



**IALIC 2016 | BARCELONA**

25th, 26th, 27th November 2016  
Barcelona, Spain



BRIDGING ACROSS LANGUAGES AND CULTURES IN EVERYDAY LIVES:  
NEW ROLES FOR CHANGING SCENARIOS

# **Schedule of Presentations & Plenary Abstracts**

**Friday, Saturday & Sunday  
25-27 November 2016**

**Hotel Campus  
Universitat Autònoma de Barcelona**

Facultat de Ciències  
de l'Educació



**GREIP**

Grup de Recerca en Ensenyament i Interacció Plurilingües

**Friday 25th**

08:00	Conference Registration (Hotel Entrance)
09:00 - 9:25	Opening Ceremony (Sala Lluís Vives I): <b>Dr. Prue Holmes</b> , Chairperson of the IALIC Association
9:30 - 10:30	Plenary 1 (Sala Lluís Vives I): <b>Dr. David Block (ICREA/University of Lleida)</b> : Neoliberal rationalities, model citizens and the co-opting of interculturalism and cosmopolitanism
10:30 - 11:00	Coffee Break (Sirius Restaurant)

**Parallel Sessions 1.1-1.3 (11:00-12:40)**

Sala Lluís Vives I 11:00-12:40	Symposium
	<b>Amy Alice Chastain, Hongbo Jia, Barbara Lapornik, Luisa Menan</b> : Language and cultures translating journeys of time and space
Sala Lluís Vives II 11:00-11:30	Translanguaging Practices (Chair: E. Hagley)
	<b>Lidia Gallego</b> : 'Translanguaging' to learn Catalan among international students at university
11:35-12:05	<b>Claudia Vallejo</b> : Pluricultural and plurilingual socialization in child-volunteer interaction in an after-school program
12:10-12:40	<b>Boris Vázquez &amp; Daniel Cassany</b> : Profiling the digital language learner through language brokering and writing with technologies in the classroom
Sala Martí Franquès I	Research Models (Chair: E. Moore)
11:00-11:30	<b>Xiaohong Zheng</b> : Exploring Critical Cultural Awareness in Reconciliation of Intercultural Differences: A Study of Postgraduate Students in Durham University
11:35-12:05	<b>Xiaole Gu</b> : Theoretical and practical models of intercultural communicative competence development in foreign language teaching



12:10-12:40

**Emilee Moore & Gina Tavares:** Telling the stories of youth: co-producing knowledge across social worlds

## Sala Martí Franquès II

### New approaches to analysing language and cultural mediation (Chair: Ma. José Coperias)

11:00-11:30

**Ana Beaven & Claudia Borghetti:** Exploring intercultural learning in class interaction

11:35-12:05

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

12:10-12:40

**Ana Gonçalves Matos & Silvia Melo-Pfeifer:** Language teacher education in times of migration - a comparative study across borders

## Sala Marie Curie

### Bridging of languages and cultures in the workplace (Chair: V. Crosbie)

11:00-11:30

**Monika Hrebackova:** Innovating ICC teaching - from vision to reality

11:35-12:05

**Ivan Katsere:** Narratives of children who serve as language brokers in Johannesburg

12:10-12:40

**Oakleigh Welpy:** Crossed-perspectives on language and religion in the classroom **CANCELLED**

## Sala Jean Piaget

### New approaches to analysing language and cultural mediation (Chair: M. Dasli)

11:00-11:30

**Ping Liang:** An Exploration of Political Translation Practices in China-EU Relations

11:35-12:05

**Li Song:** Experiencing the cultural other at home through English

12:10-12:40

**Susana Silvia Fernández & Francesco Caviglia:** Culture, values and communicative styles in the intercultural communication classroom

12:45 - 14:00

Lunch (Sirius Restaurant)

### Parallel Sessions 1.4-1.6 (14:15-16:55)

## Sala Lluís Vives I

### Other (Chair: L. Harvey)



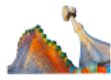
14:15-14:45		<b>Jonathan Mason &amp; Narjess Hachena:</b> What Arab English language students really think about intercultural dialogue
14:50-15:20		<b>Richard Fay, Vivien Zhou, Zhuo Min Huang:</b> Among the IALIC-ists: the transcreation of intercultural knowledge landscapes
15:25-16:55		<b>Prue Holmes, Richard Fay, Jane Andrews &amp; Mariam Attia:</b> Researchers as multilingual brokers: Critical investigations at language borders
Sala Lluís Vives II	<b>New approaches to analysing language and cultural mediation (Chair: D. Masats)</b>	
	14:15-14:45	<b>Patricia Moreno, Sindy Moya Chaves, Vladimir Nuñez Camacho:</b> Interculturalidad en la formación del profesor de lenguas extranjeras
	14:50-15:20	<b>Maria Dasli:</b> Language and Intercultural Communication Pedagogy between Tolerance and Hospitality
15:25-16:55	<b>Anabela Fernandes, Olga Solovova, Clara Keating:</b> Objects-in-action within cultural and language practices <b>CANCELLED</b>	
Sala Martí Franquès I	<b>Language &amp; Culture Brokering &amp; Technology (Chair: J. Simpson)</b>	
	14:15-14:45	<b>Yi'an Wang, Steve Kulich, Liyang Miao:</b> Context in China: Report on a “Home-based” Practice of Interculturalism through
	14:50-15:20	<b>Jana Zverinova:</b> In Pursuit of Intercultural Communicative Competence
15:25-16:55	<b>Eric Hagley:</b> Learning Language and Culture via a Large Scale Virtual Exchange	
Sala Martí Franquès II	<b>Other (Chair: J. O'Regan)</b>	
	14:15-14:45	<b>Adriana Díaz:</b> Language learning, intercultural communication and cosmopolitanism: Challenges and possibilities
	14:50-15:20	<b>Francesca Helm &amp; Tejjane Dabre:</b> English Language Workshops: An attempt to subvert power dynamics



15:25-16:55	<b>Sandro De Martino &amp; Nicoletta Grandi:</b> Experiencing interculturality as the basis for creating cross-border bridges
<b>Sala Marie Curie</b>	<b>Translanguaging Practices (Chair: M. MacDonald)</b>
14:15-14:45	<b>Sue Lubbers:</b> Translanguaging between Mandarin, Korean, Japanese and English: Applying Jullien
14:50-15:20	<b>Philippe Humblé:</b> Junot Diaz's Spanglish Fiction as an Entrance Gate to Migrant Identity
15:25-16:55	<b>Malcolm MacDonald &amp; Adrian Holliday:</b> On paradigms, recidivism and 'soft' essentialism: resisting neoliberalism in intercultural research
<b>Sala Jean Piaget</b>	<b>New approaches to analysing language and cultural mediation (Chair: J. Llompart)</b>
14:15-14:45	<b>Annette Duensing &amp; Klaus-Dieter Rossade:</b> Researching evolving cultural identities in a seven-year longitudinal study
14:50-15:20	<b>Malgorzata Kurek:</b> Managing cultural diversity in the context of open education – lessons learnt
15:25-16:55	<b>Elaine Boyd:</b> Intercultural Barriers to the Effectiveness of Feedback <b>CANCELLED</b>
17:00 - 17:30	Coffee Break (Sirius Restaurant)
<b>Parallel Sessions 1.7-1.9 (17:30-19:10)</b>	
<b>Sala Lluís Vives I</b>	<b>Symposium</b> <b>Malcolm MacDonald, John O'Regan, Maria Dasli, Claudia Borghetti, Ana Beaven, Prue Holmes, Melinda Dooly, Claudia Vallejo:</b> Meet the Editors'
<b>Sala Lluís Vives II</b>	<b>Symposium</b> <b>Lou Harvey, Richard Fay, Jessica Bradley, Zhuomin Huang:</b> Transformative creativity: arts and performance in language and intercultural research
<b>Sala Martí Franquès I</b>	<b>Research models for language and culture brokering (Chair: F. Helm)</b>



17:30-18:00	<b>Luyan Teng:</b> Investigating the investment in English learning of two Chinese students
18:05-18:35	<b>Esther Álvarez de la Fuente &amp; Raquel Fernández Fuertes:</b> Home interpreters: when bilingual children build bridges between languages
18:40-19:10	<b>Rosa Pugliese:</b> Child language brokering in classroom interactions. Remarks on agency
<b>Sala Martí Franquès II</b>	
<b>Bridging of languages and cultures in the workplace (Chair: A. Beaven)</b>	
17:30-18:00	<b>Siobhan Brownlie:</b> Using Cultural Categories for Opposition and Brokering in Conflict Mediation
18:05-18:35	<b>Gema Rubio Carbonero, Massimiliano Sassi, Melissa Moyer:</b> Mobility, Work and Multilingualism
18:40-19:10	<b>Nahielly Beatriz Palacios Gonzalez:</b> Narratives of a professional sojourner: mediating between languages and cultures
<b>Sala Marie Curie</b>	
<b>Translanguaging Practices (Chair: M. Kurek)</b>	
17:30-18:00	<b>Pat Moore:</b> Me, Bilingual? Advanced foreign language students' attitudes to bilinguality
18:05-18:35	<b>Sara Ganassin:</b> Classroom language ecologies and Chinese community schooling
18:40-19:10	<b>María Natalia Castillo Fadic:</b> Léxico de enfermedades crónicas cardiovasculares: puente para pacientes
<b>Sala Jean Piaget</b>	
<b>Other (Chair: A. Diaz)</b>	
17:30-18:00	<b>Dolors Masats, Artur Noguerol &amp; Xavier Pascual:</b> Models for Language(s) Integrated Curricula and Syllabi
18:05-18:35	<b>Jessica Terese Mueller:</b> Languages of Instruction at the Multilingual University
18:40-19:10	<b>Saliha Özcan:</b> Critique of the pedagogical design of an intercultural telecollaboration project



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19:15

Welcome Drink (Upstairs Lobby)

**Saturday 26th**

08:00-9:00	Conference Registration (Hotel Entrance)
8:30 - 8:45	Introduction to IALIC Association (Sala Lluís Vives I): <b>Dr. Prue Holmes</b> , Chairperson of the IALIC Association
8:45 - 9:40	Annual General Meeting IALIC (Sala Lluís Vives I)
9:45 - 10:45	Plenary 2 (Sala Lluís Vives I): <b>Dr. John O'Regan (UCL Institute of Education)</b> : The political economy of 'trans'-discourses: from theory to praxis in inter(?)cultural communication
10:45 - 11:15	Coffee Break (Sirius Restaurant)

**Parallel Sessions 2.1-2.4 (11:15-13:30)**

<b>Sala Lluís Vives I</b>	<b>Other (Chair: J.M. Cots)</b>
11:15 - 11:45	<b>Maria Mont &amp; Melinda Dooly</b> : Teacher dilemma: Exams or language and cultural mediators?
11:50 - 12:20	<b>Maria José Coperías-Aguilar</b> : Culture and language brokering in Timothy Mo's <i>Sour Sweet</i>
12:25 - 12:55	<b>Josep-Maria Cots</b> : Study abroad as a transformative experience? Analysing expectations and outcomes
13:00 - 13:30	<b>Kris Van de Poel &amp; David Owen</b> : Communicatively empowering health care professionals in multicultural workplaces
<b>Sala Lluís Vives II</b>	<b>New approaches to analysing language and cultural mediation (Chair: D. Masats)</b>
11:15 - 11:45	<b>Vivien Zhou &amp; Nick Pilcher</b> : Constructing intercultural competence through intersubjective cultural mediation
11:50 - 12:20	<b>Andreas Jacobsson</b> : Audiovisual representations as a special source of intercultural knowledge





12:25 - 12:55

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

13:00 - 13:30

**Veronica Crosbie:** What can participatory methods bring to intercultural dialogue?

Sala Martí Franquès I

## Language & Culture Brokering & Technology (Chair: M. Kurek)

11:15 - 11:45

**Steve Disney:** It's getting me down: migrants and figurative language in healthcare

11:50 - 12:20

**Javier Barba:** Expressart: A project-based language learning experience

12:25 - 12:55

**Aurelia Nana Gassa Gonga:** From deaf language brokering to deaf professional translation

13:00 - 13:30

**Saeed Rezaei Saeed & Masoumeh Rahimi:** Films and Intercultural Communicative Competence: An Intercultural Course in Iran

Sala Martí Franquès II

## Bridging of languages and cultures in the workplace (Chair: F. Helm)

11:15 - 11:45

**M<sup>a</sup> Elena Gómez Parra & Irina Golubeva:** Questionnaire design and validation to measure intercultural practices

11:50 - 12:20

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

12:25 - 12:55

**Katy Brickley:** Mediating Assisted Voluntary Return (AVR) in a multilingual workplace

13:00 - 13:30

**Hans Ladegaard:** Reconceptualizing 'home', 'family' and 'self': Identity struggles in domestic migrant worker returnee narratives

Sala Marie Curie

## Bridging of languages and cultures in the workplace (Chair: M. Baynham)

11:15 - 11:45

**Uwe Baumann & Tim Lewis:** Bridge-building to survive: international research students and supervisors



11:50 - 12:20

**Sian Preece & Myrrh Domingo:** Research into linguistic diversity and multimodal practices for HE praxis

12:25 - 12:55

**Judith Reynolds:** How do lawyers and their clients bridge languages and cultures?

13:00 - 13:30

**Paloma Castro, Jane Woodin, Ulla Lundgren, Michael Byram:** Student mobility and internationalisation in higher education: perspectives from practitioners

**Sala Jean Piaget**

**New approaches to analysing language and cultural mediation (Chair: J. Bradley)**

11:15 - 11:45

**May El Falaky:** Language use in new media with special reference to Abla Fahita's tweets

11:50 - 12:20

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

12:25 - 12:55

**Victoria Orange-Sibra:** Four factors that supersede culture in influencing interaction on the interaction pathway

13:00 - 13:30

**Lou Harvey:** Interdisciplinary (and) intercultural mediation: Adapting language research for performance

13:30 - 14:15

Lunch (Sirius Restaurant)

## Parallel Sessions 2.5-2.8 (14:15-16:30)

### Symposium

**Sala Lluís Vives I**

**Emilee Moore, Mike Baynham, James Simpson, Jolana Hanusova, John Callaghan, Jessica Bradley:** Translanguaging in researching multilingualism in economically precarious, superdiverse urban setting

### Symposium

**Sala Lluís Vives II**

**Daniel Cassany, Cristina Aliagas, Ludmila Shafirova, Leticia Tian Zhang, Maria José Valero-Porras:** Mediación y aprendizaje lingüístico en comunidades de fans



Sala Martí Franquès I		Language & Culture Brokering & Technology (Chair: M. Kurek)
14:15 - 14:45		<b>Claudine Kirsch &amp; Asunción Bes:</b> Language ideologies of preschool teachers and translanguaging practices in classrooms
14:50 - 15:20		<b>Júlia Llompart:</b> Inverse intergenerational language transmission or when children are the teachers
15:25- 15:55		<b>David Owen:</b> Expanding Professional Parameters in New Cultural Contexts
16:00 - 16:30		<b>Shannon Sauro:</b> Mediating Miscommunication and Conflict in Online Fan Spaces

Sala Martí Franquès II		Symposium
		<b>Cristina Ros, Jane Fenoulhet, Gerdi Quist:</b> Vitalizing Language Learning

Sala Marie Curie		Bridging of languages and cultures in the workplace (Chair: P. Yanaprasart)
14:15 - 14:45		<b>Frank Hang Xu:</b> Mediating cultures in multicultural settings for acculturation
14:50 - 15:20		<b>Doris Fletscher:</b> Multilingual Language Use in a Tri-national Master Course
15:25- 15:55		<b>Milene Mendes de Oliveira:</b> Intercultural Communication in Business Contexts: Conceptualization and Practice <b>CANCELLED</b>
16:00 - 16:30		<b>Miquel Strubell:</b> Training teachers for bi- and multicultural classroom settings in Catalonia <b>CANCELLED</b>

Sala Jean Piaget		New approaches to analysing language and cultural mediation (Chair: C. Borghetti)
14:15 - 14:45		<b>Elinor Parks:</b> Sojourners or tourists?— Transforming students into critical cultural mediators
14:50 - 15:20		<b>Lone Krogsgaard Svarstad:</b> Towards new teacher and student perceptions of interculturality (1652)
15:25- 15:55		<b>Michael Berry:</b> Transformation via language and culture mediation towards sociocultural self-awareness learning



16:00 - 16:30

**Agnes Pál:** What does the concept of 'interculturality' mean in European youth mobility projects?

16:30 - 17:00

Coffee Break (Sirius Restaurant)

17:00-18:00

Plenary 3 (Sala Lluís Vives I): Dr. **Adrian Blackledge** and Dr. **Angela Creese (University of Birmingham):** Translanguaging as Cultural and Cosmopolitan Competence

20:00

Conference Dinner (Hotel Campus Restaurant)

**Sunday 27th**

9:30-10:30	Plenary 4 (Sala Lluís Vives I): <b>Dr. Sean Golden (Autonomous University of Barcelona):</b> Constructing a common and consensual multicultural civic discourse
10:30-11:00	Coffee Break (Sirius Restaurant)

**Parallel Sessions 3.1-3.2 (11:00-12:05)**

<b>Sala Lluís Vives I</b>	<b>Research models for language and culture brokering (Chair: P. Holmes)</b>
11:00 - 11:30	<b>Anna Derelkowska-Misiuna:</b> Student exchange programmes: the need for research
11:35 - 12:05	<b>Jane Andrews &amp; Richard Fay:</b> Researchers as mediators: languaging and culturing when researching multilingually

<b>Sala Lluís Vives II</b>	<b>New approaches to analysing language and cultural mediation (Chair: M. Dooly)</b>
11:00 - 11:30	<b>Alessandra Rossetti:</b> Cultural appropriateness of healthcare information
11:35 - 12:05	<b>Asma Kebiri &amp; Naima Tifour:</b> Language and Culture: Investigating the Teachers' Concern

<b>Sala Martí Franquès I</b>	<b>Research Methods (Chair: V. Zhou)</b>
11:00 - 11:30	<b>Hasret Saygi:</b> Sociolinguistic aspects of the process of integration between the refugees and locals in Turkey
11:35 - 12:05	<b>Su-chiao Chen:</b> Intercultural Conflicts and Resolutions at the University Campus in Taiwan

<b>Sala Martí Franquès II</b>	<b>Translanguaging Practices (Chair: M. Juanhuix)</b>
11:00 - 11:30	<b>Lourdes Díaz &amp; Núria Enríquez:</b> Interculturalidad, cognición, español nativo, no nativo y herencia
11:35 - 12:05	<b>Lorena García Saiz:</b> Mansplaining: mirada intercultural y de género de los actos comunicativos

<b>Sala Marie Curie</b>	<b>Translanguaging Practices (Chair: C. Vallejo)</b>
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11:00 - 11:30

**Kathrin Kaufhold:** Postgraduate students' negotiation of multilingual repertoires in academic writing practices

## Other

Sala Jean Piaget

**Maria Dasli:** The critical turn in language and intercultural communication pedagogy: A book launch invitation

12:15-13:30

Roundtable (Sala Lluís Vives I): **Dr. David Block, Dr. John O'Regan, Dr. Adrian Creese, Dr. Angela Blackledge, Dr. Sean Golden; Moderator: Dr. Prue Holmes: Chairperson IALIC)**

13:30-14:00

Closing Ceremony (Sala Lluís Vives)

## Plenaries

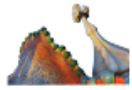
### Neoliberal rationalities, model citizens and the co-option of interculturalism and cosmopolitanism

David Block, ICREA/Universitat de Lleida

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

**Dr. David Block** is ICREA Research Professor in Sociolinguistics in the Departament d'Anglès i Lingüística, Universitat de Lleida where he is a member of the Cercle de Lingüística Aplicada. He is Fellow of the Academy of the Social Sciences (UK); Visiting Professor at University College London, Institute of Education; and editor of the Routledge book series Political Economy and Applied





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

## **Translanguaging as Cultural and Cosmopolitan Competence**

**Adrian Blackledge and Angela Creese, University of Birmingham**

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

Wessendorf, S. (2014) *Commonplace Diversity. Social Relations in a Super-diverse Context*. Basingstoke: Palgrave Macmillan.



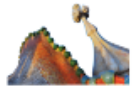


**Adrian Blackledge** is Director of the MOSAIC Centre for Research on Multilingualism. He is author of numerous articles and books based on his research on multilingualism in education and wider society. His books include *Heteroglossia as Practice and Pedagogy* (2014); *The Routledge Handbook of Multilingualism*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



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

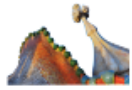




## **The political economy of 'trans'-discourses: from theory to praxis in inter(?)cultural communication**

**John O'Regan, UCL Institute of Education**

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



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

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Curricula and theoretical frameworks for political science courses in the Euroamerican context are dominated by a limited number of paradigms that tend to become “paradogmas” that reflect an unquestioned or unproblematised Eurocentric or Euroamerican bias. They lack intellectual and theoretical diversity. A geopolitical power shift has occurred, but the paradigms that dominate Euroamerican political theory have not shifted. In the West Jürgen Habermas has attempted to counter both instrumental rationalism and postmodernism by calling for the construction of a communicative rationality or civic discourse that would allow all parties to agree on certain basic principles and procedures in order to promote mutual understanding and mutual acceptance of agreements. As the geopolitical tectonic plates shift, alternative discourses emerge, based on non-Euroamerican principles and procedures. In the new discourse of a resurgent China, references to ancient Confucian texts rub shoulders with Maoist slogans and slang from the Internet. Old established slogans and keywords are being given new meanings. Unless we learn and understand these new meanings we could misinterpret what is being said, and be misinterpreted. In order to better understand the innovations under way we need to develop a better understanding of the issues, the policies, the paradigms and the discourse that are being constructed. This requires better knowledge of the Chinese language and culture and first-hand knowledge of the policies being carried out. It also requires more collaborative efforts to promote and build better mutual and common knowledge and understanding, perhaps along the lines of the Europe-China Cultural Compass or the Dictionary of Untranslatables (Cassin, 2014). Mutual respect requires mutual knowledge in order to construct a common and consensual multicultural civic discourse that could lead to meaningful cooperation.



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