

Schedule of Presentations

(Use the page numbers to locate corresponding abstracts.)

Day 1: Monday 19th June

Foyer				
8.00 – 9.00	Registration			
Lindsay Stewart Lecture Theatre				
9.00 – 9.20	Conference opening: <i>Vivien X. Zhou</i> (Convenor of IALIC 2017) <i>James O’Kane</i> (Dean of Edinburgh Napier Business School) <i>Prue Holmes</i> (Chair of IALIC)			
9.20 – 10.20	Keynote: <i>Alison Phipps</i> (Chair: <i>Mary Fischer</i>) The dance space: A turn towards beauty for languages and intercultural communication (p.13)			
Foyer				
10.20 – 10.55	Morning tea/coffee			
Parallel sessions	Room 2/05	Room 2/06	Room 2/07	Room 2/09
	Theme: Philosophical and methodological deliberations on uncovering meanings in liminal spaces Chair: <i>Jane Wilkinson</i>	Theme: Interculturality in multilingual landscapes Chair: <i>María José Coperías-Aguilar</i>	Theme: Transcending ‘barriers’, bridging ‘boundaries’, and transculturing Chair: <i>Larisa L. Zelenskaya</i>	Theme: Intercultural dialogue and third space Chair: <i>Michael Berry</i>
11.00 – 11.30	Constructions of self and other through intercultural reception of Malaysian media narrative branding: A hermeneutic practices perspective (p.62) <i>Tony Wilson</i>	Researching multilingually: Researcher praxis in a third space (p.33) <i>Prue Holmes, Richard Fay, Jane Andrews, and Susan Dawson</i>	Transculturing in the third space through language (p.56) <i>Mabel Victoria</i>	A ‘third space’ perspective on intercultural dialogue (p.68) <i>Vivien X. Zhou and Nick Pilcher</i>

11.35 – 12.05	Complex interculturalities in a pedagogic research event: Exploring and dis/uncovering 'hidden' culture(s) and liminal spaces of, between, surrounding and beyond the classroom (p.32) <i>Adrian Holliday and Teti Dragas</i>	The metaphorical landscape of the concept of 'untranslatability': Cultural limitations and affordances (p.49) <i>Christine Penman</i>	From uniformity to universality: Between diversity and hybridity (p.64) <i>Patchareerat Yanaprasart</i>	Dialoguing in third space: Taiwanese exchange students in Europe (p.66) <i>Yu-Feng Yang</i>
Chapel				
12.10 – 13.40	Lunch			
Parallel sessions	Room 2/05 Theme: Intercultural ethics in the modes of knowing Chair: <i>Catherine Peck</i>	Room 2/06 Theme: Intercultural competence in higher education Chair: <i>Natalia Bremner</i>	Room 2/07 Theme: Discursive/narrative constructions of self/other Chair: <i>Deborah Corder</i>	Room 2/09 Theme: Migration, negotiation, and integration Chair: <i>Siobhan Brownlie</i>
13.45 – 14.15	Epistemic injustice and the intercultural ethics of knowledge-work: Perspectives from Global Mental Health (p.30) <i>Richard Fay, Ross White and Zhuomin Huang</i>	Exploring the intercultural competence development of Chinese students in Master of Education in TESOL at a South-west UK university: A longitudinal study of pre-service teachers' perspectives (p.37) <i>Jingya Liu</i>	The discursive construction of the national Self through metaphor (p.42) <i>Andreas Musolff</i>	Different strokes: Interaction, inclusivity and negotiation within a public swimming pool (p.26) <i>Haynes Collins</i>

14.20 – 14.50	Internationalisation and its 'others': Epistemic suppression and violence (p.31) <i>Mostafa Gamal</i>	Transcultural competence: Exploring postgraduate student and staff perceptions across disciplines at one UK university (p.39) <i>Jim McKinley, Katie Dunworth, Trevor Grimshaw and Janina Iwaniec</i>	Polish expatriates' narrative constructions of local employees in a Chinese subsidiary of a Western MNC (p.60) <i>Michal Wilczewski and Arkadiusz Gut</i>	'Postmigrant' theatre as 'third space' (p.61) <i>Jane Wilkinson</i>
Foyer				
14.55 – 15.25	Afternoon tea/coffee			
Paper-for-publication sessions	Room 2/05 Discussants: <i>Adrian Holliday</i> and <i>Christine Penman</i> Chair: <i>Ana Mocanu</i>	Room 2/06 Discussants: <i>Richard Fay</i> and <i>Mary Fischer</i> Chair: <i>Wenjing Li</i>	Room 2/07 Discussants: <i>Veronica Crosbie</i> and <i>Mabel Victoria</i> Chair: <i>Jinyue Wang</i>	
15.30 – 16.10	Rethinking personal acculturation from a non-binary perspective in student group work as a cultural arena (p.63) <i>Frank Hang Xu</i>	'Third space' in the narration of 'White Teeth' by Zadie Smith and 'Testing the Echo' by David Edgar and its understanding by Russian ESL readers (p.55) <i>Ekaterina A. Vashurina</i>	Methods and foundations for a theory of the journey applied to the discursive analysis of political communication (p.21) <i>Tamires Bonani</i> and <i>Samuel Ponsoni</i>	
16.15 – 16.55	Ethnographic case study of international students' classroom participation and identity negotiation in the changing context of UK higher education (p.59) <i>Sihui Wang</i>	A multimodal space for learning: The Digital Kitchen (p.47) <i>Jaeuk Park</i>	Intercultural personhood: Through the meaning-making space of creative-visual-arts (p.35) <i>Zhuomin Huang</i>	

	Lindsay Stewart Lecture Theatre
17.00 – 17.30	Introduction to the <i>Language and Intercultural Communication</i> journal: Meet the editor(s)
	Foyer
17.30 – 18.30	Wine reception
	The Merlin Roadhouse, 168 Morningside Road (Function room on the 1st floor)
19.30 – 22.45	Conference Dinner and Ceilidh

Day 2: Tuesday 20th June

Lindsay Stewart Lecture Theatre				
9.30 – 10.15	IALIC AGM			
10.20 – 11.20	Keynote: <i>Malcolm N. MacDonald</i> (Chair <i>Mary Fischer</i>) Interrogating the 'third space': The discourse of hybridity in intercultural studies (p.15)			
Foyer				
11.20 – 11.40	Morning tea/coffee			
Parallel sessions	Room 2/05	Room 2/06	Room 2/07	Room 2/09
	Theme: Narratives of migration in a third space Chair: <i>Michal Wilczewski</i>	Theme: Affect and intentionality in intercultural communication Chair: <i>Jingya Liu</i>	Theme: Interculturality in teaching practices Chair: <i>Yu-Feng Yang</i>	Theme: Creating a third space in the classroom Chair: <i>Alison Stewart</i>
11.45 – 12.15	Reflecting on the notion of difference and the sense of identity of a Spanish-born Chinese youth and her family: A biographical narrative approach (p.38) <i>Iulia Mancila</i>	The role of emotional intelligence in successful intercultural communication (p.23) <i>Natalia Bremner</i>	Exploring intercultural approaches to pedagogies in higher education (p.41) <i>Ana Mocanu</i>	Dialectical creation of transformation in a shared third space (p.20) <i>Michael Berry and Michael Kelly</i>
12.20 – 12.50	Time and memory of two generations of refugees and migrants (p.24) <i>Siobhan Brownlie</i>	The role of <i>volonté</i> in the successful creation of a third space (p.45) <i>Victoria Orange-Sibra</i>	Negotiating meaning in intercultural doctoral supervision – the perspective of supervisors (p.18) <i>Uwe Baumann and Tim Lewis</i>	Creating a third space in language classes: Promoting intercultural communication (p.54) <i>Naima Tifour</i>

Chapel				
13.00 – 14.15	Lunch			
Parallel sessions	Room 2/05 Theme: The political dimension of language and intercultural communication Chair: <i>Mostafa Gamal</i>	Room 2/06 Theme: Interculturality in teacher education Chair: <i>Patchareerat Yanaprasart</i>	Room 2/07 Theme: Intercultural communication as a site of acculturation, tension and release Chair: <i>Sihui Wang</i>	Room 2/09 Theme: Language learning and identity Chair: <i>Nahielly Beatriz Palacios Gonzales</i>
14.20 – 14.50	Limitation and liberty: The complexities of negotiating intercultural experiences through English as a foreign language in East Asia (p.48) <i>Catherine Peck and Lynda Yates</i>	Demystifying language, demystifying culture: Negotiating the third space in teacher education (p.44) <i>Roderick Neilsen</i>	Challenging perceptions of self and resetting one's relational landscape (p.57) <i>Jane Vinther</i>	'I have many languages in my head': Second language identity development of multilingual students (p.50) <i>Sibylle Ratz</i>
14.55 – 15.25	Language learning, conflict and reconciliation: Negotiating a 'conflicted heritage' in Cyprus (p.25) <i>Constadina Charalambous, Ben Rampton and Panayiota Charalambous</i>	Me, myself and the 'other': Narrative accounts of integration during a teaching assistantship abroad (p.29) <i>Anna Czura</i>	Cultural exchange as a third place (p.67) <i>Larisa L. Zelenskaya</i>	Cultural homelessness: Notions of belonging in Nomadic times (p.51) <i>Cristina Ros I Sole</i>
Foyer				
15.30 – 15.50	Afternoon tea/coffee			

Parallel sessions	Room 2/05 Theme: Interrogating assumptions in intercultural education Chair: <i>Zhuomin Huang</i>	Room 2/06 Theme: Language, culture, and identity Chair: <i>Ekaterina A. Vashurina</i>	Room 2/07 Theme: Framings of the ‘other’ through translation Chair: <i>Christine Penman</i>	Room 2/09 Theme: Language teaching and identity Chair: <i>Sibylle Ratz</i>
15.55 – 16.25	Intercultural learning in a multicultural classroom (p.28) <i>Deborah Corder and Salainaoloa Wilson</i>	Negotiating identity in Meera Syal’s <i>Anita and Me</i> (p.27) <i>María José Coperías-Aguilar</i>	Translating, rewriting and manipulating ‘the Other’ in ‘Sheng Si Pi Lao’ (‘Life and Death Are Waring Me Out’) (p.58) <i>Jinyue Wang</i>	Changing roles, changing identities: Nonnative English teachers becoming native Turkish teachers (p.43) <i>Sevcan Mutlu and Deniz Ortaçtepe</i>
16.30 – 17.00	Interrogating “criticality” in intercultural education (p.53) <i>Alison Stewart</i>	The language (in)abilities of second-language migrants as a site for the negotiation of cultural identity (p.52) <i>Susan Samata</i>	Fan translation and the shaping of fan culture in China (p.36) <i>Wenjing Li</i>	Mexican EFL teachers sojourning in the UK as FLAs of Spanish (p.19) <i>NahIELly Beatriz Palacios Gonzales</i>
	Room 2/10 Chair: <i>Veronica Crosbie</i>			
17.05 – 17.50	- Roundtable: <i>Malcolm N. MacDonald, Michael Berry</i> - Conference closing remarks			

Keynotes

The dance space: A turn towards beauty for languages and intercultural communication

Alison Phipps

People seem to wish there to be beauty even when their own self-interest is not served by it; or perhaps more accurately, people seem to intuit that their own self-interest is served by distant peoples' having the benefit of beauty.

(Scarry 2001)

The notion of the 'third space', drawing on Homi Bhaba (Bhabha 1994) and concerns with the sociocultural and linguistic representation of the self as hybrid, has been an important theory within languages and intercultural communication. Despite its focus on hybridity and postcoloniality, the pressure of the third space in languages for intercultural communication, historically, has been towards coherence and transparency. Interpretation and representation, accuracy, transparency and coherence have dominated the quest for competence, as a route to empowerment within the third space.

The global order of things is reflected in these theories, methods and pedagogies, which are orientated towards a world demanding clarity, control, and coherence. This calls subjects into relationships where certain performativities are brought into being through systems of accountability and of punishment. The third space as a meeting place, a zone of proximal development, a liminal space where new constructions of the self emerge has obvious resonance for a transcendental intercultural project, as critiqued by Macdonald and O'Regan (Macdonald and O'Regan 2012).

Drawing on the 3 year £2 million Arts and humanities Research Project: Researching Multilingually at the Borders of Languages, the Body, Law and the State, this paper will narrate the ways in which research has intervened and worked intentionally against the demands for clarity, coherence and control in three contexts: that of rural Ghana; that of the Gaza strip and that of refugee integration in Europe, notably Calais and resettlement programmes in Scotland. Whilst each of these contexts and research conducted within them into the way pain and pressure effect languages and multilingual research, this paper will focus on the role of performance affect and the place of beauty in intercultural expressions and intercultural performance. Using dance as performance, expression and experience of multilingual working, it will propose an orientation towards beauty and joyfulness as a political and ethical purpose for languages and intercultural communication (Thompson 2009).

Alison Phipps is Professor of Languages and Intercultural Studies, and Co-Convener of Glasgow Refugee, Asylum and Migration Network (GRAMNET). From 1st January 2016, she takes up the UNESCO Chair in Refugee Integration through Languages and the Arts. She is Distinguished Visiting Professor at the Waikato University, Aotearoa New Zealand, Thinker in Residence at the EU Hawke Centre, University of South Australia and Principal Investigator for the £2 million AHRC Large Grant



‘Researching Multilingually at the Borders of Language, the body, law and the state.’ In 2011, she was voted ‘Best College Teacher’ by the student body and received the Universities ‘Teaching Excellence Award’ for a Career Distinguished by Excellence. In 2012, she received an OBE for Services to Education and Intercultural and Interreligious Relations in the Queen’s Birthday Honours. She is a Fellow of the Royal Society of Edinburgh.

She has undertaken work in, amongst others, Palestine, Sudan, Aotearoa New Zealand, Australia, Germany, France, USA, Portugal, Ghana. She has produced and directed theatre and worked as dramaturg and creative liturgist with the World Council of Churches from 2008-2011 for the International Ecumenical Peace Convocation. Most recently she co-directed *Broken World, Broken Word*, a Noyam African Dance Institute, Dodowa, Ghana with Tawona Sithole & Gameli Tordzro.

She regularly advises public, governmental and third sector bodies on migration and languages policy and designed and lead at witness-bearing visit to Calais for Scottish Members of the Home Affairs Select Committee.

She is author of numerous books and articles and a regular international keynote speaker and broadcaster and Member of the Iona Community. Her first collection of poetry, *Through Wood* was published in 2009.

Recent scholarly publications include:

Languages in Migratory Settings: Place, Politics and Aesthetics.

What is revealed by the absence of a reply? Courtesy, pedagogy and the spectre of unanswered letters in Mandela’s trial.

A critical analysis of language policy in Scotland.

Hospitality as advocacy and vulnerability.

‘They are bombing now’: ‘Intercultural Dialogue’ in times of conflict.

Linguistic incompetence: giving an account of researching multilingually.

Unmoored: language pain, porosity, and poisonwood.

Voicing solidarity: linguistic hospitality and poststructuralism in the real world.

Interrogating the 'third space': The discourse of hybridity in intercultural studies

Malcolm N. MacDonald

It is now over twenty years since Homi Bhabha developed the influential notion of the 'Third Space' (1994). This term emerged from the field of postcolonial studies and was soon appropriated by other disciplinary areas, most notably in the field of geography as well as by the disciplines of 'modern and foreign languages' and applied linguistics, along with our own interdisciplinary field of intercultural studies. Throughout the 1990s, other metaphors of 'thirdness' were also developed within our field, such as the 'third place' and 'third culture' (Kramsch 1993, 2009). However, my attendance over the years at IALIC conferences and my reading of the literature in intercultural studies and has suggested that these terms are often used unevenly and in incommensurable ways. Furthermore, the delocation and relocation of any term inevitably brings about a transformation in its meaning: '[this] transformation takes place because every time a discourse moves from one position to another, there is a space in which ideology can play' (Bernstein 2000, p. 32). The aim of this presentation is therefore to carry out a theoretical and empirical inquiry into the ways in which the discourse of 'thirdness' is constituted within the field of intercultural studies. My presentation will firstly review the autochthonous conceptualisation of the Third Space and other realizations of 'thirdness' in language education (Bhabha, 1994; Kramsch 1993, 2009). It will then review criticisms of the concept, along with the theoretical construct of hybridity which ensues: both early criticism emanating from the field of cultural studies (e.g. Moore-Gilbert 1997); as well more recent criticism from the field of applied linguistics (e.g. Kubota 2016). I will then use corpus analysis techniques to analyse the 'language of thirdness' revealed by analysing a corpus of research papers from the preeminent journals in our field, in which the terms 'Third Space', 'third place' and 'third culture' have been used. The presentation will conclude by relating the empirical findings back to the autochthonous writings in order to interrogate: first, to what extent the usage of these terms has changed in their appropriation within a field of study which is related to, but nevertheless distinct from that in which they were originally conceived; and secondly, to consider just how ideology might be 'at play' within these transformations in meaning. Finally, I will set out some caveats and proposals about our engagement, moving forward, with the 'language of thirdness' in intercultural studies, and its implications for negotiating meanings and performing 'culture'.

Malcolm has worked at the University of Warwick since 2010. After six years spent running a co-operative automotive engineering firm and undertaking community work in Bristol, Malcolm started his educational career as a language instructor in the National Youth Service, Rep. Seychelles. He then went on to teach Medical Communication at the University of Kuwait, Business Communication at Nanyang Technological University (NTU) Singapore, and ELT methodology at Universiti Teknologi Malaysia (UTiM).

He went on to teach modules in ELT and applied linguistics at both undergraduate and postgraduate level at the UK Universities of Stirling, St. Andrews and Exeter, progressively specialising in intercultural communication and discourse analysis. Malcolm is a founding member and committee member of the International Association of Language and Intercultural Communication (IALIC), and is Editor of the SCI-listed Association journal, Language and Intercultural Communication (LAIC), published by Taylor and Francis.



He has published extensively on intercultural communication, language education, and discourse analysis in journals such as: Educational Philosophy and Theory; Pedagogy Culture and Society; Critical Discourse Studies and Discourse and Society. He is currently preparing a book with Duncan Hunter entitled the Discourse of Security: Language, (Il)liberalism and Governmentality, to be published by Palgrave in the series Postdisciplinary Discourse Studies. Malcolm currently lives in the South West of England and, to unwind, plays jazz saxophone.

Abstracts

Baumann, Uwe
Lewis, Tim
The Open University

Negotiating meaning in intercultural doctoral supervision – the perspective of supervisors

Over the last two decades, student mobility has increased considerably and many international students have come to study in the UK. In line with this trend, more and more international postgraduate students undertake research for doctoral degrees at British universities, often doing fieldwork outside the country and in another language whilst then writing a thesis in English. This provides particular challenges for students and supervisors who do not only need to negotiate meaning across linguistic boundaries but also across different academic cultures and coming from different personal cultural backgrounds. In addition, the academic workforce in Britain includes a large number of academic staff who come from other UK countries, and who have had in many cases their education and academic training outside the UK which provides another layer of complexity and particular challenges for the supervision process.

This presentation reports on the findings of an investigation into the experience of doctoral supervisors at a British university. These academics represent a range of educational and cultural backgrounds and experiences. The presentation discusses how supervisors deal with these particular intercultural challenges in two doctoral programmes – a PhD programme and a programme for a professional doctorate (EdD, Doctor in Education). It outlines the different personal and academic backgrounds of these academics who work in teams of two or three to supervise and gives an insight into how they define their professional identities. It furthermore discusses the different roles academics take in a supervisory team, their level of self-reflection, and how they manage the multitude of challenges in the supervision of international doctoral students to provide appropriate support to their doctoral students. It will also touch on how students and supervisors negotiate meaning in such an environment which represents a ‘third space’ in which intercultural dialogue takes place.

Bio: Uwe Baumann is Head of School of Languages and Applied Linguistics at The Open University, UK – a large School with more than 10 000 distance language learning students, studying Applied Linguistics, Chinese, English, English for Academic Purposes, French, German, Italian, Spanish and Translation Studies. He has gained more than twenty years of experience in open and distance language learning, starting as Lecturer in German to develop as part of a small team the first German distance learning programme at the Open University. Since then he has served as Head of Department of Languages and Associate Dean (Curriculum) in the Faculty of Education and Language Studies, The Open University. His research interests are in intercultural communication and open and distance language learning.

Tim Lewis has taught languages and cultures since 1980 in London, Sheffield, and elsewhere. As founding Director of the Modern Languages Teaching Centre of the University of Sheffield (1993-2001), Tim integrated Tandem language learning into the curriculum and was the UK partner in the International Email Tandem Network and successor projects, led by Ruhr Universität Bochum (1994-2000). Tim is currently Director of Postgraduate Studies in the Centre for Research in Education and Educational Technology at the Open University. Tim’s key publications include *Autonomous Language Learning in Tandem* (2003), *Language Learning Strategies in Independent Settings* (2008) and *Online Intercultural Exchange: Policy, Pedagogy, Practice* (2016). Tim is currently engaged in the EU-funded Evaluate project, which seeks to research the effectiveness of telecollaboration in teacher education.

Beatriz Palacios Gonzalez, Nahielly

The University of Manchester

Mexican EFL teachers sojourning in the UK as FLAs of Spanish

Every academic year since 1993 a group of Mexican EFL [English Foreign Language] teachers travel to the UK to work as foreign language assistants [FLAs] of Spanish. This sojourn is part of an exchange programme called FLAP [Foreign Language Assistant Programme]. By 2016, the FLAP sojourn had been running for twenty-three years but had yet to be the focus of any empirical research. Thus, this research project aims to explore the narratives EFL teachers tell whilst in the mist of their journey (i.e. at the beginning, in the middle and at the end of their stay), the senses they make of their experience, and if any professional development occurred during it. Through the use of narrative inquiry (Clandinin and Connelly, 2000) as a way of understanding and studying the FLAP experience of the Mexican EFL teachers, I set out to explore the lived experiences of the Mexican EFL teachers sojourning in the UK during the academic year of 2016-2017. In this presentation, I aim to share some of the excerpts of the participant's narrations with the purpose of exploring the ways in which teachers negotiate meanings and perform their 'Mexican culture' whilst being in abroad teaching and living in a different context [i.e. a third space].

Bio: I am originally from Mexico a multicultural and multilingual country. After working as an EFL teacher for three years, in September 2011, I participated in a one-year exchange programme between foreign language teachers (FLT) from Mexico and the United Kingdom. "Programa de asistentes de idioma México-Reino Unido" (Foreign language Assistants Programme between Mexico and the UK, my translation). The exchange involved Mexican foreign language teachers of English and alumni from "Escuelas Normales Superiores" and "Universidades Autónomas" going to the United Kingdom in order to work as foreign language assistants (FLAs) of Spanish. Similarly, British FLT of Spanish and graduates went to Mexico to work as FLAs of English.

I believe this professional sojourn enhanced my personal and professional journey in a positive way. It transformed my ideas about the connection between culture and language and it allowed me to explore other cultures and backgrounds. Moreover, it transformed my teaching practice allowing me to provide personal insights and perceptions of this experience into my lessons. Also, it motivated me to deepen my understandings about how to teach interculturally and to study an MA TESOL degree at The University of Manchester. I am currently doing a Phd which focuses on the 'Narratives of Mexican English Foreign Language Teachers sojourning in the UK'.

Berry, Michael
University of Turku

Kelly, Michael
University of Southampton

Dialectical creation of transformation in a shared third space

The presentation will begin with reference to Michael Kelly's interpretation of a Third Space at the beginning of IALIC: "a dialectical third space approach to enable productive transformation to occur" and will focus on *possible implications for social and educational policies and practices* with examples of how local and international students can move towards creation of a Shared Third Space (STS) when they are turned into teachers and learners of each other in multicultural groups of 5-7 during an intercultural communication course. Reference to STS is used during the course to minimize a student's 'in-between' interpretation of Third Space, which is unfortunately part of our international struggle reality. Thus, STS is introduced during the course as "a learning space, inhabited by people in transformation who are creating shared frames of reference in order to explore the diversity and commonality of their taken-for-granted assumptions about self and others." Kelly's 'productive transformation' goal supports student movement towards transforming their interpretation of self and others as well as movement towards supporting others to move in the same direction. This is possible, not easy, as the students experience reflection-on-reflection learning related to a combination of 'reflection in action and reflection back on action'.

Sociocultural self-awareness development comes as students respond to critical incidents and slowly discover how so-called 'proper English' can be full of multiple invisible sociocultural meanings, which are often embedded in presumptions related to sociocultural norms in different contexts. Awareness of misinterpretation can lead to minimizing negative stereotyping. As students move in this direction, they also become aware of how their friends outside the course are *like they had been before they participated in the course*. If universities support opportunity for students to become intercultural teachers and learners of each other, their graduates will be better prepared to support creation of STS elsewhere, even if not easy.

Bio: Michael Berry, University of Turku: Docent (Adjunct Associate Professor) of Intercultural Relations and part-time teacher of Intercultural Team Building with a Shared International Language (English). Berry is a Charter and Committee member of IALIC with the goal of integrating language learning into opportunity for students to focus on intercultural communication in a practical way.

Michael Kelly is Emeritus Professor of French in Modern Languages at the University of Southampton. He is well known for his focus on promoting language learning beyond English and has long been committed to supporting movement towards Third Space development. Unfortunately, he cannot participate during the conference.

Bonani, Tamires

Ponsoni, Samuel

Universidade Federal de São Carlos

Methods and foundations for a theory of the journey applied to the discursive analysis of political communication

In this text, we seek theoretical and methodological bases to build a frame analytically with constituent objects that will handle the discursive analysis of political communication. Initially, the research derived from other epistemological understandings about discourse analysis and political communication, such as those dealing with political formulas, as Alice Krieg-Planque's researchers, the theory of phrases without text, by Dominique Maingueneau, reflections by Michel Foucault on power relations and the visual and social semiotic grammar, by Gunther Kress and Van Leeuwen. However, we believe that the political communication should be considered in the light of its own interpretation of framework which gathers theoretical and methodological aspects in the research program. This need is raised to ponder about political discourse in a way that does not resigns a comprehensive analysis of this multifaceted object, investing it in multiple structured levels: linguistic, iconic, social, historical, cultural, situational and institutional and subscribing it to a materialistic paradigm of language studies in the following questions: 1) Political communication is a multi-semiotic deontic discursive practice; 2) A political communication, as a multi-semiotic deontic discursive practice, involves principles of production management, movement, processing and interpretation; 3) The principles of production management, movement, processing and interpretation of political communication are engendered by historical, social, cultural, situational, language practices and institutional rules; 4) The historical, social, cultural, situational, language practices and institutional rules govern through a deontic journey of interpretation themselves as individuals interpret the texts they read; 5) the deontic journey of interpretation are built through various semiotic resources. All these assumptions, along with the theoretical development of its own discursive framework for the understandings of political communication, constitute the theory of interpretive journey of sense. For this work, we use different types of media and genres of Brazilian cases of political communication to test hypotheses.

Bio: Tamires Bonani has a Degree in Linguistics by Universidade Federal de São Carlos – UFSCar in São Carlos – SP (2014), and Master's Degree in Linguistics by Universidade Federal de São Carlos – UFSCar, under orientation by Roberto Leiser Baronas (2017), with granting support by FAPESP; is a member of Epistemological and Multimodal Discourses Studies Laboratory – LEEDIM/UFSCar/CNPq, Brazil. Also with granting support by BEPE/FAPESP we took a Master's Degree at Université Sorbonne Nouvelle – Paris III, France, under supervision by Dominique Legallois (2016). Actually, we developed Doctors Degree in Linguistics by Universidade Federal de São Carlos, under orientation by Roberto Leiser Baronas. E-mail: tbonaniconti@gmail.com

Samuel Ponsoni is Ph.D in Linguistic from Federal University of São Carlos – UFSCar, Brazil and professor; Master's in Linguistic at Federal University of São Carlos – UFSCar, Brazil; Graduation in Arts Portuguese-English from University of Ribeirão Preto – UNAERP, Brazil. Besides, is a member of Epistemological and Multimodal Discourses Studies Laboratory – LEEDIM/UFSCar/CNPq, Brazil. Researcher in the field of Language Science, within the realms of discourse analysis, the relation among literature, linguistics and discourse studies, mainly concepts such as genres, discursive images by ethos, preconstituted and sustaining effects, stereotypes, relations among field, writer, author and enunciator. Researching these relations aims the understandings between the emergence of literary text scope of discourses and their inter-relations with historical production conditions and social circumstances. He is also researching on the proper functioning of political discourse in the

contemporary world, using as theoretical basis the own discourse analysis from the Francophone space.

Bremner, Natalia

Edinburgh Napier University

The role of emotional intelligence in intercultural brokering and successful intercultural communication

The speed of technological developments in the 21st century, particularly in the domains of transport and communication, has led to calls for a retheorization of social, cultural and linguistic contact (e.g. Appadurai 1996). It has been proposed, for example, that the nouns 'language' and 'culture' could be better conceptualised as verbs in order to better represent the dynamic and transformative practices which these concepts refer to (e.g. Garcia and Wei, 2014). Due to the increased intensity of both symbolic and real global interconnectedness, it is increasingly recognised that we all need to become global communicators, and that we can no longer rely on translators and interpreters, in human or digital form, for our intercultural communicative needs.

If, as is now generally agreed, successful intercultural communication cannot be reduced to questions of either linguistic competency and/or knowledge and awareness of 'other' cultures, can the concept of emotional intelligence offer us a useful perspective from which to reconsider intercultural communication? Drawing on my experience of language learning, language teaching and of conducting ethnographic research, I suggest here that emotional intelligence is an important factor in creating the 'third spaces' needed for successful intercultural communication. Recognising this could have important consequences not only for international business and other forms of transnational cooperation, but also for language teaching and education. Given the rapid changes in the world of work and our inability to predict which knowledge bases will be of use to school leavers and graduates in the future, it may instead be useful to now consider how we as educators and researchers interested in linguistic and cultural contact can start to foster emotional intelligence in order to promote successful intercultural dialogue in the future.

Bio: Dr Natalia Bremner is Lecturer in French in the Business School at Edinburgh Napier University, and was previously Postdoctoral Fellow in Francophone Studies at the Institute for Modern Languages Research (IMLR) and the Centre for Postcolonial Studies (CPS) at the School of Advanced Study, University of London. Her research focuses on the cultural politics of contemporary popular music and youth cultures in the multiethnic, multilingual, postcolonial societies of Mauritius and Réunion (a French overseas department, or DOM), based on participatory research with youth organisations and music groups. She has previously published on language ideology and language politics in Réunionese dancehall music.

Brownlie, Siobhan

The University of Manchester

Time and memory for two generations of refugees and migrants

In this paper I examine the content and discursive features of texts and oral testimonies from two groups of refugees and migrants in Britain, focussing on questions of time and memory. The first set of data consists of published accounts and oral life stories of recently arrived refugees and migrants in Manchester, UK. The publications *Refugee Stories* (Smith 2016) and *Am I Safe Yet?* (WAST 2008) are complemented by oral stories collected by the researcher. The second set of data consists of life writings produced by second and third generation migrants in Britain and published in the book *The Good Immigrant* (Shukla 2016). In examining these texts, an ethnomethodological approach is adopted whereby a close examination is undertaken of how the story-tellers themselves categorize and conceptualize time and memory with abstraction made, to the extent that it is possible, of the researcher's a priori perspectives. Then these conceptions are examined in the light of Homi Bhabha's discussion of the 'third space' in which time is an important dimension. In Bhabha's theorization, a constitutive condition for a cultural 'third space' is "non-synchronous temporality" (Bhabha 1994, 218). Newness comes into the world through the indeterminate temporality of the in-between whereby successive cultural temporalities are preserved at the same time as being cancelled (ibid, 227-8), resulting in the continual displacement of the space's constitutive histories (Bhabha 1990, 211). The paper fits the conference theme in engaging with a fundamental dimension of the 'third space' through a study of discursive and narrative constructions of intercultural experiences.

Bio: Dr Siobhan Brownlie is a Lecturer in Translation & Intercultural Studies at The University of Manchester, UK. She is joint programme director of the Masters in Intercultural Communication. She is also a specialist in Memory Studies and has published two monographs in this field. Her current research project is entitled 'Mapping Memory in Discourses of Migration'.

Charalambous, Constadina

European University Cyprus

Rampton, Ben

King's College London

Charalambous, Panayiota

King's College London

Language learning, conflict and reconciliation: Negotiating a 'conflicted heritage' in Cyprus

In this paper we focus on a rather atypical language classroom where the target language is associated with a long history of conflict, and we examine how language learning may lead (or not) to a discursive renegotiation of troubled memories, narratives and interethnic relations. Focusing on Greek-Cypriots learning Turkish, and keeping in view the intercommunal violence between Greek-Cypriots and Turkish-Cypriots, the 1974 war with the Turkish invasion, and the current political problems that have let Cyprus de facto divided, we look at learners' life trajectories and narratives of dislocation and/or rapprochement as they invest time and effort to learn the language of the neighbouring community and at the same time traditional 'enemy'. To do so, we draw on data from two linguistic ethnographic projects (2006-2009 and 2012-2015) including in-depth interviews, classroom recordings of Turkish lessons and ethnographic fieldnotes. We argue that this type of classes can provide useful insights that problematise mainstream theories of foreign language learning and intercultural communication. More specifically, our discussion highlights the ways in which concepts such as culture, motivation, time, space, and travel become very different from current theoretical discussions of language learning as politics, ideologies and (in)security become deeply interwoven with the language learning process.

Bio: Panayiota Charalambous is Visiting Research Fellow at King's College London and Adjunct Lecturer at the Open University of Cyprus. Her research interests include: literacy practices in divided societies, linguistic ethnography of education, intercultural and peace education. Her work has been published in various peer-reviewed journals and she has been involved in teacher-training.

Ben Rampton is Professor of Applied & Sociolinguistics and Director of the Centre for Language Discourse and Communication at King's College London (www.kcl.ac.uk/ldc). He does interactional sociolinguistics, and his interests cover urban multilingualism, ethnicity, class, youth and education. He edits *Working Papers in Urban Language and Literacy* (www.kcl.ac.uk/ldc), and he was founding convener of the UK Linguistic Ethnography Forum.

Panayiota Charalambous is Visiting Research Fellow at King's College London and Adjunct Lecturer at the Open University of Cyprus. Her research interests include: literacy practices in divided societies, linguistic ethnography of education, intercultural and peace education. Her work has been published in various peer-reviewed journals and she has been involved in teacher-training.

Collins, Haynes
University of Leeds

Different strokes: Interaction, inclusivity and negotiation within a public swimming pool

At first glance a public swimming pool may seem an odd location for research. While the environment has attributes which are similar to a liminal space, third space or small culture, it does not fit neatly into these categories. However, on closer inspection public pools can reveal deeper issues related to social interaction and social structures as pool users are in a social space where they are exposed to each other and have a seemingly common aim of exercise, play or relaxation. Yet, this common aim does not necessarily engender harmonious social interaction and the environment of the public pool may, in some cases, actually magnify perceptions of large-scale monolithic collectivities whereby the pool environment is the sight of specific forms of othering. In the most extreme cases swimming pools become inaccessible to groups of imagined others. This is evident in Wiltse's study of the social history of US swimming pools which were marked by racial intolerance and segregation and in the more recent shift to the banning of immigrants within both Germany and Sweden from two public pools. Public pools seeking to operate effectively and encourage inclusivity develop their own particular language and organisational structure which must take into account the different needs of its pool users and their potentially conflicting ideas about the culture of pool use. This raises rich points of analysis and questions such as how the pool meets or fails to meet the needs of its pool users through its language and organisation, how identity and cultural categories are invoked with respect to pool accessibility and how pool users interact within the space. This paper presents initial ethnographic observations into the organisational needs of one swimming pool and offers contrasts with other pools where there has been tension around perceptions of improper pool use by immigrants resulting in banning orders. The paper argues that the issues surrounding the governance of a public swimming pool can serve as a microcosm for thinking in larger terms with respect to dialogue, governance, inclusivity, immigration, culture and identity.

Bio: Dr. Haynes Collins is programme manager for the MA in Professional Language and Intercultural Studies (MAPLIS) at the University of Leeds. His research interests broadly fall into the category of intercultural communication and intercultural studies and he is specifically interested in how institutional and media discourses mobilise the concept of culture to serve ideological agendas. His doctorate explored the institutionalisation of the intercultural within a large British university and his current research focuses on examining inclusivity and governance of the small culture of public swimming pools.

Coperías-Aguilar, María José

Universitat de València

Negotiating identity in Meera Syal's Anita and Me

In 1996, Meera Syal published her semi-autobiographical, debut novel *Anita and Me*. Born in Britain to Indian parents, Syal presents in her book the story of nine year old Meena Kumar, the daughter of the only Punjabi family living in Tollington, a mining town near Birmingham in the 1960s. Through Meena's first person narration we are shown her strong desire for social integration, and she finds in Anita Rutter, a thirteen year old, white girl her "passport to acceptance" by other children, and society at large, in Tollington. In her desire to integrate in the English society, Meena rejects her own ancestry and her Indian identity but, at the same time, she is never acknowledged as a real English girl by her mates. The aim of this paper is to analyse the difficulties that Meena finds to switch from Indianness to Englishness or back in a never-ending process of transformation, that is, how she moves about the 'third space.' Issues of class and gender, but also nation and history will be taken into consideration for this analysis. Even if this is a fictional work that was written over twenty years ago and the circumstances reflected are those of the 1960s, some conclusions may be derived to help us understand and cope with the process of hybridity in contemporary British society and more specifically in what Faist (2004) refers to as 'small groups' in his classification of 'transnational spaces.'

Bio: María José Coperías-Aguilar is a senior lecturer at the University of Valencia, where she teaches in the Department of English and German Philology. She has a PhD in English Literature. Her main teaching areas are English literature, cultural studies and English for specific purposes, specifically for the media. She has participated in many international conferences and published widely on several fields of English studies both in books and journals. Her main areas of research are cultural studies, intercultural communicative competence, the media in English, and literature by women. She has published several critical editions in Spanish of the works of authors such as the Brontë sisters, Elizabeth Gaskell, Jean Rhys and Aphra Behn.

Corder, Deborah (Debbie)

Wilson, Salainaoloa

Auckland University of Technology

Intercultural learning in a multicultural classroom

A first-year undergraduate non-language specific intercultural competence course has been taught at Auckland University of Technology since 2007. It has always been co-taught by Western and non-Western lecturers, using an experiential, dialogic social-constructivist approach applying western models and frameworks (mainly Byram, Deardorff, and Milton Bennett). The aim has been to provide students with knowledge, skills and critical cultural awareness of Self and Other, along the lines of Finkbeiner's (2009) GPS analogy, as tools for intercultural interaction. Feedback from students has consistently been largely positive: they appear to value the course and report that they are applying the knowledge and skills in their everyday lives.

Since 2007 the class demographic, reflecting the increasing diversity in Auckland, which has now been categorised as a 'super-diverse', has gradually shifted from a predominantly Western and Pacific one, to one that is much more ethnically diverse in which Western students are becoming the minority. Added to this, students are no longer just from language programmes but from a range of academic disciplines. This provides a potentially rich environment for intercultural interaction, and exploration of identities and perspectives.

This presentation explores the experience of two non-Western students from the same cohort of the intercultural course. Through a phenomenological approach (Grbich, 2013), we interpret their understanding of intercultural learning, and what this has meant for them in terms of worldview, identity and interaction in class and beyond the classroom situation. We discuss the extent to which the findings challenge our assumptions and beliefs of intercultural learning and teaching, the effectiveness of the 'third space' we attempted to create for dialogic, experiential intercultural learning to take place, and ways in which they will inform our approaches in a multicultural classroom setting.

Bio: Deborah (Debbie) Corder, MA (Dist) Massey, PgCertEd. Leeds, PgDipTJFL Massey, BA (Dual Hons Japanese and Sociology) Sheff. Deborah (Debbie) Corder is a senior lecturer in the School of Language and Culture. She was born in Hong Kong, and lived and worked in England and the Solomon Islands before migrating to New Zealand. Debbie has taught Japanese at secondary and tertiary levels, and co-authored a series of text books for senior school Japanese. She developed two undergraduate courses in intercultural competence with a Burmese-New Zealand colleague, and now mainly teaches intercultural competence with colleague Salainaoloa Wilson. Her research interests are intercultural competence, study abroad, learner autonomy and ICT, including multi-user virtual environments such as Second Life. She has published on language and culture immersion programmes for school sector language teachers, and the use of the immersive environment of Second Life and the development of intercultural competence.

Salainaoloa Wilson, Auckland University of Technology, (BA, BA(Hons), MA, PhD candidate)
Salainaoloa is a lecturer in the School of Language and Culture at the Auckland University of Technology. A Sociolinguist, her PhD research documented the use and value of the Samoan language in Samoan families in New Zealand. Her research interests include Samoan and Pacific language maintenance and language shift. In addition to teaching Sociolinguistics, Salainaoloa also teaches Intercultural Competence, Academic Communication, Academic Literacy and Culture and Society.

Czura, Anna

University of Wrocław, Institute of English Studies

Me, myself and the 'other': Narrative accounts of integration during a teaching assistantship abroad

While research data concerning study abroad experiences of tertiary level students are easily accessible, relatively little attention has been paid to mobility experiences of pre-service and novice foreign language (FL) teachers. The present study focuses on the participants of the Comenius Assistantship programme, a European Commission programme that in the years 2007-2013 enabled student teachers and novice teachers to spend from a few months to a whole academic year in a different European country and serve as teaching assistants in local schools. The main objective of this study was to explore how the participants perceived the concept of integration, and whether and to what extent they had a chance and were willing to integrate with the local community on both personal and professional levels. The data was collected by means of retrospective narrative texts and semi-structured interviews with Comenius Assistants of Polish origin who, despite majoring in English, did their assistantship in a non-English-speaking country. Since integration is understood here as a dynamic and situated construct, it was attempted to identify factors that affected adaptation to the new environment and the integration process. Content analysis based on grounded theory principles provided insights into how the knowledge of the local language as well as the individual perceptions of self and the 'other' affected integration with the local community. The integration process appeared to be affected by the trajectories of constructing the participants' own cultural identity and the evolving conceptions of home and the host cultures in the new context. On the basis of the findings, suggestions are made concerning possible improvements that may be implemented to support the teaching assistants' integration into a new cultural environment.

Bio: Anna Czura is an assistant professor in the Institute of English Studies at the University of Wrocław. She is mainly interested in research on study abroad and transnational mobility, teacher education, intercultural communicative competence, CLIL, European language policy, language assessment and learner autonomy. In 2012-2014 she was a team member of the 'PluriMobil: Mobility for sustainable plurilingual and intercultural learning,' a project supported by the European Centre for Modern Languages in Graz.

Fay, Richard

The University of Manchester

White, Ross

The University of Liverpool

Huang, Zhuomin

The University of Manchester

Epistemic injustice and the intercultural ethics of knowledge-work: Perspectives from Global Mental Health

Global Mental Health (GMH) is an area of research and related-practice seeking to address inequities in mental health provision across the globe (Patel and Prince, 2010). As such, it aspires to be socially transformative in ways which, for us, resonate with the critical orientation in IALIC-represented disciplines such as (critical) applied linguistics (e.g. Pennycook, 2010) and (critical) intercultural communication (e.g. Piller, 2011). Further, GMH seeks to better understand how knowledge (about mental health) is generated and exchanged within and between different contexts, as mediated through diverse linguistic and cultural resources and frames of references. Previously, we have considered these mediating resources and movements through the lens of *transcreation* (Huang, Fay and White, 2015; 2017). These understandings coalesce into a global knowledge-landscape (Clandinin and Connelly, 1995) for mental health which is dominated by English-medium verbalisations for understandings of mental health (and related interventions) largely developed in the Global North. Although this dominant flow of understandings is accompanied by listings - e.g. the American Psychiatric Association's *Diagnostic and Statistical Manual* (DSM) of culturally-specific concepts of distress as typically formulated in languages other than English - such lists themselves can be problematised (e.g. White, Fay, and Phipps, in process) for the ways in which they tend to exoticise 'untranslatable' (Cassim, 2015) understandings of mental health generated in the Global South. There are ongoing efforts to recognise and encourage counter-flows for mental health understandings (White, Jain, and Giurgi-Onucu, 2014) but such calls, by their very nature, highlight, the currently inequitable character of the flows of understandings. In this paper we examine this inequity through the lens of Fricker's epistemic injustice (2009). We also seek to use this lens to revisit our earlier work - as presented at IALIC (Huang, Fay and White, 2015) - on the term and related practices of *mindfulness* (Huang, Fay and White, 2017). We conclude by exploring the links between epistemic injustice and our earlier call (ibid.) for an intercultural ethic in transcreational scholarly endeavours including those on which we collaborate in the field of GMH.

Bio: Richard Fay is a Senior Lecturer in Education at the Manchester Institute of Education at The University of Manchester specialising in TESOL and Intercultural Communication/Education. His research focuses on the possibilities for, and complexities of, researching multilingually.

Ross White is a Reader in Clinical Psychology at the Institute of Psychology, Health and Society at the University of Liverpool. His research explores the role that socio-cultural factors play in the manifestation of mental health difficulties. He is a co-editor of the *Palgrave Handbook for Global Mental Health: Socio-cultural Perspectives*.

Zhuomin Huang is interculturally-focused doctoral researcher at the Manchester Institute of Education at The University of Manchester where she also has Teaching and Research Assistant responsibilities. She is the Postgraduate Representative on the organizing committee for IALIC.

Gamal, Mostafa
University of Stirling

Internationalisation and its 'others': Epistemic suppression and violence

Against the background of a globalising neoliberal orientation in policy discourse, the internationalisation of the curriculum has emerged in the last few decades as a dominant discourse in higher and further education. Whilst much of the discussion in the literature has focused on the institutional aspects of internationalisation in terms of devising strategies, supporting international students, barriers and enablers to effective internationalisation (Hyland et al, 2008; Agnew et al, 2009; Sanderson , 2011) as well as its marketisation, little is known about some of the underlying ethical and philosophical complexities internationalisation entails and how these are experienced by the "others" of internationalisation. Via a critical ethnographic lens, the paper will seek to critically reflect on the (inter)relationship between my own experience of internationalisation as a constructed "other" and the prevailing internationalisation discourses in the social domain. In this way, through reflexive narrative and a critical, decolonial/postcolonial lens, I will engage with particular dilemmatic incidents as "moments of articulation" (Swanson 2004, 2008) in unpacking some of the troubling ethical issues at play in internationalisation advocacies, discourses and practices. In addition, this paper will seek to articulate the many ways in which critical autoethnography might open up a reflective dialogue that engages critically with otherness, hybrid identity, difference, the postcolonial condition and institutional discourses on internationalisation. In opening up this space, the paper will draw on the work of Said (1987, 1993), Bhabha (1994), and Spivak (1987), Mignolo (2002, 2011), Santos (2007), and Quijano (2000) in their attempt to challenge the essentialist, ethnocentric and prevalent versions of cultural supremacy associated with ongoing forms of colonialism.

Bio: Mostafa Gamal is PhD candidate at the University of Stirling. His research focuses on the internationalisation of the curriculum, the ethical and philosophical complexities it involves, and the application of postcolonial and decolonial thinking to educational research. He is currently a lecturer at a Further Education college and teaches a range of social sciences subjects (Sociology, Psychology and Politics). Mostafa is a part of CDN International Development Network steering group. Mostafa is also a member of the EIHE network and project consortium, and his PhD research is a tag project to the larger international comparative study.

Holliday, Adrian

Canterbury Christ Church University

Dragas, Teti

University of Durham

Complex interculturalities in a pedagogic research event: Exploring and dis/uncovering 'hidden' culture(s) and liminal spaces of, between, surrounding and beyond the classroom

While researching the proposition that students may not be who their teachers think they are – a call to uncover 'hidden cultural contributions' (Holliday, 2016) – complexities emerge with regard to what comprises the data. The research is intercultural in several ways. Two researchers invite students to respond to video and written material that claims unrecognised cultural identities in the classroom. The students produce extensive email responses that become the content of a seminar presentation by one of the researchers that the students also attend. The suggestion of unrecognised identities is sustained powerfully in the student responses and the seminar presentation. However, when the 'data' is extended to the tasks inviting the students to respond, the material that they are requested to look at, the seminar presentation and the students' response to it, deeper meanings begin to emerge. Multiple and sometimes conflictual interculturalities can be seen, not only in the relations between the students and their teachers, but also between the students and the researchers, the research methods and the data itself. This presentation takes a critical discourse approach to the entirety of 'the pedagogic research event', exploring what we understand by and what constitutes the data, as well as the possibilities and limitations that arise from this exploration. Inextricably linked to this is the analysis of the data itself, which leads us towards uncovering its multifarious and contradictory meanings. Questions we ask: what intercultural complexities emerge from the unraveling of the different layers of the pedagogic research event? To what extent does our methodological approach support or, more pertinently, lead us to reach these meanings, allowing us to move through and beyond questions of how 'cultural difference' is articulated, and/or how 'culture(s)' are performed, towards the primary aim of this conference: carving out the space for the creation of new meanings to emerge.

Bio: Dr Adrian Holliday is professor of Applied Linguistics at Canterbury Christ Church University, where he supervises doctoral research in the critical sociology of language education and intercultural communication, and is also the Head of the Graduate School. His publications deal with cultural chauvinism in English language education and the Western ideologies which inhibit our understanding of non-Western cultural realities. Between 1973 and 1976 he was an English teacher in Iran. During the 1980s he set up a language centre at Damascus University, Syria and was a curriculum consultant at Ain Shams University, Cairo, Egypt.

Dr Teti Dragas is associate professor at the University of Durham and the director of the MA in TESOL programmes. She has a multi-disciplinary and multi-lingual background, with experience in a number of interrelated disciplines: modern languages; (English) language teaching and language teacher education; literature and creative writing. Her extensive experience in the above fields has led her to experience a wide range of classrooms and contexts, both here and abroad, teaching and training students from over 25 different countries and across continents, from different social, cultural and academic backgrounds, ages and across levels (1-4). She has research expertise in literary postmodernism(s), postcolonial and 'world' literatures and is currently developing research in the area of intercultural communication and teacher education.

Holmes, Prue
University of Durham

Fay, Richard
The University of Manchester

Andrews, Jane
University of the West of England

Dawson, Susan
Manchester Institute of Education

Researching multilingually: Researcher praxis in a third space

Research contexts of forced migration, inter-state conflict, and siege—where peoples’ evolving translingual and multilingual practices coalesce with and/or confront the dominant language practices of the state—pose both affordances and challenges for researchers, irrespective of their disciplinary home. In such contexts, in developing and executing their research projects, researchers often find that they need to be creative in how they harness and handle their linguistic resources. In this presentation, we draw on case studies in disciplines such as applied linguistics, education, law, psychology, and anthropology to illustrate researchers’ multilingual (and monolingual) practices when they are researching (*inter alia*) how language operates in these multilingual contexts of human precarity, migration, and siege.¹ Through the narratives of these researchers we aim to show what researching multilingually means to these researchers (in their research processes and planning), and their evolving “researching multilingually” praxis. We expand on our earlier theory building of “researching multilingually”², which illustrates the relationship between researchers’ linguistic resources and the concept of purposefulness (or intentionality), and researcher spaces (positionalities and contexts) and relationships.³ In doing so, we foreground language (through the theoretical concepts of “translanguaging”, “linguaging”, and “monolingualism”) and critical, reflexive approaches. Our aim is to build “researching multilingually” theory that seeks to locate a “third space” for researcher praxis in the 21st century, a linguistic space of hybridity, liminality, and in-betweenness, where currently, there is little theoretical and methodological guidance.

¹ The research emerged from the AHRC-funded large grant “Researching multilingually at the borders of language, the body, law and the state” (AH/L006936/1) <http://researching-multilingually-at-borders.com>.

² Our theoretical approach emerged from an AHRC network grant “Researching multilingually (AH/J005037/1) <http://www.ahrc.ac.uk/research/casestudies/researchingmultilingually/> .

³ See Holmes, P., Fay, R., Andrews, J., & Attia, M. (2013). Researching multilingually: New theoretical and methodological directions. *International Journal of Applied Linguistics*, 23(3), 285-299.

Bio: Prue Holmes is Reader and Director of Postgraduate Research in the School of Education, Durham University. She is also Adjunct Professor, University of Helsinki, Finland, and Guest Professor, Zhejiang Wanli University, Ningbo, China. She researches and publishes in intercultural and international education, and languages and intercultural communication, and supervises postgraduate students in these areas. Prue is co-investigator on the project “Researching multilingually at the borders of language, the body, law and the state” (AH/L006936/1) (<http://researching-multilingually-at->

borders.com/), and on the Jean Monnet network project “European Identity, Culture, Exchanges and Multilingualism” (EUROMECC) <http://www.euromec.eu/>. She convenes the annual Cultnet conference at Durham University.

Richard Fay is a Senior Lecturer (TESOL and Intercultural Communication) at The University of Manchester where he coordinates the LANTERN doctoral community, and jointly directs the MA Intercultural Communication programme and the Manchester Global Challenge. Richard is co-investigator on two AHRC-funded projects of relevance to this paper: “Researching multilingually at the borders of language, the body, law and the state” (AH/L006936/1) (<http://researching-multilingually-at-borders.com/>); and “Idioms of Distress, Resilience and Well-Being: Enhancing understanding about mental health in multilingual contexts”. He researches and publishes in the areas of: language, identity and interculturality; TESOL paradigms and English as a lingua franca; and researcher praxis and researcher education.

Jane Andrews is an Associate Professor of Education at the University of the West of England. She was a co-investigator on the AHRC funded Researching Multilingually at Borders project. Her research and teaching are in the areas of young children's multilingualism and learning, parental involvement in education and qualitative research methods in education. Susan Dawson is currently Research Associate in the Manchester Institute of Education, and Research Assistant on the Researching Multilingually at Borders project. Her researcher interests include practitioner research, educational philosophy and reflective practice.

Susan Dawson is currently a Research Associate in the Manchester Institute of Education and Research Assistant on the Researching Multilingually at Borders project. Her researcher interests include practitioner research, educational philosophy and reflective practice.

Huang, Zhuomin

The University of Manchester

Intercultural personhood: Through the meaning-making space of creative-visual-arts

Students at The University of Manchester (hereafter, UoM) are participants in an increasingly internationalised Higher Education campus which is embedded in a multicultural urban setting (i.e. Manchester). Both the internationalised and multicultural character of this context provides students with opportunities to live and study interculturally. Given these opportunities, and the experiences they encourage, in this paper, I discuss what living in such an interculturally-rich context might mean for the personhood of the individuals concerned, and how creative-visual-arts (such as 'Blind-portrait', 'Digital-edited Photography', and 'Free-style Painting') can be used to explore this question. By 'intercultural personhood', following Kim (2008, 2015), I mean an individual's perspective on 'who I am' in such a context. My use of this term intentionally distinguishes my focus from research into '(cultural) identity' in two ways. First, 'personhood' emphasises individual's developmental sense of 'who I am' (Glas, 2006; Splitter, 2015), while 'identity' more usually describes a person in relation to group characteristics (Hall & Du Gay, 1996; Glas, 2006). Second, my focus is on the 'intercultural' rather than the 'cultural' aspect of personhood because I see each person as a culturally-complex and culturally-unique individual (Singer, 1998) interacting with other such individuals and, for the purposes of the study on which this paper draws, experiencing the changing, reforming and hybridity of personhood in an interculturally-rich context. My discussion in this paper is informed by my on-going doctoral research which, through the lens of mindfulness (Ting-Toomey & Kurogi, 1998), attends to insights from mature students about their intercultural experiences at UoM and in Manchester. Methodologically, I offer a contribution regarding the use of arts-based methods in, for, and as research.

Bio: Zhuomin Huang is based in the Manchester Institute of Education at The University of Manchester. She explores mindfulness and intercultural personhood by using a variety of creative-visual-arts methods which are embedded in her main doctoral study about 'Mindfulness in Intercultural Communication'.

Li, Wenjing

The Hong Kong Polytechnic University

Fan translation and the shaping of fan culture in China

“Fansubbing”, the translation and subtitling of audiovisual materials by non-professional translators with no payment, has turned into a social phenomenon since its emergence in early 2000s. This article begins with an overview of the emergence and proliferation of the fan translation in China in the past two decades, as well as an account of its main features. After a brief review of current research on fansub in translation studies, this article proceeds to examine the characteristic identities of those non-professional translators in relation to their translation activities as compared to their professional counterparts. As enthusiastic fan audiences themselves, the prosumer translators are empowered by their fan community to take on unconventional subtitling translations featured with inserted glossaries and annotations in translated subtitles. The pursuit of a complete representation of the source meaning are mixed with localization strategy and personal presence in their subtitles. As members of their online fan community, fansubbers have access to the expert knowledge in the content field and enjoy a “silent gratitude” from their viewers compared to professionals. Working together on the edge of the law, fan translators have introduced foreign cultural products to their audience who would otherwise have limited access.

Bio: Li Wenjing is a Teaching Fellow in the Department of Chinese and Bilingual Studies at the Hong Kong Polytechnic University and has published a number of articles on Translation Studies. She received her PhD in Translation Studies in 2010 from Lingnan University, Hong Kong. She taught translation at Lingnan University from 2009 to 2012. Her research interests include translation studies, translator’s identity and crowdsourcing translation.

Liu, Jingya

The University of Exeter

Exploring the intercultural competence development of Chinese students in Master of Education in TESOL at a south-west UK university: A longitudinal study of pre-service teachers' perspectives

The significance of IC (Intercultural Competence) in EFL (English as a Foreign Language) teaching is, increasingly, an internationally recognized research field. This suggests that there has been a pedagogical paradigm shift in emphasis from native speaker model to viewing language learners as intercultural speakers/mediators. The 2011 *National English Language Curriculum for Compulsory Education* in China explicitly proposed, for the first time, that English language learning should facilitate students' personal development and humanistic attainment by developing their IC. The growing emphasis on intercultural dimensions in language teaching, which is promoted in research and in school curricular documents, places new demands on language teachers. In-service teachers' perceptions of the integration of IC into language education have received extensive attention. However, the ways in which pre-service teachers construct and develop their knowledge and perceptions of integrating intercultural dimensions in EFL teaching during overseas study in teacher education programs remains under-researched, especially given the growing interculturality in higher education contexts. The primary focus of this longitudinal case study is to explore how Chinese pre-service teachers construct and develop an understanding of IC throughout their time studying a year-long Master's program in Education in TESOL (Teaching English to Speakers of Other Languages) at a university in the UK. Five Chinese pre-service student teachers in TESOL were involved in the research. The study employed semi-structured interviews, student teachers' program coursework and written reflections on their intercultural experiences as data collection instruments for providing deeper insights into the participants' year-long intercultural experiences of IC development abroad. This presentation will show how the teacher education program and intercultural experiences both challenged and supported pre-service teachers' IC development, leading them on a path towards more ethnorelative worldviews and culturally responsive approaches to EFL teaching. Finally, the presentation will address the implications of these findings for pre-service teacher education programs.

Bio: I am a doctoral student in Education at the University of Exeter, especially in the field of Teaching English to Speakers of Other Languages (TESOL) at the University of Exeter. I am interested in intercultural communication through English as a Lingua Franca and issues concerning intercultural dimensions in English as a Foreign Language (EFL) teaching contexts. More specifically, my doctoral work explores how Chinese student teachers' construct and develop their knowledge and perceptions of Intercultural Competence (IC) in their future teaching contexts throughout a year-long overseas teaching education programme. I will give a presentation about my doctoral work in the 51th IATEFL conference this April. I hold a MEd in TESOL and MSc in Educational Research both from the University of Exeter. My master thesis title is: Analysis of the representations of cultures in Oxford English textbooks used in state Junior Secondary Schools in Guangzhou, China and teachers' and students' views on this.

Mancila, Iulia

University of Malaga

Reflecting on the notion of difference and the sense of identity of a Spanish-born Chinese youth and her family: A biographical narrative approach

This paper is based on a biographical research focus on a clearer understanding of socio-cultural difference represented by migrants and their descendants in our western society and the multifaceted social interactions and experiences that influenced their sense of identity, belonging or affiliation. The overall objective of the research was to explore the lived experiences, problems and challenges faced by a Spanish Chinese youth and her family in various social, local and transnational contexts: school, family, community and society in general. This study was thought as a critical exploration on how a Spanish-born Chinese youth experienced, negotiated and expressed her sense of identity and social location across life course in different settings and moments of time, underpinned by a view of the protagonist as active agent rather than passive recipient.

Based on biographical interviews, extensive fieldwork (observation, informal conversation with different members of educational communities and migrant NGOs) archival research and document analysis on a Spanish-born Chinese whose family has resided in Spain from early 80, this study explores the complex process of identity negotiations taking over two interrelated concepts: 1) Turner's (1980, 1988) liminality concept as characteristic of the social status of the protagonist (how she was treated and how she expected to be treated in society) focused on those conditions or attributes which escaped the traditional social structure and homogeneous concepts and 2) Bhabha's (1991, 1994) "third space" notion and the way it was created and inhabited by the protagonist.

Wright Mills' (1986) writings indicate the value of knowing an individual's personal life history in order to understand their social situation. The issues and perspective this young Spanish-born Chinese brings up here are important to discuss as they are unique and they are, at the same time, part of a common story of immigration in postmodern western societies which share the same socio-economic structure and cultural legacy.

Bio: She is currently teaching at Theory and History of Education and Research Methods and Diagnosis in Education Department, University of Malaga. Her research interests include inclusive education; social justice education; teacher education and curriculum; and qualitative research. She completed her PhD in Educational Studies at University of Malaga, Spain with emphasis on critical education, culture and ethnic studies and narrative research.

McKinley, Jim
Dunworth, Katie
Grimshaw, Trevor
Iwaniec, Janina
University of Bath

Transcultural competence: Exploring postgraduate student and staff perceptions across disciplines at one UK university

This paper reports on the findings from a recently completed project which explored the nature of intercultural competence as perceived by staff and students across four major discipline areas (science, engineering and design, humanities and social sciences and management) at one university in the UK, and which examined the views of participants regarding the extent to which current teaching and learning practices might enhance or inhibit the development and manifestation of intercultural competence. The project drew data from both staff and students only in postgraduate taught teaching programmes, as these programmes have a very high enrolment of international students.

The project took a post-colonialist perspective on the struggles experienced by international students (Moje, et al 2004), and academic staff's awareness of and attempts to address those struggles. The perspective is based on Bhabha's (1994) concept of 'third space', in its focus on the struggle experienced in intercultural communication.

The exploratory-interpretive project followed a multiple-case design, each of the eight investigated postgraduate programmes comprising a case. Data were collected through a process of individual background interviews with lecturers, observation of a lecture or seminar, student focus group interviews, and stimulated recall interviews with lecturers. Data were analysed through thematic analysis and involved multi-stage coding, categorisation and theme identification.

The findings indicated that there were disciplinary differences in terms of understandings of intercultural competence as well as some shared perspectives, the latter including recognition of intercultural competence as multi-layered and complex, commitment to the value of diversity as a positive principle, recognition of the need for high levels of intercultural competence in the workplace and agreement on the need for adjustments according to context. The paper will discuss the implications of the results for teaching and learning at the institution where the study took place.

Bio: Dr Jim McKinley has been teaching in higher education for nearly two decades in Japan, Australia and the UK. His research interests include second language writing and global Englishes language teaching. He has published in journals including *Applied Linguistics*, *Higher Education*, and *RELC*, and is co-editor of *Doing Research in Applied Linguistics: Realities, Dilemmas and Solutions* (2017, Routledge).

Dr Katie Dunworth has been involved in higher education for over 25 years in Australia and the UK. Her interests include language awareness, academic literacy and language assessment. She co-edited *Critical Perspectives in Language Education: Australia and the Asia Pacific* (2014, Springer) and has published in such journals as *TESOL Quarterly*, *Quality in Higher Education*, and *Assessment and Evaluation in Higher Education*.

Dr Trevor Grimshaw has worked as a language teacher, teacher educator, translator and curriculum consultant in Europe, East Asia and the Middle East. His interests include intercultural communication, language and identity, and English as an International Language. He is a co-editor of *Teaching*

Language & Culture in an Era of Complexity (2011, Peter Lang) and has published in journals such as *Educational Studies, Language and Intercultural Communication, and Teachers, and Teaching: Philosophy & Practice*.

Dr Janina Iwaniec has worked as an EFL teacher in Poland and the UK, EAP tutor, applied linguistics tutor and TESOL lecturer. Her research interests include language learning motivation in foreign and second language contexts, gender role in language learning, and the role of contextual factors in language learning. She has published in *System, Journal of Multilingual and Multicultural Development, and European Journal of Applied Linguistics*.

Mocanu, Ana

University of Cambridge

Exploring intercultural approaches to pedagogies in Higher Education

In this paper, I intend to draw upon my ongoing doctoral work that aims to explore the notion of 'intercultural pedagogy' in Higher Education context. Across continents, Higher Education is driven by internationalisation processes tailored to the needs imposed by the growth of the academic mobility and globalisation. Some processes focus on developing intercultural approaches to teaching and learning. In this sense, scholars in the intercultural field argue for the need to explore and develop intercultural pedagogies (Perotti, 1994; Gordon, 1994; Welikala and Watkins, 2008; Lee et. al, 2012; Tan, 2012; Trede, Bowles and Bridges, 2013; Mak and Kennedy, 2012; Tan, 2012; Guilherme, 2014 etc.). In essence, 'intercultural pedagogy' aims to promote respect and awareness for cultural diversity and cultural differences. Or, it accounts for teachers' views and reflections on their role in nourishing beneficial, learning experiences that correspond to culturally diverse backgrounds of home/international students. However, from what intercultural pedagogies aim for, *in theoria*, to a clear understanding of what such approaches would involve at the practical, pedagogical level, there is a bridge yet to be consolidated.

Therefore, I seek to explore perceptions of interculturality in relation to pedagogic practices, and the possibilities and challenges that such phenomenon brings to lecturers from an international university in the UK. The proposed paper will draw upon the data collected from newly-appointed lecturers undergoing induction training from a Teaching and Learning Centre. Through a set of data collection tools like Kaufmann's model of intercultural communication (2011), critical incident charter or photo elicitation, lecturers are invited to reflect on aspects of 'self' and 'the Other', and on their views and positionalities vis-à-vis the 'intercultural'. The ultimate goal is to develop a conceptual framework that documents such perspectives in relation to pedagogic practices.

Bio: Ana Mocanu is a second year PhD researcher in Education at the University of Cambridge, UK, researching intercultural pedagogies in Higher Education context. Her research area comprises intercultural education and communication, teaching and learning in Higher Education, along with the policies on HE internationalisation regarding teaching and learning. She supported the production of The Routledge Handbook of Intercultural Arts Research, is the chair of the Arts Kaleidoscope Conference Committee (2017) and is a peer-reviewer for the Cambridge Open-Review Educational Research Journal (CORERJ). Her background specialisations are in Intercultural Communication and Education (MA, Durham University), Communication Sciences and Journalism (Masters, University of Bucharest, Romania) and Communication Sciences and Public Relations (BA, The National University of Political Studies and Public Administration, Bucharest, Romania). Also, she attended the Summer School Program 'Intercultural Communication and Education: Moving on', in Helsinki, Finland.

Musolff, Andreas

University of East Anglia

The discursive construction of the national Self through metaphor

Two of the key-metaphors in conceptualizing and imagining national 'Self'-identity are A NATION IS A BODY and A NATION IS A PERSON. Both these metaphors have had a long conceptual history and still occur frequently in present-day political discourse (cf. in nations *losing/saving face* vis-à-vis each other or in recent depictions of a British exit ("Brexit") from the European Union as a *limb amputation*).

However, the social and psychological significance of such documented metaphor production may be questioned, as its reception conditions for semantic interpretation and pragmatic uptake have been under-researched in cognitive research which has traditionally focused on demonstrating the 'automaticity' and 'universality' of both metaphor-production and of psycholinguistic processing. Hence, the intra-, cross- and intercultural variability of metaphor interpretation has been largely neglected or declared to be a 'merely' discursive, superficial phenomenon.

The present study is based on data from a questionnaire survey for which more than 900 responses from informants from over 30 linguistic/cultural backgrounds have been recorded. The evidence shows that body- and person-based conceptualization does indeed occur, that it is characterized by significant variation and often leads to creative blending.

We can distinguish six main interpretation variants, some of which appear to be distributionally favoured over others by respondents from specific cultural contexts. The interpretations thus both reflect but also reformulate culture-specific discourse traditions. It is argued that a methodological revision of key-presuppositions of Conceptual Metaphor Theory and its psycholinguistic applications about the alleged universality and automaticity of metaphor understanding are necessary to capture and explain this variation.

Bio: Andreas Musolff is Professor of Intercultural Communication at the University of East Anglia in Norwich (UK). His research interests focus on Cultural Metaphor Studies, Intercultural and Multicultural communication, and Public Discourse Analysis. His publications include the monographs *Political Metaphor Analysis – Discourse and Scenarios* (2016), *Metaphor, Nation and the Holocaust* (2010), *Metaphor and Political Discourse* (2004), and the co-edited volumes *Metaphor and Intercultural Communication* (2014), *Contesting Europe's Eastern Rim: Cultural Identities in Public Discourse* (2010) and *Metaphor and Discourse* (2009). He is currently Chairman of the Executive Board of the International Association for *Researching and Applying Metaphor* (RaAM).

Mutlu, Sevcan

Middle East Technical University, Turkey

Ortaçtepe, Deniz

Bilkent University, Turkey

Changing roles, changing identities: Nonnative English teachers becoming native Turkish teachers

This study investigated how the changing role from a nonnative English teacher to a native Turkish teacher affects teachers' identity construction in terms of self-image, self-efficacy, and beliefs about teaching and learning. In this respect, the study explored the experiences of five nonnative English teachers who went to the USA on a prestigious scholarship for one year to teach their native language, Turkish, as native teachers. The data were collected mainly through three different instruments: a personal data questionnaire, ongoing controlled journals along with follow-up questions, and interviews. Initially, all the qualitative data were analyzed according to Boyatzis' (1998) thematic analysis. Next, the emerging themes were color-coded and related to three sensitizing concepts, which were a) self-image b) self-efficacy c) beliefs about teaching and learning.

The findings of this study revealed that a) being a native teacher contributed to the participants' self-images, b) being trained in ELT and being experienced in teaching English were more influential in the participants' perceptions of their teaching abilities, c) being a native speaker and knowing a language were not enough to be able to teach a language, d) knowing how to teach a language could also facilitate teaching another language, and e) students, colleagues, and the socialization process had an effect on teachers' identity. The changes in their self-image, self-efficacy and beliefs about teaching and learning indicated the identity reconstruction of nonnative English teachers who shifted their roles to native Turkish teachers.

Considering these results, this study supported the existing literature in that a) teacher identity is multiple and has a shifting nature, and b) teacher identity is in conflict and flux. It was also concluded that the way the participants were raised as English teachers shape their identities, and the participants' identities are more rooted in English language teaching because of their training.

Bio: Sevcan Mutlu received her BA degree in ELT at Middle East Technical University (METU) and MA degree in TEFL at Bilkent University. She currently works as an instructor at METU. She is interested in language teacher identities and intercultural communication.

Dr. Deniz Ortaçtepe completed her BA (in ELT) and MA degrees (in Educational Sciences) at Bogazici University, Turkey. In May 2011, she received her doctorate degree in Curriculum and Instruction at the State University of New York-Albany, where she was also teaching academic writing to graduate students. She's currently an assistant professor in the MA TEFL Program at Bilkent University, Turkey. Her research interests are second language socialization, teacher development, intercultural pragmatics, and sociolinguistics.

Neilsen, Roderick

Deakin University, Melbourne

Demystifying language, demystifying culture: Negotiating the third space in teacher education

This paper reports on a research project investigating how language and cultural awareness could be more effectively developed in Australian pre-service teacher programs. Australia, like many core English-speaking countries, is a multilingual and multicultural society, but a 'monolingual mindset' appears to hinder the development of awareness of language in education. This mindset needs to be constantly challenged, so as to realize opportunities for managing and understanding multilingual communication within and across communities (Hajek and Slaughter, 2015). Language awareness has traditionally been defined as an individual's sensitivity and conscious perception in language learning, teaching and use. Van Lier (1995) broadened this view to include awareness of power and control through language, and of the intricate relationships between language and culture. In the present study, twelve pre-service teachers and ten teacher educators were interviewed for their views on the connections between language and culture. For both groups, a deeper reflection on these connections led them to question hidden dominant cultural agendas and develop new understandings of cultural difference. These included a willingness to challenge a deficit view of multilingualism, and to question notions of inclusivity in education that assume the norms of a dominant culture. Significantly for the pre-service teachers, a recognition of diversity in the Australian context through their experience of awareness-raising course activities encouraged new understandings of the complexity of their own cultural identities within that diversity. Overall findings suggested that an enhanced awareness of cultural difference fostered a deeper appreciation of the nature and multiple functions of language. Strengthening the presence and consistency of language topics in education courses may therefore create a more linguistically and culturally aware teaching workforce.

Bio: Rod Neilsen taught English and trained teachers for many years in four continents. His doctoral thesis explored the global mobility of TESOL teachers within a framework of disjunctive global flows. He directs the Master of TESOL program at Deakin University, Melbourne, and also co-ordinates several of their pre-service teacher global mobility programs. He researches primarily in teacher and student mobility, language teacher development, and intercultural communication. He has recently completed two Australian government funded research projects. One aimed to identify what kind of language awareness pre-service teachers need, in response to the Australian curriculum directive that teachers of all disciplines will be required to provide pedagogy responsive to the language learning needs of students whose first language is not English. Another project explored how secondary teachers in Melbourne recognize and respond to Asian religious identities when implementing the Australian government's Asia literacy priorities.

Orange-Sibra, Victoria
University of Central Lancashire

The role of volonté in the successful creation of a third space

This paper is a continuation of current research on *volonté*. *Volonté* is the ability to accomplish an intentional act, consciously. The notion of ability, that is to say the individual being able to do something, and the *intentional and conscious* features of *volonté* are key to understanding this term. To compare *bonne and mauvaise* *volonté* the notions of *desire* to do right, to be obliging and helpful opposed to *resistance* to do something that is requested are very important. This paper looks at the role of *volonté* in the successful creation of a third space. It will posit that the presence of *bonne* *volonté* is essential for the third space to be successfully created and that if there is a lack of *bonne* *volonté* or the presence of *mauvaise* *volonté*, then the third space cannot be created or will not be fit for purpose. The paper will first define *volonté*, review the different types of *volonté* and discuss how *volonté* can be fostered as well as the impact of it. The paper will then describe and analyse two case studies where the presence and type of *volonté* had an impact on the creation of a third space. It will then suggest that focussing on developing heartfulness is a way to foster *bonne* *volonté*. As *volonté* is very much linked to emotion working on developing mindfulness, as has often been the case in the intercultural field, is not enough. Heartfulness can be described as ‘the fact or quality of being heartfelt; sincerity or warmth of feeling or expression.’ Sincerity is very much linked to *volonté*, because *volonté* must be sincere for it to ‘work’. By focussing on heartfulness, it may be possible to foster *bonne* *volonté* and thus the successful creation of a third space.

Bio: Victoria has devoted her career to increasing the comfort, confidence and competence of people working in multicultural environments. She has been specializing in intercultural communication since the early 2000’s. Victoria has an MA Hons (Foreign Languages) and has completed PhD work on intercultural communication particularly focusing on professional intercultural interactions. She regularly attends the IALIC (International Association for Languages and Intercultural Communication) conference and has been a member of this association for several years. She updates her knowledge by attending professional training programs and continuing academic research. Her research focus is centred on intercultural interaction in the workplace and teaching approaches for developing intercultural skills. She is professor of Intercultural Management and International Human Resources at several business schools and universities in France including the Montpellier Graduate Institute of Business and the Faculty of International Affairs in Le Havre. Since October 2014 she has also been a lecturer in Intercultural Business Communication at the University of Central Lancashire, UK.

Oukraf, Amira

Canterbury Christ Church University

Construction of resilience: The self and the other in the third space

Poster presenter – no abstract

Bio: Amira Oukraf is a PhD student in the school of Language Studies and Applied Linguistics at Canterbury Christ Church University. She did her MA in Applied Linguistics in Algeria, where she focused on the use of English as a foreign language and its influence on university students' linguistic identity. She is currently working on her PhD. She is looking at the resilience of Algerian PhD international students during their study period in the UK. Her research interests include identity, social networking sites, and internationalisation of higher education.

Park, Jaeuk
Newcastle University

A multimodal space for learning: The digital kitchen

This study is based on a real world kitchen where students can learn foreign language, culture and cuisine at the same time through cooking tasks in a real world kitchen. Learning cultural aspects can be properly realized via cooking because the mundane activity provides a window onto culture (Seedhouse, 2017). As Kurlansky (2004) puts it, “food is a central activity of mankind and one of the single most significant trademarks of a culture”. Nevertheless, little attention has been paid to a real world activity in a real world environment for culture learning. The digital kitchen provides users with opportunities not merely to be exposed to cultural aspects, but also to experience the target culture themselves via cooking and tasting. This study draws on Moran’s (2001) definition of culture as an encounter with another way of life.

Participants are 48 international adults from 20 countries in total, all of whom conducted two cooking sessions, one in a digital kitchen by using real objects and the other in a classroom by looking at typical pictures/photos in the textbook.

The research questions is: Does using real objects in the digital kitchen help them learn cultural aspects better than looking at photos of the objects in the classroom? If so, to what extent?

A range of data sources were employed, such as semi-structured interviews and video-observations to answer the research question.

It was found that students learned foreign cultural aspects better when in direct engagement in a digital kitchen by handling actual items than when in a classroom by simply using photos. This study showed ideas concerning the relationships between language, cuisines and culture. Furthermore, this project supported the development of innovative ICT for language & culture learning across the world.

Bio: Jaeuk Park is a PhD candidate at Newcastle University, UK, and is currently writing his thesis on the Korean Digital Kitchen. His research interests include multimodality, interactional competence, intercultural competence, and the use of up-to-date technology in the field of the teaching and learning of foreign language and culture.

Peck, Catherine

Yates, Lynda

Macquarie University, Sydney

Limitation and liberty: The complexities of negotiating intercultural experiences through English as a foreign language in East Asia

Frameworks and definitions of Intercultural Competence, Intercultural Communicative Competence and Interculturality have proliferated in the literature on language and culture education in recent decades (Lavancy et al 2011; Houghton 2010; Deardorff 2006). In the field of foreign language education this 'intercultural turn' has focused due attention upon the complexities of interpreting, relating and behaving appropriately in intercultural situations, and the knowledge and attitude dimensions this entails (Byram 2008).

However, in contexts such as East Asia virtually all intercultural communication is mediated by a foreign tongue, with English considered *the* global lingua franca that enables meaningful engagement with or benefit from the transnational flows of globalisation. The acquisition of competence in English is therefore essential to developing interculturality. In the highly pressured context of South Korea, where the neoliberal positioning of English is well documented (Cho 2016, Byean 2015; Shim & Park 2008) the process of learning and using the language is emotionally and politically charged.

This paper explores the emotions and values associated with the learning and use of English as a mediator of intercultural experience through the analysis of in-depth interviews. The data was collected during a qualitative study that explored participants' ideologies of the intercultural. The analysis presented here highlights a duality of experience. Participants' English skills provided on the one hand a sense of liberty from the hierarchical norms of their own sociolinguistic community and the opportunity to explore new identifications (Bauman 1996, 2000). On the other, they at the same time experienced a sense of limitation in their relationships and encounters due to struggles with the language itself. The interviews highlighted the complex ways in which individuals navigate the neoliberal positioning of English in Korean society. Discourses of active resistance to the intense pressures and social inequities surrounding English proficiency contrasted markedly with those that rendered invisible the interconnectedness of the language and social class privileges.

Bio: Catherine Peck is a PhD candidate (Linguistics) at Macquarie University. She has worked in adult and higher education contexts in Ireland, Spain, Korea and Vietnam as a teacher and teacher trainer and educator in TESOL, and as an academic developer in cross-disciplinary higher education. Her research interests are the development of intercultural competence, intercultural learning, identity in intercultural settings and discourse analysis.

Following a career in adult TESOL, professional communications and teacher training in a wide range of contexts, Lynda Yates is currently Professor of Linguistics and Associate Dean International at Macquarie University. Her research interests cover a range of issues in how adults learn and use an additional language, including intercultural pragmatics, workplace communication, international education, learning outside the classroom and issues in spoken discourse. As an Applied Linguist, Lynda has a strong commitment to ensuring that research findings are accessible to end-users and therefore relevant to language learning and teaching policy and practice.

Penman, Christine

Edinburgh Napier University

The metaphorical landscape of the concept of 'untranslatability': Cultural limitations and affordances

This paper considers opportunities to explore 'inbetweenness' in differing conceptualisations of 'untranslatability'. Three ontological pathways and references to corresponding case studies will be considered as to the potential of different lexicons to capture and mediate cultural differences: one which brings out seemingly unsurmountable gaps between cultures (in a deficit orientated approach positing that equivalence is impossible in translation); a second pathway which considers ways to bridge semantic differences between two languages; and a third pathway which glorifies semantic and cultural unicity by forefronting untranslatability. The examples considered will draw from three particular cross-cultural communicative interfaces: literature, bilingual dictionaries and advertising.

The first pathway will focus on two examples drawn from literary works: a study which considers emic and etic perspectives in the translations of the German novel by Bernhard Schlink's *Der Vorleser* (1995) into French (*Le Liseur*) and into English (*The Reader*) based on research by Schierbauer (2013). The second contrastive example will draw from the use of cultural translations (of Chinese) in the English autobiographical work by Han Suyin, *The Crippled Tree* (1965).

The second pathway will examine the translations of glosses in bilingual dictionaries which aim at bridging perceived cultural gaps by providing referential 'stepping stones' between two cultures (Tallarico, 2013). This will be illustrated by a comparative sample between two large bilingual English French dictionaries with questions raised as to the selection of particular cultural referents.

The third pathway will consider recent media publications on access to cross-cultural enrichment yielded by so-called 'untranslatable' concepts. In this vein it will also briefly examine how code-switching in advertising forefronts linguistic differences to codify and merchandise culture in reified instances of 'language fetishism' (Kelly-Holmes 2005).

Consideration of these pathways will be situated in an academic context which considers the potential of linguistic translation as learning opportunities to apprehend, mediate and appreciate values other than one's own (Cook, 2010).

Bio: Christine Penman is a Senior Lecturer in Languages and Senior Fellow of the HEA at Edinburgh Napier University. She lectures on undergraduate French modules and on advertising from cross-cultural perspectives on the MSc Intercultural Business Communication. Her research interests and outputs encompass pedagogy, intercultural communication and cultural and cross-cultural aspects of consumption.

Ratz, Sibylle

Edinburgh Napier University

“I have many languages in my head”: Second language identity development of multilingual students

The link between identity and language learning has been the topic of many recent studies. In the context of university language programmes, the period of study abroad is usually of particular interest and, typically, longitudinal narrative studies analyse the students’ second language identity development during a liminal process where initially monolingual students encounter new linguistic and cultural communities.

However it is often forgotten that from the onset (and long before the study abroad) language degree cohorts can be very diverse, and may include students from a different country and linguistic background who have come to study an additional language IN an additional or second language.

Within the context of a larger study 11 semi-structured interviews were carried out with a cross-section of undergraduate language students during their first few months of study in Scotland. In this paper we focus on the narratives of three multilinguals who have moved to Scotland to study languages (German, French, or Spanish).

Firstly, we look at how much and with whom these students use their home tongue(s) while they are in Scotland. Secondly, we examine their use of English. The students had already constructed an identity as successful users of the English language in their home country, but now mention occasional communication problems when speaking English which they had not previously anticipated. We look at groups of people who they speak in English to (such as class mates, or work colleagues, or room-mates) and the degree to which the students feel linguistically at ease and accepted in these groups. Thirdly, we are interested in how these students position themselves towards the additional language they are learning in class, and whether learning and using several languages at the same time is an advantage or a barrier towards identification with the additional language.

Finally, drawing on the context of all 11 interviews, we examine whether there is a common space for identification as language learners in the language classroom for the multilingual as well as the (initially) monolingual students.

Bio: Sibylle Ratz is a Lecturer in Languages and a Fellow of the HEA at Edinburgh Napier University. She is also a doctoral student at London Metropolitan University where she is writing a thesis on second language identity and multilingualism. Her research interests include second language identity, multilingualism, study abroad, and language teaching and technology.

Ros i Sole, Cristina

King's College London/ Goldsmiths College/ Open University

Cultural homelessness: Notions of belonging in Nomadic times

This paper theorizes how multilingual individuals live place and space outside political and ideological boundaries. It discusses the contingent experience of encountering other languages and cultures by building a 'chronotopic' (Bakhtin 1981) understanding of multilingual experiences. This discussion will draw on the experiences of learners of Catalan, Arabic and Croatian/Serbian and will be framed within SLA theories of language learners' identity, subjectivity and intersubjectivity in the multilingual encounter (Block 2007, Kramsch 2009, Norton 2000, Phipps 2006, Ros i Sole 2016). It argues for a new understanding of language learners' subjectivity and sense of belonging as the travelling and 'wading' through time and space whilst learning and getting to know another language and culture. Drawing on the Bakhtinian notion of chronotopes it builds on the need to look for the creation of language learners' subjectivities within a dynamic, affective and relational notion of time and space. Such an approach takes the epistemological position that language learners experience cultural encounters in a physical, as well as in a transcendental way whilst discussing the implications of such an understanding for revisiting notions of 'home' and 'cultural homelessness' in today's multicultural and multilingual world.

Bio: Cristina Ros i Solé is a Visiting Lecturer in Applied Linguistics at King's College London, Goldsmiths College and the Open University, UK. She has taught and researched language pedagogy in a variety of institutions in HE in the UK. She is interested in breaking the barriers between language pedagogy, the humanities and social sciences to understand the complex linguistic, intercultural and intimate life of language learners. Her most recent publication is *The Personal World of the Language Learner* (Palgrave Macmillan, 2016).

Samata, Susan
University of Sheffield

The language (in)abilities of second-generation migrants as a site for the negotiation of cultural identity

There is, perhaps, no more 'liminal' creature than the second-generation migrant. Subject to both positive portrayal in a celebratory account of multilingual multiculturalism as able to select the best of what is culturally available, and conversely in negative terms as being 'neither, nor'. Language is often the ground over which cultural identities are contested. The second-generation migrant who, as is frequently the case, does not develop bilingual ability in the first-generation migrant and host community languages, can feel this as a debilitating personal lack. However, much of the alienation from a parent's first language that is reported by second-generation individuals, is prompted by an excessively narrow definition of what constitutes a language and 'proves' ability to use it. This can lead to a personally debilitating concentration on perceived shortcomings.

The past few years have seen the development of ideas in linguistics, generally termed 'ecological' and the integration of concepts of embodied cognition across disciplinary areas. These greatly expand our notions of what constitutes language and communication. This presentation will discuss the opportunities provided by ecological linguistics and embodied cognition (Kramsch, 2009; Steffensen & Fill 2014) for the individual who is 'between languages' to recognise in him/herself the capacity to access culturally determined aspects of communication, such as gestural and affective features.

It is suggested that such recognition can support counter essentialist versions of community and belonging, and also develop theory around notions of the performative (Austin, 1962; Butler, 1997) and of acting from a position of vulnerability (Butler, 2016; Hirsch, 2016).

Bio: For most of my working life I have been involved in teaching English as a foreign language. This brought me into contact with a wide variety of people, languages, and cultures in transition, which lead to an interest in culture, language, and identity that prompted me to embark on PhD study. Following the completion of my doctorate in Applied Linguistics, I was awarded the post of Honorary Research Fellow at Birkbeck University of London. I currently teach English at the University of Sheffield and pursue research into distributed language and identity, and the scope of gesture and affect.

Stewart, Alison
Gakushuin University

Interrogating “criticality” in intercultural education

Byram’s (1997) model of the five components (or in French, *savoirs*) of intercultural communicative competence follows a linear path from knowledge (*savoirs*) to interpreting and relating (*savoir comprendre*) to discovery and interaction (*savoir apprendre/faire*) to attitudes (*savoir etre*) to critical cultural awareness or political education (*savoir s’engager*). As an end goal of intercultural education, however, a number of questions arise concerning how critical cultural awareness or criticality should be defined and how such “competences” might be developed or realised in actual communication in a language education context.

Some of the problems are illustrated in a written exchange in English between two undergraduate students, one studying at a university in Japan, the other in Malaysia. In the exchange, the two interlocutors choose to discuss Japan’s wartime occupation of Borneo, a subject that has the potential to invoke stark ideological differences. One of the interlocutors does indeed adopt a strongly nationalist position, but her exchange partner chooses not to confront or explore that view. Instead, the two interlocutors seem to be motivated by the apparently more important priorities of their developing interpersonal relationship, which they cement, in this instance, by avoiding conflict and co-constructing a shared positioning as members of a forward-looking “new generation”. Is the refusal of these two students to engage with controversy and conflict in views about their countries evidence of a lack of critical cultural awareness?

In answering this question, the presenter discusses views of criticality in the literature on intercultural learning, including MacDonald and O’Regan’s (2013) argument for an “immanent” or ethical approach which eschews the prevalent view of truth as universal or transcendental. The presentation concludes by examining the implications of accepting an immanent approach in language teaching and by offering practical suggestions for its use in the language classroom.

Bio: Alison Stewart has been teaching in Japan for over 20 years. Her doctoral research was on teacher identity and she has published in the areas of teacher and institutional identity in language education, subject positioning in intercultural communication, and learner autonomy. She is currently on sabbatical based at UCL - Institute of Education where she is writing about language teaching ideologies in Japan.

Tifour, Naima
University of Tlemcen

Creating a third space in language classes: Promoting intercultural communication

The era we are living in is characterized by the shrinkage of time and space bringing together different societies with their respective technologies, economies, politics, cultures and languages. That integration, referred to as globalization, is urging communities to form global citizens in their educational institutions, so as not to fall out of this interconnected world. A global citizen is required, above all, to acquire intercultural communicative competence (Byram, 1997). An intercultural speaker, as defined by Byram and Zarate (1994), needs to straddle different cultures. He is not, according to Kramsch (1993), required to drop his native culture and completely adopt foreign cultures, but he should be able to select from a third space, constituted from a hybrid culture, those forms of accuracy and those forms of appropriateness that are called for in a given social context of use. A hybrid culture grows in the interstices between the cultures the learners grew up with, and the new cultures he or she is being introduced to (Kramsch, 1993). Bhabha (1994) sees this hybrid third space as an ambivalent site where cultural meaning and representation have no primordial unity or fixity. Out of those considerations, theorists (Byram et al. 2002; Corbett, 2003; Erickson, 1997; Kramsch, 1993; Lo Bianco et al. 1999; Risager, 2007; Stern, 1992; Dervin and Clark, 2014) began to develop teaching approaches that promote intercultural communication. Applied linguists and teachers started, on their part, to look for appropriate methods and techniques for the implementation of those approaches. The scope of my contribution to the conference is to recapitulate briefly the theoretical works in the field of intercultural communication pedagogy, and to suggest an eclectic approach from which a number of techniques, that help the learners acquire a hybrid culture located in a third space, can be conceived. The learners are then invited to navigate in this third space which is between their native cultures and the foreign ones when communicating.

Bio: After a two-year training in an educational institute, I got the certificate of middle school teacher in 1994. Since then I have been teaching English as a foreign language to middle school learners. In 2011, after I took and passed the baccalaureate exam, I rejoined the University and prepared for a Licence and Master degrees in applied linguistics. Last October, I passed the PhD contest and I am currently following a doctoral formation in sociolinguistics at Tlemcen University. Two years ago, I participated in a national conference about the intertwining of the teaching of language with the teaching of culture. In another conference, I defended the idea that culture universals could be taught through fairy tales.

Vashurina, Ekaterina A.

Samara University

'Third space' in the narration of 'White Teeth' by Zadie Smith and 'Testing the Echo' by David Edgar and its understanding by Russian ESL readers

Cross-cultural interactions remain an “inflaming” (Hughes, 2010) social issue which cannot but provoke research and artistic interest.

Firstly, contemporary national identity and differences in multicultural Britain which are explored in British postmodern novel “White Teeth” by Z.Smith and play “Testing the Echo” by D.Edgar are investigated in this presentation from the positions of communication theory, linguistics and literature studies. Ethnical and racial differences as well as such habitual ones as class, gender, disability, sexual orientation locate opposition of Self and Other in these narrations. The research focuses on displays of this opposition in microlevel communicative situations and speech acts.

Secondly, textual communication model developed by Alexander Piatigorsky is applied to the examination of how Russian ESL and ESP students read and understand the narratives reflecting ‘third space’ cultural interaction problems (Bhabha, 1994). This complex mental process of reading is investigated as an act of indirect cross-cultural communication where interaction between British creators of the texts and Russian recipients emerge through ‘the relationship between what is perceived and the reader’s knowledge and experience through which meaning is brought into the text’ (Polyakov, 2015).

The application of Russian national background knowledge and experience (system of national values, beliefs, feelings and related concepts, cultural patters, scenarios) to the interpretation of the British written discourse and their correlation is examined. It is explored how cultural universals, differences and related problems (e.g., insufficient target language knowledge, intercultural competence, reading and interpretation strategies acquisition) influence the readers’ involvement and identification, comparison of ethnic issues in British and Russian multicultural societies, and understanding of the writers’ tone and message.

Bio: She teaches ESL, linguistics, intercultural communication, literature, translation studies for Russian humanity and science students at Samara University (SU) and Samara State Technical University. For 10 years she has been supervising and developing Oxford-Russia Fund project Contemporary British literature in Russian universities (Oxford University, Perm National Research University) at SU among other things by contributing materials to the project learning aids and articles to the project journal (“Footpath”). In 2011 she participated in The New York – St. Petersburg Institute of Linguistics, Cognition and Culture (St. Petersburg State University, Stony Brook University (SUNY)). In 2012 she received a candidate degree in Philology for her research of political correctness as a communicative category of the English language. The results were published in national and international journals and monographs, presented at conferences in Moscow, Perm, Volgograd, and Athens. Research interests include intercultural communication, TESOL, literature studies, translation, and linguistics.

Victoria, Mabel

Edinburgh Napier University

Transculturating in the third space through language

The notion of third space has been often associated with sites of struggle, ambivalence and instability (Bhabha, 1994), as well as marginality and resistance (Hooks, 1990). The findings of this data-driven study point to a third space more closely resembling Foucault's (1986) notion of 'heterotopia'. Foucault's heterotopia, involves a real site defined by a set of relations that 'suspect, neutralize, or invert the set of relations that they happen to designate, mirror or reflect'. Referring to both a physical and a social space, heterotopia provides a useful concept to redefine spaces of differences and incompatibilities as an affective space for new ways of becoming and belonging (Zembylas & Ferreira, 1986).

This ethnographically informed investigation, conducted over 28 weeks at a Thai university, explores the discursive construction of heterotopic space by looking at the language practices of a culturally diverse group of English conversation club members from Japan, China, Vietnam, Thailand and the Philippines. Through a turn-by-turn analysis of naturally occurring verbal interaction, I show how the participants in this study used language to create a social space where incompatible norms are actively negotiated, hybridised identities constructed and transgressions celebrated. Findings from data indicate communication strategies such as language crossing and transculturating as effective ways of navigating across differences.

Methodological inspiration draws from linguistic ethnography which combines insights from linguistics and ethnography in order to account for contextual boundedness and specificity of the phenomenon under investigation. It is argued that one of the productive ways to move the field of intercultural communication forward lies in capturing liminal and fleeting moments of transculturating manifested through talk.

Bio: Mabel Victoria is a lecturer of Intercultural Business Communication, Exploring Culture and Discourse, Language and Society at Edinburgh University Napier. Her current research focuses on the communication strategies used by a group of EFL learners from Japan, Thailand, China and Vietnam to manage interaction in a conversation club setting. She is also working on a Linguistic Landscapes project in the Philippines. She has always been interested in applying insights from linguistic ethnography and interactional sociolinguistics in the analysis of spoken discourse in intercultural contexts.

Vinther, Jane

University of Southern Denmark

Challenging perceptions of self and resetting one's relational landscape

The transitional phase from being a home student to being an international student studying abroad is both a personal and intellectual challenge. In this paper the journey from the security of the familiar to the unknown in terms of culture and academic practice is explored. The transfer entails moving from being part of a majority culture, including an established pattern of behaviour as a student, to new academic practices in a culturally diverse environment in which you as a person as well as a student for a moment have your bearings upset. The paper is based on self-reports by students outlining their experiences from personal as well as academic points of view. It is of special interest to this inquiry how the personal is influenced by the academic, and how insecurity in one aspect may transfer or influence the other. It seems that processes of enculturation as well as acculturation are taking place. This affects their perception of self and identity, which is called into question by the cultural immersion in their host country, in the new academic setting, and in the community of international students. The cultural issue appears more complex than finding a place between one's own culture and the new culture (or third place). The complexity arises because the case often is that international students experience that their immediate group will be other international students and because the home students see them as separate and belonging to this international group of students.

The findings reported here illustrate the route traversed in finding new perceptions of self and new intellectual insights into the interplay between previous beliefs and experiences and the discovery of new ways of establishing autonomy, relatedness and competence. It seems that the experience is demanding of more resources from the individual involved than previously acknowledged.

Bio: Dr. Jane Vinther has extensive teaching and research experience in second-language acquisition, cognitive processes of learning, internationalisation of education, language and culture, and intercultural communication. Her recent publications include Vinther, J., and Slethaug, G. (2013) The influence of internationalisation and national identity on teaching and assessments in higher education. *Teaching in Higher Education*, 18(7),797-808. Vinther, J. (2015). Examining Liberal Education, Its Place and Importance in Transnational Education: How to Develop and Maintain Teacher and Learner Autonomy. In G. Slethaug, and Vinther, J. (Ed.), *International Teaching and Learning at Universities: Achieving Equilibrium With Local Culture and Pedagogy* (pp. 11-29). New York: Palgrave Macmillan. Vinther, J. and Slethaug, G. (2015). The impact of international students on the university work environment: a comparative study of a Canadian and a Danish university. *Language and Intercultural Communication*, 15(1), 92-108.

Wang, Jinyue

University of Queensland

Translating, rewriting and manipulating “the other” in “Sheng Si Pi Lao” (“Life and Death Are Wearing Me Out”)

In the intercultural communication, people’s sense of self becomes rather distinct, but they still find it hard to understand the other’s identity, language, culture and to be understood by the “other” due to lack of a third space. Starting from Mikhail Bakhtin’s theory, in their paper, “Translating, Rewriting and Manipulating ‘the Other’ in “Sheng Si Pi Lao”, the authors analyze the textual “other” reflected in Howard Goldblatt’s translation, “Life and Death Are Wearing Me Out”, such as idioms, similes, metaphors, and wordplays in an attempt to explore how the translator addressed the challenges of carrying over meanings and reframing cultural images of the “other” of the original text and building up the “other” in the target text. Based on André Lefevere’s translation theory, content analysis and quantitative analysis, the authors argue that Goldblatt’s translation demonstrates the in-between choices made by him and the invisible roles played by ideology and poetics in affecting the translator’s rewriting and manipulating the meanings, linguistic forms, and cultural images with local features of the “other” of the original novel. This paper indicates how a translator reframes the “other” in the target linguistic and cultural context-for a shared third space as one of many possibilities-whereby the “other” can be clearly understood is a core theme in the fields of translation studies and intercultural communication.

Bio: Jinyue Wang has spent almost 20 years as a translator and interpreter. He graduated with a master degree in English literature (Theory and Practice of Translation) at Tianjin Foreign Studies University. He taught College English for eight years and Integrated English courses for postgraduates as non-English majors for nearly seven years at a college in Beijing. Now he is doing his PhD research at the School of Languages and Cultures of the University of Queensland.

Wang, Sihui
University of Glasgow

Ethnographic case study of international students' classroom participation and identity negotiation in the changing context of UK higher education

The internationalisation of higher education (HE) worldwide has seen a dramatic increase in the number of international students. Encountering culturally and linguistically different site of classroom, many students experience difficulties to negotiate their student identities and classroom participation (Ryu, & Lombardi, 2015). It is of great importance to investigate how this group of students perform in the new context to facilitate their studies overseas and it can also have policy implications for UK HE. A rich body of research has been conducted in the field of international students' general academic and daily life, but a lack of focus in the context of classroom. In addition, most research investigates the issue from the perspective of adjustment and adaptation assuming that it is international students' responsibilities to learn the host culture and fit in. Regarding classroom participation as a socio-culturally situated process (Duff, 2010), this paper examines students' classroom experience in an interactive way highlighting mutual influences and interactions between participant students, their peers and instructors in different classroom communities.

Drawing on part of the empirical data from my PhD project, this paper provides an ethnographic account of selected cases of international students' ongoing classroom experiences at a British university. Integrating classroom observation field notes, interview transcripts and reflective journals, the current presentation contributes to the conference by presenting an insightful view on international students' negotiation of the 'third space'-intercultural classroom. It illustrates the process of their identity transformation and classroom participation patterns through discussing the 'location' of cultures and interaction with other classroom members. Acknowledging the complexity of intercultural classrooms, this paper suggests the importance of 'sense of community' and 'legitimate participation' in the process of international students' identity negotiation and intercultural communication. It also makes implications to HE institutions to facilitate international students' studies overseas.

Bio: I am a second-year PhD student from the School of Education, University of Glasgow. I am doing an interdisciplinary research in sociolinguistics, sociology and education, jointly funded by the University of Glasgow and China Scholarship Council. As an international student myself, I am interested in exploring how international students negotiate their classroom participation in intercultural classrooms and the influence on their identity negotiation and language socialisation. I had my Master's Degree in Applied Linguistics from Shaanxi Normal University, China. I have also had one-year exchange study in TESOL at Edith Cowan University, Australia and Bachelor's in English Linguistics from Harbin University of Commerce, China. I am working as a graduate teaching assistant to teach Advance Educational Research. I am also a member of BAICE student committee, helping to organise student conference events.

Wilczewski, Michał
University of Warsaw

Gut, Arkadiusz
Catholic University of Lublin

Polish expatriates' narrative constructions of local employees in a Chinese subsidiary of a Western MNC

The literature lacks empirical studies of intercultural collaborations of Polish professionals delegated to geographically and culturally distant locations. Despite an abundant literature on intercultural business communication in general, contextual research is needed to develop our understanding about intercultural contacts between business expatriates and local personnel in specific socio-cultural environments. Previous studies have mostly explored interactions involving expatriates from the US, China, Japan, West Europe, and Nordic countries (e.g., Björkman & Schaap, 1994; Chai & Rogers, 2004; Chudnovskaya & O'Hara, 2016; Du-Babcock, 2000; Froese, Peltokorpi, Ko, 2012; Goby, Ahmed, Annavarjula, Ibrahim, & Osman-Gani, 2002; Ishii, 2012; Van Marrewijk, 2010; Peltokorpi, 2007; Ravasi, Salamin, & Davoine, 2015; Sergeant & Frenkel, 1998; Sørderberg & Worm, 2011; Takeuchi, Yun, & Russell, 2002).

We will attempt to fill this gap. We will present some of the results of our exploratory study that investigates expatriation and intercultural business collaboration by analyzing Polish expatriates' retrospective, narrative accounts of collaboration with Chinese employees. The participants are six Poles expatriated between 2011 and 2015 to Shenyang, China. Their assignment was to train, coach, and advise local employees as part of the venture of building a Chinese subsidiary of a Western MNC. Our narrative interviews were followed by a thematic analysis of expatriates' stories, which allowed us to identify numerous themes salient to expatriate-local employees collaboration, such as communication issues, cross-cultural preparation for expatriation, cultural intelligence, decision-making processes, HR management culture, working styles, reflections on expatriation, perceptions of other cultures, sense-making processes, (un)successful collaboration, etc. In our presentation, we will focus on expatriates' perceptions of culturally different Others, in that case—local Chinese employees, and on expatriate's cultural explanations of (un)successful collaborations. We frame these constructions in a broader context of studying "other minds" in cognitive science.

Bio: Michał Wilczewski is Assistant Professor at the University of Warsaw, Poland and a Visiting Scholar in Copenhagen Business School, Denmark. He holds a Ph.D. in linguistics from the University of Warmia and Mazury in Olsztyn, Poland. Dr. Wilczewski maintains an active research agenda with particular focus on intercultural communication in MNCs. He is a team member of Research Center for Business Communication Audit at the University of Warsaw, an editor in the Journal of Intercultural Communication, *Lingwistyka Stosowana/Applied Linguistics/Angewandte Linguistik*, and in a monographic series *Studi@ Naukowe*.

Wilkinson, Jane
University of Leeds

'Postmigrant' theatre as 'third space'

Responding to the conference call to interrogate and re-examine sites and spaces where cultural difference is articulated, culture and cultures are performed and new meanings are created, this paper examines the recent German phenomenon of 'postmigrant theatre' as (theatrical) 'third space'. The label 'postmigrant' emerged – or at least became widely used (and also debated) following the opening of a self-proclaimed 'postmigrant theatre', the Ballhaus Naunynstraße, in Berlin in 2008. With its mission to provide a creative home for so-called 'postmigrant' artists (dramatists, directors, actors) to stage productions dealing with issues often neglected in 'mainstream' German theatres, including belonging, inclusion and exclusion, and the negotiation and formation of identities and communities, the Ballhaus Naunynstraße itself might be considered a 'third space', or 'space of intervention emerging in the cultural interstices' (Bhabha 1994: 12). Equally, the new texts, performances and productions created in this theatre (and, increasingly, elsewhere), which articulate notions of a 'new' German society and 'new German' identities shaped by migration (cf. Fachinger 2007; Mandel 2008; Sharifi 2011) can also be analysed as 'third spaces' in their own right – as sites which 'provide the terrain for elaborating strategies of selfhood – singular or communal – that initiate new signs of identity, and innovative sites of collaboration, and contestation, in the act of defining the idea of society itself.' (Bhabha 1994: 2).

In this paper, I focus on the Ballhaus Naunynstraße's 2011 production *Verrücktes Blut* (Crazy Blood) by Nurkan Erpulat and Jens Hillje as an example of a 'theatrical third space'. In this play – a rewriting of the French film *La journée de la jupe* (The day of the skirt) by director Jean-Paul Lilienfeld – a teacher holds her class of 'postmigrant' pupils hostage and forces them to learn lines from Schiller's *Die Räuber* (The Robbers) at gunpoint, in what appears to be a grotesque performance of a desperate attempt at 'forced integration' into German culture and society. When we discover at the end of the play that the teacher is herself of Turkish descent – she too has 'a migration background' – we are forced to re-examine our understanding of what it means to 'be German'. I therefore analyse Erpulat's and Hillje's thematic and aesthetic engagement with questions relating to identities, 'selfhood', belonging and 'the idea of society itself' in contemporary Germany (cf. Bhabha 1994: 2).

Bio: Jane Wilkinson is Lecturer in German at the University of Leeds, U.K. She is currently researching representations of migration and 'postmigration' (understood as that which follows arrival and settlement) in recent German-language drama, including plays by Björn Bicker, Nurkan Erpulat, Elfriede Jelinek, Emine Sevgi-Özdamar, Mariana Salzmänn and Feridun Zaimoglu. She has also published articles and chapters on cross-border theatre festivals and events on the German-Polish border and at Lake Constance and is author of *Performing the Local and the Global: The Theatre Festivals of Lake Constance* (Peter Lang, 2007). Jane was Chair of IALIC between 2008 and 2010 and before that she was Co-Chair with John O'Regan. She is also a member of the Editorial Board for *Language and Intercultural Communication*.

Wilson, Tony

London School of Economics and Political Science.

Constructions of self and other through intercultural reception of Malaysian media narrative branding: A hermeneutic practices perspective

The proposed paper first sets out a hermeneutic practices perspective (e.g. Gadamer, Ricoeur, Schatzki). Hermeneutics explores the ubiquitous practice of mundane understanding from attending to advertisements to walking in malls and watching television. Such habituated processes normally receive little reflective attention unless issues arise therein or as the topic of academic investigation. What are the cultural competences involved? How are they exercised - enabled and constrained by the 'equipment' or tools (cultural, material, social) which they implicitly presuppose? What are the wider affective concerns - or the 'horizons of understanding' - tacitly established by such everyday practices? How do these activities 'configure' (Ricoeur) behavioural narrative producing identity?

Horizons of practical understanding embodied in an activity, (in)forming our behaviour, can be explored. Difference in meaning may be expressed metaphorically as instantiating a conceptual distance along contours or horizons of comprehension. Horizons can be contested sites of cultural-political occupation. A philosophical 'horizon of understanding' (Gadamer, 1975) is an embodied cultural perspective from where the world is meaningful (makes sense) or understood as generic, a place of tacit assumption, anticipation and articulation of (in)appropriate narrative.

Exemplifying the application of hermeneutic practices theory, the paper considers multiple ethnic responses to intercultural Malaysian media narrative product branding. Watching television telecommunications advertising employing a narrative of Chinese New Year Reunion Dinners, for instance, a Chinese consumer vigorously objects: 'a bit offensive, it breaks the (Chinese) tradition'. A hermeneutic practices view of consumer-branding narrative response can foreground distance or alienated positioning from 'othered' audience selves. Screen use - corporeal and clearly equipped - emplaces cultural - often political - horizons of understanding. Engaging with hermeneutics across interpretive horizons signals a multi-disciplinary significance of philosophical thinking through the study of consuming as behavioural 'text' (Ricoeur).

Bio: Dr Tony Wilson, Visiting Senior Research Fellow, Media and Communications, London School of Economics and Political Science. He has supervised and taught research on media use in Australia, Malaysia (public and private sectors), and the United Kingdom. He holds a PhD (1990) awarded by the University of Glasgow, and has published many articles and six books on hermeneutics, media, and marketing: two with Blackwell, two with Routledge, and one each with August, Malaysia and Hampton, USA. He is currently writing a third monograph for Routledge on hermeneutic practices.

Xu, Frank Hang

Edinburgh Napier University

Rethinking personal acculturation from a non-binary perspective in student group work as a cultural arena

The essentialist approach to understanding culture has prevailed in the past few decades. Under its influence, the idea that people experience cultural otherness manifested in many scholars' acculturation studies seem to indicate a binarism in terms of the agents (i.e. guests vs. hosts) and/or the contexts (culture of origin vs. culture of settlement) (i.e. Demes and Geeraert, 2014; Schwartz et al., 2010; Smith and Khawaja, 2014). Moreover, those scholars would argue that the new comers are the 'guests' who play the role of 'cultural receivers' in the culture of settlement where local people should be treated as the 'hosts' and function as the 'cultural providers' (i.e. Berry, 2008; 2005; Schildkraut, 2007), which further implies a hierarchical relation between the two sides.

Nevertheless, I critique this binary view as well as the indication of the unequal power relations in the study of acculturation due to the anti-essentialist turn in the late 20th century when some scholars started suggesting that each individual in a group can present his/her own cultural realities and an emergent culture could evolve as long as those individuals cohesively interact with each other in a cultural arena (Holliday, 1999; 2011; 2013). In this sense, people encounter cultural otherness is not necessarily restricted to cross-boundary travels or being a 'guest' in a host place. In other words, acculturation could occur to all the individuals who are exposed to the emergent culture in a cultural arena.

In this paper, I select student group work as a particular cultural arena and draw on some data regarding students' group work experience to evidence how each individual acculturates to an emergent 'group work culture' where none of them can be seen as a 'guest' or 'host'. From this perspective, a cultural arena, student group work in this case, can be considered as a 'third space' because it is difficult or even not possible to claim who might be 'inferior to' or who might be 'more authoritative' than the rest when they construct a 'group work culture' together while individually acculturate to it.

Bio: Frank Hang Xu, PhD candidate in Intercultural Communication and research assistant from the Languages Group at the Business School of Edinburgh Napier University. He is also an organising committee member of the IALIC 2017. He has received the MSc. in intercultural business communication from Edinburgh Napier University in 2012.

Yanaprasart, Patchareerat

University of Geneva

From uniformity to universality: Between diversity and hybridity

For some globalisation diminish cultural diversity, for others cultural diversity and globalisation bring about a tension between universal norms and local values. The way the concept of culture itself is perceived and interpreted can hinder or enhance cooperation among co-workers in a multicultural group, and can affect the performance of the company as a whole. Furthermore, managerial practices are fundamental for the construction of cultural and linguistic boundaries in the multilingual and multicultural labor market. It is in everyday contact that memberships in culture and language groups are identified, problematized and negotiated and thus barriers between organizational members are established, reinforced or transcended.

When it comes to crossing cultural boundaries, social tensions between social actors arise by cause of different normative and value ideologies. These are related to the diversity of the meanings of culture pattern and their implications. Some view, for example, corporate culture as an effective way to uniformise cultural differences, which implies a universalised norm based on a notion of relatively fixed and stable cultural borders. Others claim that when cultures come in contact, they are so deeply intertwined that it is difficult to determine any boundaries between different believes, practices and perceptions involved. What prevails in multicultural business settings among intercultural professionals in cultural heterogeneous teams is, for some, not a 'perfect' adaptation to the environment, but a pragmatic cultural-based knowledge use which attempts at finding local solutions to practical problems. Others assert that imposing a common corporate culture is the best way to bridge the gaps, cross cultural borders and give equal access frame to all workers.

Our reflections rely on a study focusing on the way in which multilingual individuals manage a discomfort zone where different patterns of thinking come in contact. In what way and under what conditions does the decision of taking risks and stepping out of a zone of routine positively impact on the construction of a *hybrid, in-between, togetherness contact space*? The aims of this contribution are twofold. On the one hand, it aims at analysing multiple communicative, conceptual, revealing and intensifying functions of language and culture. On the other hand, the focus goes towards exploring different linguistic and intercultural strategies and practices put in place in order to not only transcend barriers, but also to bridge linguacultural boundaries and construct a new, collaborative, dynamic zone of contact in exolingual and intercultural encounters.

A multi-methodological approach was adopted, taking into account various observables while ensuring the coherence of the results and allowing for comparisons and generalizations. At a "macro" level, we compared organizations in different linguistic regions of Switzerland; at the "meso" level we analyzed different discourses within a single company to assess their polyphony; finally, at the "micro" level the focus was placed on the practices as recorded by the researchers and/or described by the social actors. In a first step, we have analyzed, each organization/institution's philosophy, the concept of diversity and explicit management measures. In a second step, we proceeded to a semiotic analysis of the job description of the head of diversity, as well as of the diversity section on the corporate websites. Thirdly, we conducted semi-structured interviews with "people in charge of diversity", either "task-oriented" interviews with team members or leaders or "policy-oriented" interviews with policy-makers, revealing their attitudes towards linguistic diversity. Our interlocutors came from the industrial sector, public institutions and universities from both the German and the French-speaking regions of Switzerland and included scientists researching this issue, as well as consultants, coaches and trainers of diversity management.

Bio: PY is a lecturer in applied linguistics at the Universities of Geneva and Lausanne where she gives courses and seminars in pragmatic linguistics, sociolinguistics, intercultural studies and French language pedagogy. She also teaches Executive MBA modules and supervises Master's Degree students at the Universities of Applied Sciences (HEIF-VD and HE Arc) in Switzerland and at ESSCA Graduate School of Management in France. Her current research concerns language diversity management and multilingual practices in educational, political and business settings, internationalization, knowledge transfer and multilingual policy in Higher Education, cross-cultural management and intercultural professional-leadership communication styles. Her publications include monographs, journal articles and edited volumes. Her recent publications include a co-edited volume and monographs entitled *Managing plurilingual and intercultural practices in the workplace. The case of multilingual Switzerland* (John Benjamins, 2016); "Managing Language Diversity in the Workplace: Between 'One Language Fits All' and 'Multilingual Model in Action'" (Universal Journal of Management, 2016); *Multilinguaculturalizing: making an asset of multilingual human resources in organization* (The Routledge Companion to Cross-Cultural Management, 2015).

Yang, Yu-Feng (Diana)

National Sun-Yat Sen University

Dialoguing in third space: Taiwanese exchange students in Europe

With the push of globalization, student mobility is on the rise. In the field of second language (hereafter L2) learning and teaching, many researchers have started to explore what student exchange or abroad study programs can offer to L2 learners. While a great number of studies reported that abroad students register linguistic (Di Silvio, Donovan, & Malone, 2014; Hassall, 2015b; Taguchi, 2014) and cultural gains (Shiri, 2015b; Watson, Siska, & Wolfel, 2013) in linguistically and culturally diverse social and academic contexts, other research discovered some students suffer from linguistic loss (Hassall, 2015a; Kinginger, 2008) and cultural sensitivity declination (Bloom & Miranda, 2015). Thus, exploring how mobile students participate in local language and intercultural activities can be useful to understand how and why language and intercultural learning do or do not take place in study abroad contexts.

Inspired by Bhabha's (1994) third space and Block's (2014) notion of ambivalence, this study focuses on the dialogues that exchange students engage in when socializing with local residence and other exchange students in social and academic contexts. Participants' archive records and diaries published in social networking sites, interviews, and other documents (e.g., photos, school papers, etc.) are collected for this study.

In this presentation, the researcher plans to emphasize her analysis on Pi-Ting, a Taiwanese exchange student in Netherland who traveled to other parts of Europe through Couchsurfing. Pi-Ting's discovery of herself, emerging definitions of intercultural society, and understanding of other exchange students, the locals and international events in relation to the multiplicity of cultural values will be mainly discussed. Through her example dialogues on "self as a romanticist," "world peace," and "the authentic refugees," this presentation tries to demonstrate how the engagement of social dialogues in response to ambivalence can be seen a type of interculturality in third space.

Bio: Yu-Feng (Diana) Yang, Ph. D. in Literacy Education, is an associate professor at the Department of Foreign Languages and Literature, National Sun Yat-sen University, Kaohsiung, Taiwan. Her research, often framed in post-modernist perspectives, explores English language learners' agency, co-construction, and participation in intercultural communicative contexts, and their engagement in internet-mediated communication and digital literacies practices. She has published related articles in *Language Learning and Technology* and *Computers and Composition*.

Zelenskaya, Larisa L.

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Cultural Exchange as a third place

The aim of this paper is to demonstrate that cultural exchange proves to be a third place for intercultural communication to flourish. It is a perfect space for the narrative and dialogical self to develop on condition that exchange is recurrent and the participants take an active part in planning it. I draw on data from twenty months of field study in Russia and fifteen months of doctoral study at Ohio University, US. Hundreds of recorded interviews of American and Russian participants, teenagers and adults, are critically processed and analyzed.

The paper reveals that recurring cultural exchange is an appropriate place for personal change. The interviews confirm that after the exchange, as the participants continue their lifelines, they take events with them. As the participants move toward their future, previous events and experiences serve as means of their future identities, and some of such processes are deconstructed and analyzed in the paper. I employ Buber's notions of "actual situation of life" and "sphere of between" (Buber, 1975) to show how exchange provides relations between persons before, during, and after a particular exchange as well as in between exchanges.

This said, the paper provides examples when participants do not happen for each other and no sphere of between emerges for a person to plunge. Such examples remind us that cultural communication is a most complicated notion and a turbulent process. Therefore, the paper features cultural communication as a site of tension and release, where tension or dissonance is not a matter of all or nothing, it is rather a matter of degree. Loads of examples demonstrate that communication often keeps fluctuating between "dissonant" and "harmonious" approaching and straying from either of them.

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A 'third space' perspective on intercultural dialogue

For intercultural communication studies, which have long been dedicated to understandings of self and other, the appeal of the 'third space' concept seems clear: two (or more) individuals meet in a space of communication and seek synergy by dealing with cultural 'mis'-understandings. Much intercultural educational research and practice that refers to the 'third space' reflects (traces of) a structuralist perspective, which translates into a 'middle-ground' approach to synergy through quantitatively combining aspects of opposing views (Kramsch, 2009). In this paper, we tackle the challenges of conceptualising 'Third' through a closer reading of Bhabha's writings (against Deleuzian and Bakhtinian perspectives on *difference*, *context* and *dialogue*), in which the 'third space' is conceived not as a cultural blending process of 'tracing two original moments from which the third emerges', but as a liminal space of hybridity and 'enunciation', which gives rise to 'something new and unrecognisable' (Rutherford, 1990) through the contesting of meanings that are *always* 'open to translation, negotiation, resignification, and the struggle for the power to acquire and impose knowledge' (Kramsch and Uryu, 2014). We then use this understanding as a lens to examine the practice of dialogue in intercultural education. Drawing on several postgraduate students' essays about their reflective dialogue on a group-based project, we illustrate how individuals, whilst (re-)articulating otherness and power relations in their intercultural encounters, can engage in genuine 'dialogue of discovery', but also may practice 'monologue disguised as dialogue' (cf. Buber, 1947). Whilst the latter may offer alternative conceptual and methodological insights regarding interculturality, our contention here is that the former signals the opening up of a productive space affording new meanings and, in this sense, represents more constructive engagement with interculturality. We make suggestions for how this can be facilitated pedagogically and also discuss the challenges given the uniqueness of every intercultural encounter.

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