. This covered practical issues (e.g. international fieldwork) as well as issues around the relationship and communication between supervisors and doctoral students.

Adnan Yilmaz, University of Arizona, Intercultural Communicative Competence: A Study of Turkish International Graduate Students

This exploratory study investigated the intercultural communicative competence (ICC) of Turkish graduate students in the USA. Employing a mixed-method research design, an intercultural sensitivity scale and semi-structured interviews were used to elicit data related to participants' overall ICC and the challenges or difficulties they confront when engaging in intercultural communication.

Aki Nishihara, Hokusei Gakuen University, and Robert Gettings, Hokusei Gakuen University, *Citizenship Education in the UK, Intercultural Training, and Intercultural Competence*

This paper analyses four semi-structured interviews with secondary Citizenship Education teachers in the UK in relation to intercultural training typology and Byram's concept of intercultural competence. It is part of a three year Japanese research project to develop multicultural, interdisciplinary FLE curricula.

Session 8: PALM Room
Symposium: *Developing and Measuring Arabic ICC: Study Abroad and At-Home Programs*

This panel reports on three studies that explore ICC development in Arabic in various learning contexts. The first tackles ICC assessment in study abroad, the second investigates the role of technology in fostering ICC and motivation while the third reports on using Linguistic Landscapes and film clips in ICC training.

SESSION SUMMARIES

Riyad Alhomsi, University of Arizona, *Technology Integration to Foster Students' ICC and Increase Motivation*

This presentation will discuss how technology can be used to raise students' Intercultural Competence and motivation at the same time. Findings based on Educanon-enhanced YouTube videos and Arabic podcasts will be used to illustrate this outcome.

Charles Joukhadar, University of Arizona, *Building Intercultural Competence through Linguistic Landscapes and Film Clips*

This paper argues that Linguistic Landscapes (or publicly displayed texts) and film clips are ideal tools for providing ICC training and critical literacy skills. It will demonstrate how the four curricular components of the New London Group can be used to plan and structure ICC-building classroom activities.

Sonia Shiri, University of Arizona, *Measuring Short-term Study Abroad Impact: ICC Development and Maintenance*

This study examined the development and maintenance of ICC among 352 American learners of Arabic who completed summer intensive language programs in five Arab countries during 2010-2012. The data indicated ICC gains at the Intermediate and higher levels and revealed changes in students' behavior upon return to the U.S.

Session 9: JAVELINA Room

Neil Johnson, Kanda University of International Studies, *Understanding Language and Culture through Multimodal Text Analysis*

Multimodality is a key concept in new literacy research, yet how to effectively utilize this construct in foreign language education has yet to be fully understood. I describe a course that operationalizes both reading and writing as essentially similar processes of meaning making and design through multimodal text analysis.

Kristen Michelson, University of Oklahoma, *Culture-teaching as a Relational Process Through a Multiliteracies-based Global Simulation*

This study presents a pedagogy for teaching culture as a relational process and students' reflections following a semester-long Global Simulation in fourth semester French during which students adopted the roles of fictitious

characters and were socialized into LC2 discourses through a Pedagogy of Multiliteracies and engagement with authentic multimodal texts.

Diane Richardson, University of Arizona, and Lydia Heiss, University of Arizona, *A Multimodal Approach to Literature and Interculturality in the L2-Classroom*

We present a multimodal approach to individual student interpretation of literary texts and enhancement of intercultural awareness. Results of a pilot study introduced in a 5th-semester German course will show how students chose to visualize their unique understandings of a text, thus acquiring a deeper appreciation for its multiple meanings.

Isabelle Drewelow, University of Alabama, *Cultural Interplay: Engaging Cultural Sensitivity through Intercultural Explorations*

This presentation demonstrates how to use the mental construct of freedom to stimulate critical reflections on cultural frames of reference and cultural sensitivity in a French language classroom, using French artistic productions and slogans appearing in photos of demonstrations after the attack on the satirical journal Charlie Hebdo.

Session 10: QUAIL Room

Angela Borchert, Western Ontario University, *E-Portfolio Practices: Developing Criteria to Connect Curriculum and Community*

What criteria would be helpful in developing an E-portfolio based curriculum for intercultural competence? To answer this practical question, curriculum research on intercultural competence could consider conceptualizations, learning activities and assessments in a blended or on-line environment and expected module outcomes in terms of a central concept, like community.

Maria Brau, Federal Bureau of Investigation, *Skill Level Descriptions for Competence in Intercultural Communication*

A discussion of normative guidelines recently developed by Federal Government agencies for assessing competence in intercultural communication. Combining linguistic and extra-linguistic elements on a scale from 0 to 5, they are intended to assist managers when selecting individuals for various positions outside the United States.

Natalia Balyasnikova, University of British Columbia, *Critical Dimensions of Intercultural Communication: Moving Beyond Theories, Enhancing Practice*

Intercultural competence is a heavily discussed concept in second language education, but how do these discussions relate to classroom practice? This paper focuses on examining critical dimensions in the model of intercultural competence and the challenges that teachers might face in attempts to include a critical dimension in their practice.

Matthias Fingerhuth, University of Texas at Austin, and John Benjamin, University of Texas at Austin, *Building Bildung: Transcultural Scaffolding in L2 Instruction*

Cultural keywords provide an opportunity for teaching culture. The presentation provides a sample lesson for a German class. First, students explore the meaning of German Bildung outside of the classroom using online resources. In class, this understanding is applied to German student life and contrasted with the students' educational experience.

Session 11: COYOTE Room

Tessa Enright, Arizona State University, and Carla Ghanem, Arizona State University, *New Direction: Using Comics to Enhance Intercultural Competence*

This study investigates the use of comics in a third-year German course. The study shows that students' increased their confidence in using the TL to analyze IC situations and enhanced their IC development. Findings suggest the need for continuous revisions and inclusion of such courses in the curriculum.

Brian Hibbs, Dalton State College, *Assessing the Impact of Children's Literature on Students' Intercultural Growth*

Analysis of their comments demonstrate that, after reading My Name Is María Isabel, numerous students displayed evidence of being in the Acceptance stage of Bennett's model and that, after having read Baseball in April and Other Stories, many students possessed insights characteristic of the Minimization stage of the model.

SESSION SUMMARIES
Friday, January 22nd: 4:15PM–6:15PM

Teresa Gimenez, University of Pennsylvania,
Culture Learning Processes in the Museum

This paper describes the incorporation of high-impact intercultural education practices in an anthropology museum. These practices support culture learning as a process in a required post-secondary elementary Spanish course. The paper provides specific strategies on how the museum can help address issues such as ethnocentrism, cultural relativism, stereotyping, and prejudice. It also analyzes how, in the museum, learners' attitudes and worldviews are transformed by their examination of the values and attitudes of pre-Columbian civilizations.

Hild Elisabeth Hoff, University of Bergen,
Intercultural Communication with Texts: a Model
for Analysing Reading Processes

This paper presents a theoretical model which may be used to analyse the communicative processes involved in readers' engagement with FL literary texts. It also reports on a study which explores the extent to which reading practices in a selection of upper secondary EFL classes function as intercultural communication.

Session 12: PALM Room
PANEL: Models in Mobility: Partnerships, Engagement, and
Service Learning in the Pursuit of Intercultural Competency

The Office of Global Initiatives at the University of Arizona (global.arizona.edu) hosts this panel discussion on the theme of innovations in program development and assessment in response to forces of internationalization in higher education. Emphasis will be placed on intercultural competency development which is rapidly assuming a place of primacy across most discussions of internationalization.

The panel will be introduced by a talk in which the context of the discussion will be set with examples of mobility models currently being deployed or developed at Global Initiatives, followed by individual presentations given by the panelists. A moderated discussion session with the audience wraps up the event.

SESSION SUMMARIES
Friday, January 22nd: 4:15PM–6:15PM

Panel Host and Moderator: **Dale LaFleur, University of Arizona**

Panelists:
Harmony DeFazio, Director, Study Abroad and Student Exchange, Office of Global Initiatives, University of Arizona

Melody Buckner, Director, Digital Learning Initiatives and Online Education, University of Arizona

Ash Scheder Black, Director, Technology, Office of Global Initiatives, University of Arizona

Tom Wilson, Associate Professor of Practice, Soil, Water and Environmental Science, University of Arizona

Session 13: JAVELINA Room
Symposium: *Exploring Alternative Approaches in the Assessment of Intercultural Language Learning and Communication*

Assessing intercultural language learning and communication (ILLC) competence is necessary to document learning outcomes and teaching efficacy. Presenters' draw from both theoretical and empirical explorations in their respective educational contexts to propose alternative approaches of ILLC curriculum and associated assessments and reflect on implications to language teacher education.

Adriana Diaz, University of Queensland, *Unlearning*
Assessment Practices in Intercultural Language Learning

The processes involved in intercultural language learning and communication are being re-visited against a critical theoretical backdrop that questions learning models proposing simple, linear progression or even trying to identify levels of "intercultural competence" which could be mapped out against the curriculum. If we are to accept these emerging theorisations of intercultural language learning, we must also "unlearn" the fixed ideas we have been exposed to and subject to in terms of assessment practices. This presentation not only tackles current theoretical debates but also specific practical corollaries. A number of pedagogical examples are drawn from empirical studies.

SESSION SUMMARIES
Saturday, January 23rd: 10:30AM–12:30PM

Lynne Díaz-Rico, California State University, San Bernardino, *Mapping the Sociocognition of ILLC Curricula and Assessment*

In the current climate of outcomes assessment linked to curricula in higher education, assessment of intercultural language learning and communication (ILLC) competence is useful in order both to justify the efficacy of efforts spent on ILCC and also to document the valued added to students' growth in knowledge, skills, and dispositions. As a sociocognitive endeavor, ILCC competence is difficult to measure; even more so because of a fundamental lack of what Feuerstein and Hoffman (1995) call a "cognitive map." This presentation analyzes one such assessment, Kozai Group's Intercultural Effectiveness Scale, attempting to apply a sociocognitive map to a dispositional measure.

Michelle Kohler, Flinders University & Research Centre for Languages and Cultures at the University of South Australia, *Reframing Assessment for Intercultural Language Learning: a Schooling Perspective*

An intercultural orientation towards language teaching and learning raises several challenges for the current paradigm and practices in assessing language learning. In particular the personalized, interpretative and reflective dimensions of an intercultural approach are not readily accommodated and an expanded view of what it can mean to assess students' intercultural language learning is required. This paper focuses on selected examples of classroom-based research in schools, considering what alternative assessment may have to offer and identifying implications for language

Session 14: QUAIL Room

Jessie Curtis, Rutgers University, and Christelle Palpacuer Lee, Rutgers University, *Negotiating Intercultural Encounters in a Community-Based Teacher Education Program*

This study describes the impact of a community-based teacher education program for developing intercultural competence. We document how participants, pre-service teachers in a methodology course, negotiate cultural meanings in talk in the context of their work with parents and children who are learning English as a second or third language.

SESSION SUMMARIES
Saturday, January 23rd: 10:30AM–12:30PM

Ina-Lotte Dühring, University of Mannheim, *State of the Art – Intercultural Competence in Germany's Teacher Education*

In light of increased migration, globalization and mobility in Germany, political parties and school administrations have come to the conclusion that intercultural competence needs to be an integral part of teacher training. This paper gives an overview of the situation in teacher training focusing on the federal state Baden-Wuerttemberg.

Margarita Jimenez-Silva, Arizona State University, Laura Gomez, Arizona State University, Monique Franco, Arizona State University, and Nayely Sanchez-Hernandez, Arizona State University, *Rethinking The Meaning of Intercultural Competence When Preparing Future Teachers*

The Bilingual/English as a second language Elementary Education program at Arizona State University prepares teachers to work with culturally and linguistically diverse students. Although intercultural competence has always be an implicit programmatic goal, recent studies of the program have highlighted the need to make that goal explicit through various means.

Session 15: COYOTE Room

Marianne Jacquet, Simon Fraser University, *Le Développement des Compétences Interculturelles des Enseignants à Travers L'utilisation du Récit de Pratique Réflexif*

Cette présentation porte sur l'utilisation du récit de pratique en vue de développer les compétences interculturelles des enseignants de français langue seconde et d'immersion française en Colombie-Britannique. Des exemples de leur cheminement réflexif, issus de l'analyse des récits de pratique produits dans un cours de maîtrise, seront présentés.

SESSION SUMMARIES
Saturday, January 23rd: 10:30AM–12:30PM

Paola Andrea Gamboa Diaz-Bourrois, DILTEC - Université Sorbonne Nouvelle-France, CIFE- Universidad de Los Andes-Colombia, Intercultural Dimension of Foreign/Second Language Learning and Teaching: Comparative Approaches

The current proposal stems from a doctoral thesis in didactics of languages and cultures, it intends to contribute to the existing debate on how to integrate the intercultural dimension from a methodological perspective; more specifically, developing intercultural competence within the undergraduate programs in foreign languages of Colombian universities.

Wendy Bokhorst-Heng, Crandall University, and Kelle Keating Marshall, Pepperdine University, *"Step Away from the Culture": Paradoxes in Canadian French Immersion*

The cultural learning outcomes for New Brunswick's immersion program are paradoxical. Cultural learning and appreciation are expected; cultural adoption and personal transformation are not. Drawing on Kramsch (culture as discourse) and Byram (interculturalism), we explore these paradoxes through analyses of teachers' perspectives of their role as agents of socialization.

Session 16: DESERT Room
Symposium: *Study Abroad in the Twenty-first Century*

In this symposium, we examine discourses about study abroad and globalization in the 21st century and their relationship with students' experiences with L2 learning/use while overseas. We begin with an overview and follow with three papers examining study abroad at national, institutional, and individual levels in traditional and emerging destinations.

Tim Wolcott, San Francisco State University , *Study Abroad in the Twenty-first Century: An Introduction*

In the introductory paper, an overview of previous and current threads in study abroad research will be provided. This will set the stage for three individual papers whose authors examine study abroad at the national, institutional, and individual levels.

SESSION SUMMARIES
Saturday, January 23rd: 10:30AM–12:30PM

Janice McGregor, Kansas State University, *Language Learning and Desire in Twenty-first Century Study Abroad*

This paper addresses two independent case studies on language learning, desire, and 21st-century study abroad. We investigate how study-abroad learners construct and negotiate their social, linguistic and learning-related desires in a transcultural space and how this process is at all times shaped by macro discourses regarding globalization, mobility, and multilingualism.

Wenhao Diao, University of Arizona, and Emma Trentman, University of Arizona, *American Study Abroad in Egypt and China: A Politicized Event*

This paper examines ideologies of American study abroad in two "non-Western" countries, China and Egypt. We combine critical discourse analysis and ethnographic data from two studies about American sojourners learning Arabic and Mandarin. We demonstrate that these languages are imagined together as a product of a geopolitically situated American gaze.

Rachel Shively, Illinois State University, *Orientation to Learning in Everyday Conversation during Study Abroad*

This study problematizes common discourses in SA programs that frame social interaction primarily as a language and culture learning opportunity. This framework discursively deemphasizes other goals (e.g., developing meaningful relationships) and prioritizes students' identities as L2 and C2 learners over other subject positions that they might claim for themselves.

SESSION SUMMARIES
Saturday, January 23rd: 12:30PM–2:00PM

PALM Room
Brownbag Roundtable Sessions

You may choose to purchase a grab and go lunch option outside the Lookout Bar and Grill and bring this to the Roundtable Sessions.

Nelleke Van Deusen-Scholl, Yale University, Stéphane Charitos, Columbia University, and Dick Feldman, Cornell University, *Implementing a Shared Course Model for the LCTL*

This roundtable will address guidelines regarding the administrative, technological, and pedagogical challenges and solutions facing institutions wishing to replicate the Shared Course Initiative model developed by Yale, Columbia and Cornell. It will involve discussion of how to adapt the model to specific institutional conditions and constraints (e.g. type of institution [private or public; large or small; research or teaching orientation]; financial considerations; existing curricular emphases; technological infrastructure, etc.).

Watch a short video about the Shared Course Initiative here: https://www.youtube.com/watch?v=eSEL08PnCuc&feature=youtu.be

Mascha N. Gemein, University of Arizona, and Sumayya KR Granger, University of Arizona, *Intercultural (Teaching) Competence from a Universal Design Perspective*

The Early Childhood Special Education Scholars program is preparing future teachers to work with culturally, linguistically, and exceptional children. Current and former ECSE Scholars will share their experiences working with families as they transition from a traditional model of family engagement to one that draws on their developing intercultural competence.

Christina Frei, University of Pennsylvania, and Bridget Swanson, University of Pennsylvania, *Intercultural Language Teaching and Learning: The First-Year Cornerstone*

Promoting students' intercultural sensitivity from the beginning can serve as the cornerstone for relevant, student-centered language instruction. This rountable references Liddicoat and Scarino's Intercultural Language Teaching and Learning (2013) and offers language educators a method for working with and designing theme-based curricular units.

SESSION SUMMARIES
Saturday, January 23rd: 1:30PM–2:30PM

MESA Room
Poster Session

Friederike Fichtner, Washington University in St. Louis, *Learners' Perspectives of the Translatability of Culturally Connoted Expressions*

This study explored how beginning learners of German view the translatability of expressions of affection upon receiving instruction on this topic. A categorical analysis of the interview data revealed that many students believed German and American English expressions of affection were directly translatable.

Margarita Jimenez-Silva, Arizona State University, Wendy Oakes, Arizona State University, Lauren Davis, Arizona State University, and Jennifer Casas, Arizona State University, *The Role of Intercultural Competence In Preparing Early Childhood Special Education Scholars*

The Early Childhood Special Education Scholars program is preparing future teachers to work with culturally, linguistically, and exceptional children. Current and former ECSE Scholars will share their experiences working with families as they transition from a traditional model of family engagement to one that draws on their developing intercultural competence.

BethAnne Paulsrud, Centre for Research on Bilingualism, Stockholm University, Sweden, *From Policy to Practice: Intercultural Competence in Swedish Teacher Education*

This poster presents the preliminary results from an investigation of Swedish education policy and teacher training programs, focusing on intercultural competence in relation to multilingualism and pluralism. The study includes discourse analyses of policy documents and teacher education programs as well as interviews with educators and teacher students.

SESSION SUMMARIES
Saturday, January 23rd: 1:30PM–2:30PM

D. R. Ransdell, University of Arizona, *Studying Abroad with Edward T. Hall*

In this talk I'll explain how introducing Edward T. Hall's cultural comparisons to study abroad students at the beginning of their program helps them feel more comfortable in their foreign environment, leading to a more fruitful experience. I'll also share students' reflections on Hall's concepts upon completion of their program.

Melanie Vachon, Quebec University in Montreal (UQAM), *Intercultural Competence in Refugee Mental Health: A Collaborative Care Model*

Cultural competence can be an obstacle when providing mental health care to refugee families. In this poster, we will present the results of a research project that aimed at describing and assessing a collaborative mental health care model for refugee families. Strengths and limitations of the model will be discussed.

Fei Wang, Anhui Normal University, *Teaching Chinese in the Deep South: A Sojourner's Intercultural Adaptation*

This narrative inquiry explores the intercultural adaptation experiences encountered by a Chinese sojourner who was adjusting to teaching Mandarin in a rural high school in the Deep South. The study analyzed the major patterns and features of her intercultural adaption process at the school, family and community.

SESSION SUMMARIES
Saturday, January 23rd: 2:30PM–4:30PM

Session 17: JAVELINA Room
Symposium: *Towards Intercultural Practices in Language Teacher Education*

This symposium connects theoretical shifts occurring in languages education with their impact on development of intercultural competence in new teachers. It focuses strongly on sharing several effective teacher education practices that lead new language teachers to build intercultural stances and gain ability to facilitate their students' active engagement with meaning.

Erin Kearney, State University of New York at Buffalo, *Modern and Late-Modern Tensions in the Talk and Work of Language Teacher Educators*

Analysis of interviews with teacher educators, who were asked to describe their approach to equipping pre-service and in-service teachers for cultural and intercultural dimensions of their professional work, reveals a host of inconsistencies. These are ultimately explainable, however, in looking to broader modern/late-modern tensions in the field.

Christelle Palpacuer Lee, Rutgers University, *Decentering the Gaze: An Intercultural Stance at the Art Museum*

This presentation offers concrete ways to use visual arts to mediate teacher candidates' intercultural competence through the cultural practice of looking at art. Examples from a teacher preparation program at the Louvre Museum will serve as the basis for discussion.

Theresa Catalano, University of Nebraska-Lincoln, *Moving Bodies and Minds: Dance and the Development of Interculturality*

This presentation builds a case for the inclusion of dance and movement as one practice in which intercultural communicative competence (ICC) can be developed in pre-service teachers. In addition, the presenter includes a demonstration of what embodied understandings of intercultural concepts might look like in a teacher education course.

SESSION SUMMARIES

Saturday, January 23rd: 2:30PM–4:30PM

Kristin Hoyt, Kennesaw State University, *Exploring Interculturality Development in Candidates' Narrative Writing with Instructor Mediation*

This paper examines the use of targeted narrative writing assignments (reflections, Ethno-Cultural Identity Project, journal entries) in methods courses to advance candidates' intercultural perspective-taking and identity development. Further, the study explores the role of the teacher educator in mediating candidates' reflexivity and ultimately their teacher identities as intercultural educators.

Session 18: QUAIL Room

Margaret Alvarado, Arizona State University, *Tweeting and Blogging with Spanish Learners: a Bridging Activities Project*

This study explores the use of microblogging and blogging tools by intermediate Spanish students during a semester-long project adapted from the Bridging Activities pedagogical framework. An activity theoretical analysis of three case studies is presented in order to identify tensions and, through their resolution, evidence of expansive learning.

Karim Ibrahim, University of Arizona, *Intercultural Interactions in Digital Games*

This paper reports on a case study that investigated the potential of digital games to facilitate intercultural interaction and promote intercultural competence. The findings suggest that digital games can offer an engaging context for intercultural interaction by situating cultural values and practices in authentic embodied contexts.

Lara Lomicka, University of South Carolina, and Lara Ducate, University of South Carolina, *Using MALL and the LESCANT Model to Promote Intercultural Awareness*

During study abroad programs, students used mobile devices to capture aspects of the target culture. Using Victor's (1992) LESCANT model to frame descriptions of photos, students categorized pictures into seven areas. Descriptions and essays were coded using Lussier's (2009) IC model to examine what students noticed and any improvements to their IC.

SESSION SUMMARIES

Saturday, January 23rd: 2:30PM–4:30PM

John Viafara, Universidad Pedagógica y Tecnológica de Colombia, *Self-perceived (non) Nativeness in Internet Mediated Intercultural Foreign Language Education*

Rooted in the need for critical language awareness raising studies in telecollaboration, this research examines how the pedagogically presumed cooperative and intercultural nature of these internet exchanges between Colombian prospective English teachers and U.S. English speaking heritage Spanish learners (dis) allowed participants' reconstruction of their self-perceptions as (non) native speakers.

Session 19: COYOTE Room

Helene Zumbihl, Université de Lorraine, *Empathy and Intercultural Communicative Competence, an Interdisciplinary Study*

Empathy is a necessary element in the development of Intercultural Communicative Competence. This papers aims at an interdisciplinary study of this concept and of other elements in addition to empathy to help language teachers understand brain mechanisms involved in the success of an intercultural encounter.

Michiko Uryu, Wayne State University, *Assessment of Transcultural Competence: Imagining "The Unimaginable"*

This presentation will explore a new way of assessing the foreign language learners' transcultural competence, especially the role of empathy for cultural "Others." The study indicates that an exercise in creating and imagining the "other" may be used in the assessment of transcultural competence.

Steve Daniel Przymus, University of Arizona, How to Avoid Intercultural Clashes in CALL's Fourth Phase

This presentation introduces a pedagogical intervention for purposefully code-switching in telecollaboration projects. Results from a high school US/Mexico telecollaboration project indicate that this intervention can mitigate the cultural clashes that arise in these online, transnational classroom exchanges. Participants will be instructed in the Functional Approach to Code-switching Electronically (FACE) model.

SESSION SUMMARIES

Saturday, January 23rd: 2:30PM–4:30PM

Catherine Matsuo, Fukuoka University, *Analysis of Dialogic Classroom Discourse: Knowledge Building and Intercultural Ethics*

Bakhtin's dialogic theory is used to analyse the communicative processes and linguistic dimensions of knowledge building and intercultural ethics in Japanese university English course. Analysis of linguistic content shows intercultural nature of knowledge created through expressing Japanese worldview in English. Analysis of communicative acts demonstrates situation specific, non-normative intercultural ethics.

Session 20: DESERT Room
Symposium: *On the Road to Intercultural Competence: Immersion Abroad for Teachers*

The symposium will offer insights into an emerging model of teacher preparation within immersion contexts that attends to personal cultural experiences, global awareness, and engagement in sociopolitical issues such as immigration, bilingual language practices and language ideologies with the goal of preparing globally and interculturally competent teachers.

Elizabeth Smolcic, Pennsylvania State University, and John Katunich, Pennsylvania State University, *Teacher Immersion Abroad: Programmatic and Contextual Elements Mediating Learning*

This session will outline the mediating factors that emerge as critical to teacher development of interculturality. Learning within an immersive experience will be presented as an ongoing process grounded in what participants bring to the experience, their own goals and intentions, and the multiple people, places that are implicated in their learning during the teacher preparation program.

Nicole Webster, Pennsylvania State University, and Michelle Pasterick, Pennsylvania State University, *Teachers' Discoveries of Their Cultural Realities and Realms*

Why do teacher educators face challenging responsibilities to prepare preservice teachers to work with diverse students? This presentation will focus on the "story and experience" of the preservice teacher who must understand and accept their own cultural identity in order to become a more effective educator.

SESSION SUMMARIES

Saturday, January 23rd: 2:30PM–4:30PM

Daniela Martin, Pennsylvania State University, and May Lee, Pennsylvania State University, *The Global Perspective Inventory as a Measure for Teacher Education Abroad*

This presentation will evaluate the use of the Global Perspective Inventory (GPI; Braskamp, Braskamp and Merrill, 2010), to quantitatively assess differences in teacher students' understanding before and after the completion of a cultural immersion program in Ecuador.

Virtual presentations will be available via the conference website so that all the conference attendees have access to them during and after the event.

Find them here: http://tinyurl.com/ICC2016Virtual

Amani Alageel, University of Arizona, *Language Practices, Transcultural Identity, and Negotiating Membership in Social Media*

Employing an online ethnography and discourse analysis, this study shows how social networking with imagined audiences (Wenger, 1998; Norton, 2001) on Instagram has increased three transnational students' possibilities for creative multilingual language practices, transcultural identity representation, and memberships in multiple communities.

Maria del Carmen Arau Ribiero, Instituto Politécnico da Guarda, *Finding the (Inner) Interculturality of the (Seemingly) Monocultural*

This paper provides a history of the exploration of interculturality among those who initially consider themselves to be largely monocultural, presenting the best practices for developing sustainable work on interculturality in young adults (18-25) and adults who have returned to school for re-education in a crisis ridden Europe, using web 2.0 tools to create the narratives that help students discover and describe the intercultural contacts they have had in the past or would like to have in the future.

Adriana Brandt, Dixie State University, *Between and Beyond the Lines: Interculturality in STARTALK Student Programs*

This paper will share novice high school learners' perspectives from a case study of an intensive STARTALK student program. This paper will focus specifically on how learners' cultural frames of reference informed how they perceived the program's curriculum, teacher pedagogy, and relationship-building with their native-speaking teachers and one another.

Gael Fonken, St. Cloud State University and St. Cloud Technical College, *Tematización [theme-building] "In the Wild": YouTube Cinema and Audience Engagement*

Spanish-language YouTube movies attract superdiverse audiences that help motivate FL learners. Noting that I built themes disclosing my Plattdeutsch identity after northern Europeans visited my blog, I explore how Spanish functions as a lingua franca [ELF] and how it shapes the way third-party, antipodal users of Spanish engage cinema online.

Gina Ioannitou, Universite du Maine, *Multiliteracies and Intercultural Experience of International Students*

The purpose of this presentation is to look into perceptions of multiliteracies and intercultural competence of International Students in the US, and how they manage their multilingual and multicultural background in communicating in an immersive environment.

Hye-Yeon Lim, Defense Language Institute, and W. I. Griffith, *Defense Language Institute, Developing Intercultural Communication Competency in Foreign Language Learning*

Classroom-based language learning activities geared from Interlanguage Roundtable level 1 (elementary proficiency) through 3 (professional working competency) will be shared with the participants. The activities were developed to promote higher order thinking skills and intercultural communication competence.

Margarida Morgado, Instituto Politécnico de Castelo Branco, Kay Livingston, University of Glasgow, and María del Carmen Arau Ribeiro, Instituto Politécnico da Guarda, *Lessons Learned: Intercultural Education through Children's Fiction and Picture Books*

A history of European studies and projects serve as the basis for a panoply of best practices to promote intercultural education and competence through K-6 children's fiction and picture books. To develop teacher awareness and understanding in increasingly more multimedia and multimodal environments, some fundamental findings are presented.

Elba S. Ramirez, University of Auckland, *An Intercultural Communicative Teaching Lens on Language Teachers' Practices*

Language teachers in New Zealand are encouraged to follow an intercultural communicative language teaching approach in classrooms despite the possible lack of (intercultural) teaching preparation, understanding and developing of their own interculturality. This presentation shows the contrast between teachers' beliefs and understanding of culture in their teaching and their practices.

Paola Rivieccio, Université Sorbonne Nouvelle, *The Autobiographies of Intercultural Encounter: A Co-Constructed Account of International Relationships*

This paper falls within the field of international school-exchange. It analyzes a corpus of 100 autobiographies of intercultural encounters written by a group of 100 ten-year old children who participated in an international school-exchange in Europe. It addresses the extent to which this discourse is influenced by the referenced institutions.

A concluding reception will be held on Saturday, January 23rd, from 6:00pm--7:30pm in the Palm Room and on the terrace.

The reception will feature a music performance by KYKLO, showcasing music of the old world.

Members: Paul Amiel, Anton Shekerjiev, and Kelsey Shea.

MAP OF MEETING ROOMS

EVENTS BY ROOM
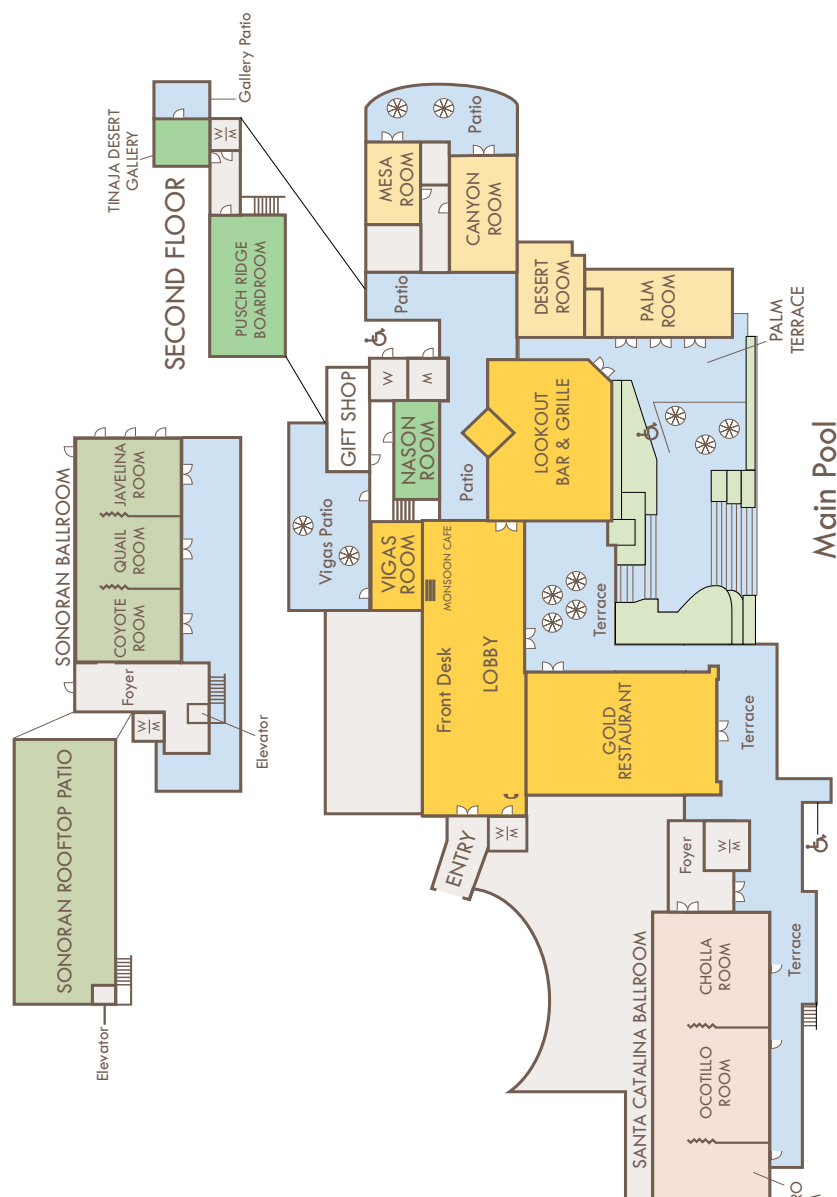
Sonoran Ballroom*
Friday, Jan. 22
Welcome and Keynote Presentaion

Saturday, Jan. 23
Plenary Address I
Plenary Addess II

Coyote Room
Thursday, Jan. 21
Implementing a Shared Course... (Van Deusen-Scholl et. al.)

Friday, Jan. 22
Session 3
Session 7
Session 11

Saturday, Jan. 23
Session 15
Session 19

Sunday, Jan. 24
Using Games and Simulations... (Ibrahim)

Javelina Room*
Thursday, Jan. 21
Designing Instructional Activities... (Petit and Michelson)

Friday, Jan. 22
Session 1
Session 5
Session 9

Saturday, Jan. 23
Session 13
Session 17

Sunday, Jan. 24
Developing Intercultural Competencies... (Fantini)

Quail Room
Thursday, Jan. 21
Using Technology for Increasing... (Ansary and Shiri)
Developing Your Cultural Intelligence... (Villagrain)

Friday, Jan. 22
Session 2
Session 6
Session 10

Saturday, Jan. 23
Session 14
Session 18

Sonoran Foyer
Registration Desk

Sonoran Terrace
Coffee Breaks

Sonoran Rooftop
Friday, Jan. 22
Catered Lunch

Palm Room
Thursday, Jan. 21
Beyond Culture Boxes.... (Peckenpaugh)

Friday, Jan. 22
Session 4
Session 8
Session 12

Saturday, Jan. 23
Brownbag Roundtables
Hors d'Oeuvres Reception

Desert Room
Saturday, Jan. 23
Session 16
Session 20
Mesa Room

*All presentations in these locations will be livestreamed. Those present may appear in video.