

IALIC 2022

International Annual Conference

Diversity and epistemological
plurality: Thinking interculturality
'otherwise'

Instituto de Educação, Universidade de Lisboa,
Portugal

7 to 9 September 2022

BOOK OF ABSTRACTS

(By day & session number)



Technical File

Title	IALIC 2022 “Diversity and Epistemological Plurality: Thinking interculturality ‘otherwise’: Book of Abstracts.
Organisation	Ana Sofia Pinho, Ana Luísa Paz, Ana Paula Caetano, Andreia Reis, Carolina Carvalho, Daniela Semião, Nuno Dorotea, Sara Monteiro, Susana Gomes
Date	September 2022
Edition	Instituto de Educação da Universidade de Lisboa

Wednesday, 7th of September

Session 1

Intercultural responses to the needs of refugees in Europe: supporting the professional re-integration of highly-skilled displaced people

Sara Ganassin, Tony Young, Stefanie Schneider

This paper shares insights from a recent monograph, based on a large-scale European project (Austria, the Netherlands and the UK) which offers research-informed responses to the need for professional (re)integration of highly skilled refugees in Europe (CSLW, 2019; Young et al., 2022). These are individuals with qualifications and/or a professional background in a key area of competence—engineers, academics and doctors, for example — who are often forced by their new circumstances into low-skilled jobs for which they may be profoundly over-qualified (Young et al., 2022).

The study draws data from a series of qualitative interviews with refugees and language teachers who work with them. Participants emphasised the importance of intercultural communicative competence (ICC) but also of psychological resilience and a sense of self; intrinsic motivation; and of building and maintaining social networks in the process of professional reintegration. Our empirical data informed the main project output, which is a toolkit of intercultural language learner resources catering for the communicative needs of displaced people seeking reemployment across Europe and beyond (CSLW, 2019).

In our presentation we will reflect on the different stages of the CSLW project—from data collection, to co-production and dissemination—to share good practice in research and co-production with under-represented and vulnerable groups. We'll explore the effect of potential imbalances in power and agency in intercultural encounters between 'host' and 'refugee' communities. We'll also discuss ways in which prevalent lingua pedagogical models on ICC need to be adapted to the needs of displaced groups, particularly in their approaches to supporting resilience. Overall, the paper seeks to move intercultural communication research agendas for social justice forward as it demonstrates how ethically and multilingually focused practices can help displaced groups in making their voices heard.

From integration to participation: rethinking interculturality in non-formal language education for adult migrants in Spain

Denise Holguin Vaca

Language education of adult migrants is a paramount concern of educators and policymakers to prevent social exclusion. However, migrants' vulnerability in terms of language proficiency and other resources may have led to articulate language education programs from a deficit point of view conceived to alleviate the linguistic and sociocultural needs that are commonly attributed to these students (Villalba, 2019). In this educational context, interculturality is often conceived as a key component for students to acquire and develop the necessary knowledge, skills, and attitudes towards the host society or host 'culture' or, more explicitly, as a tool for migrants' "integration" (Čiefová, 2020). This paper questions such an instrumentalist and assimilationist perspective of intercultural language education for adult migrants by deconstructing the concept of *integration* (Favell, 2022), so ubiquitous in academic discourse in language education and migration, which implies a conception of societies as solid or homogeneous and of migrants as outsiders or not yet "integrated" (Simpson & Whiteside, 2015). It engages Pavlenko & Lantolf's (2000) *acquisition* and *participation* metaphors in language learning, arguing that language programs often focus on the former while their ultimate purpose should be grounded in the latter.

From a more practical perspective, the paper describes and reports on the findings of an Educational Design-Based Research carried out in collaboration with an NGO based in Barcelona in order to codesign, coimplement, and evaluate an intercultural language education curriculum for adult migrants through emergent and participatory methodologies. During the implementation phase, qualitative data were collected comprising students' reflections, creations, and contributions. Findings indicate that students not only developed and practiced their linguistic communicative skills, but also cultivated a critical understanding of the society, both globally and locally, and engaged in self and social transformation through reflection and participation. Results may contribute to the conception of language education programs for the adult migrant population from conceptual and empirical perspectives and open

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the discussion on the role interculturality plays in such programs to go beyond instrumental integration and promote the understanding of oneself and the world, finding one's own voice and engaging in participation, issues that are not usually evident in this educational context.

Strategies to shape intercultural communication in an L2 teaching and learning adult program

Valeria Sumonte Rojas

It is known that global migration has not decreased in spite of COVID19 that affects humanity. It also cooperates to this phenomenon armed conflicts, severe economic problems, political instability and climate disasters that impact some countries (International Organization for Migration [I.O.M.], 2022). This report also establishes there are 281 million international migrants among them two-thirds are workers. Chile is not far from this reality, migration has increased during the last years from 2,7% in 2016 to 7,9 in 2020 (National Institute of Statistics & Department of Foreignness Migration [N.I.S. & D.F.M.], 2021). This migration provides a new social and cultural configuration related to the representation of different languages and cultures in the country. In this context, one of the groups that has most challenged Chilean society is the group from Haiti (Sumonte & Fuentealba, 2019), especially, because they have arrived without having the Spanish language speaking abilities and, also, bring with them their cultural referents. To support the inclusion of this new group of migrants some exploratory language learning programs have been implemented. In this context, the objective of this research, which is part of a larger project called Fondecyt of Initiation Project N° 11190448 funded by the National Research and Development Agency (ANID), is to analyze strategies that favor intercultural communication on a teaching and learning second language program. The study adopted a qualitative approach, using a semi-structured interview and a participant observation. This program fosters intercultural communicative competence theory, understood as the ability to relate effectively with culturally different people and, some sociocultural theory principles. The results stand out the affective abilities, specially, empathy, confidence and recognition of the cultural differences, promoted by the figure of the linguistic mediator and interactive groups, as effective strategies that nurture the inter-relationship among culturally different people.

Session 2

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Use of action research to qualify the elaboration of teaching resources that focus on diversity, inequality, and global intercultural learning

Catherine Watson

The action research project *Motivation for Learning Languages & UN Sustainable Development Goals: An action research study developing students' language and intercultural learning in English, German, and French* (Svarstad, von Holst-Pedersen, Watson, Appel, & Löbl 2022), implemented in two schools in Copenhagen in autumn 2021, centres around the elaboration and piloting of six teaching sequences designed to motivate foreign language learners through work with global societal challenges that affect their everyday lives.

More specifically, the teaching sequences focus on SDG 11, *Sustainable Cities and Communities*, and the development in lower secondary-level students of critical awareness both of the different ways in which various city environments can affect ordinary lives and of the ways in which diverse elements of urban life are interlinked. The teaching sequences all take their starting point in a CycleTaskChunks approach where both language- and intercultural learning are scaffolded.

In this paper, I will seek to use experiences of action research (Kemmis 2014) from this project to explain and exemplify how collaboration with schoolteachers, and to a certain extent students, can qualify the process of developing teaching resources that focus on complex societal issues such as tackling climate change, understanding diversity and inequality, and learning to make connections between one's own way of life and the challenges facing the world.

The creation of teaching resources of this type comes with certain innate challenges. On the one hand, an investigation by the Danish National Centre for Foreign Languages found that students experience meaningful content and authentic communication to be among the most motivating elements in foreign language teaching. On the other hand, anecdotal

evidence from Danish teachers indicates that it can be challenging to ensure that students are adequately equipped, both linguistically and interculturally, to achieve constructive learning from the introduction of these elements.

My presentation will share insights gained from this action research project into how experience from school classroom practice can qualify the creation of teaching resources that challenge the bounds of more traditional foreign language teaching content and move to develop students' critical thinking and global awareness, while continuing to support their foreign language development.

Motivation for Learning Languages & UN Sustainable Development Goals: An action research study developing students' intercultural language learning in English, German, and French

Lone Krogsgaard Svarstad

Recent reports from the Danish National Centre for Foreign Languages on English, German, and French teaching in lower secondary school in Denmark state that students ask for foreign language education that motivates them through meaningful content and authentic communication. Thus, there is a demand for a pedagogy that integrates language and content, and sparks student engagement. I will present how the action research project *Motivation for Learning Languages & UN Sustainable Development Goals: An action research study developing students' language and intercultural learning in English, German, and French* (Svarstad, von Holst-Pedersen, Watson, Appel, & Löbl 2022) has addressed this challenge. The study is a collaboration between 12 teachers of English, German, and French from two schools in Copenhagen and five lecturers of English, German, and French from University College Copenhagen. The aim of the project is to develop an integrated language and intercultural learning approach with focus on student engagement and communication about societal issues such as identity, inequality, diversity, inclusion, exclusion, poverty, and sustainability. The project team developed six teaching plans about UN Sustainable Development Goal 11: *Sustainable cities and communities* for English, German, and French teaching in grade 8 (15-year-olds). The participating teachers taught the teaching plans and in an action research spiral, they engaged in revising and improving the material. The pedagogical approach developed from the study is a CycleTaskChunks approach based on an integration of the cycle model of intercultural learning with focus on global citizenship (Risager & Svarstad 2020) and a task- and chunks-based approach to scaffold communicative language learning. I will present the background of the study and the theoretical rationale behind the CycleTaskChunks approach. Furthermore, I will show data from lower secondary teaching of English, German, and French; the organisation of teaching plans and artefacts that students produced. I finish my presentation with data on student responses from focus group interviews concerning a CycleTaskChunks approach to intercultural language learning.

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Poverty and Inequality in New York City – an example of how we can we address diversity, societal issues and critical thinking in foreign language education

Helene Appel

By taking my point of departure in a teaching plan Poverty and Inequality in New York City, I want to exemplify, how 15-year-old students can talk and think critically about diversity and contemporary societal issues in relation to UN sustainable development goal 11: Sustainable cities and communities. The teaching plan is rooted in the action research project *Motivation for Learning Languages & UN Sustainable Development Goals: An action research study developing students' language and intercultural learning in English, German, and French* (Svarstad, von Holst-Pedersen, Watson, Appel & Löbl 2022). The main goal of the project is to examine, how we can support students in such a way that they gain opportunities to engage in dialogues about societal and contemporary issues, which additionally can spark their interests in language learning.

In this presentation I want to show, how we can support our students in engaging in dialogues and critically discuss diversity and societal issues. By focusing on one specific lesson, I want to exemplify how a CycleTaskChunk approach, developed in the action research study, can support students in talking nuanced about poverty and inequality. The approach is based on the cycle model of intercultural learning (Risager & Svarstad 2020) and a task- and chunks-based approach to language learning. But do we, by applying this approach, support intercultural language learning? Are the students capable of engaging in the suggested dialogues? Based on observations in class, I will present samples, which suggest that some students in class did benefit from the CycleTaskChunk approach and produced more language output than normally and showed signs of critical cultural awareness.

Session 3

“I don’t speak Welsh, but I want my children to”: Exploring the Experiences of Non-Welsh Speaking Parents Who Chose Welsh-Medium Education for Their Children

Ashleigh Regan

Since 2003, the Welsh Assembly Government has been working to increase the number of Welsh speakers in Wales, primarily through optimising conditions for using Welsh and strengthening Welsh-medium education (WME) provisions (Hodges, 2011). This is reflected in the high concentration of Welsh speakers in younger age groups, with an ever-growing number of new speakers (O’Rourke, et al., 2015), who come from non-Welsh speaking households. This paper frames WME as an intercultural experience where the focus is on parents who don’t speak Welsh but have children who do.

There is a dearth of literature on non-Welsh speaking parents’ experiences yet a content analysis of Welsh (and Scottish Gaelic) language revitalisation plans demonstrated that government policy tends to reflect strategies found in academic literature (Lewis & Royles, 2018), offering a reason to why their needs may have been thus far overlooked in policy. As such, this study adopted qualitative interviews and thematic analysis was used to explore the under-researched motivations and experiences of eight non-Welsh speaking parents who chose WME for their children.

The findings demonstrated that all parents felt positively about their choice, and their motivations centred around providing various forms of capital to their children. Nonetheless, it appeared that supporting their children to navigate and mediate the linguistic and intercultural boundaries of their English-medium homelife and Welsh-medium school life became increasingly challenging as their children progressed through their WME. Overall, this study demonstrates that more attention needs to be paid to the accessibility and promotion of existing provisions, as well as systematising and strengthening the support available post-primary education to address the unique experiences of non-Welsh speaking parents who choose a WME for their children.

Multilingual children in predominantly monolingual schools in Belgium: Parents’ perspectives

Nikolett Szelei

Today, even though many children grow up multilingually, schools still often implement monolingual practices. This is also the case in Flanders (Dutch-speaking part of Belgium) where a strong “Dutch-only” principle exists in many schools. Monolingual beliefs and ideologies have been widely researched and critiqued in schools as a means to subordinate and ‘silence’ multilingualism (e.g. Pulinx, Van Avarmaet & Agirdag, 2017), govern language policies and practices at school, as well as in multilingual families (Bezioglu-Göktolga & Yagmur, 2018). At the same time, research has also demonstrated how teachers, parents and children question, navigate or resist monolingual institutional contexts by creating spaces and opportunities for multilingualism on a micro level (e.g. Kirsch, 2012). Drawing on everyday experiences of parents of multilingual children in Belgium, this presentation aims to further nuance the complex relationship between institutional monolingual ideologies and individuals’ agency for multilingualism.

Specifically, this presentation explores parents’ experiences and views on home-school relationships, schools’ language policies and forms of language support. Data is collected through semi-structured interviews with parents of multilingual children aged 5-12. The interviews are part of an ongoing, small-scale qualitative study in Belgium (“Co-Lingual-S”) that collaborates with families who use two or more languages on an everyday basis at home.

Preliminary analysis shows a wide variety of dispositions towards the predominantly ‘Dutch-only’ language policy at schools, parents’ efforts and opportunities to be engaged in schools, and ways of addressing multilingualism as part of home-school relationships. The presentation will revisit the ‘monolingual school vs. multilingual students/families’ dichotomy by illustrating how some parents draw on monolingual ideologies in order to justify the maintenance of multiple heritage languages at home, establish positive relationships with teachers and advocate for high quality language support at school. These preliminary results will be starting points to discuss new ontological and epistemological starting points for critical educational research that examines the relationship between ideologies and individuals’ agency.

O Kamishibai plurilingue: o seu potencial na educação para a diversidade linguística e cultural

Rosa Maria Faneca

No contexto atual de aceleração e de diversificação das migrações, muitos professores são levados a (re)pensar as suas práticas e os dispositivos pedagógicos implementados nos contextos escolares. A diversidade dos percursos, os perfis linguísticos e culturais dos alunos implicam a emergência de estratégias de ensino/aprendizagem e dispositivos pedagógicos mais adequados nas escolas. Nesse sentido, as ações para a formação inicial ou contínua de professores tornam-se um desafio de inovação e adaptação face a uma sociedade em contínua mudança devido à diversidade linguística e cultural, ao plurilinguismo e ao pluriculturalismo dos alunos presente no espaço social português e da sua valorização nas aprendizagens (Cummins, 2010; Faneca, Araújo e Sá, Melo-Pfeifer, 2021). Para uns, a complexidade resultante dessa diversidade representa uma riqueza e para outros um problema. Em Portugal, a formação inicial de professores é fortemente influenciada pelas experiências adquiridas no terreno durante a prática pedagógica e pela implementação de projetos inovadores. O kamishibai plurilingue, recurso didático ao serviço de uma educação plurilingue e intercultural, pode contribuir para o desenvolvimento de competências em diferentes domínios e para melhor compreender as questões de interação e mediação no ensino/aprendizagem de línguas e culturas.

Esta proposta visa lançar luz sobre estas questões, apresentando os resultados da investigação realizada por futuros professores em escolas portuguesas. Os 11 projetos desenvolvidos, no âmbito do mestrado, entre 2019 e 2021, enquadram-se no paradigma qualitativo, assumindo-se numa abordagem metodológica de estudo de caso, numa perspetiva plural e criativa. Estes projetos permitiram uma melhor compreensão dos fundamentos do dispositivo kamishibai plurilingue (Faneca, *et al.* 2021), como é realmente implementado e que impacto tem no desenvolvimento das competências dos alunos, ligadas às suas necessidades e aos projetos individuais.

Os resultados revelam que as atividades de sensibilização à diversidade linguística e cultural, recorrendo ao kamishibai plurilingue, potenciam o desenvolvimento de competências no domínio das línguas de herança, línguas de escolarização e de outras línguas do interesse dos alunos; de saberes de diferentes áreas do conhecimento; e de atitudes positivas face às línguas, às culturas e à alteridade.

Session 4

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Japanese University Students in Bangkok: Experiences of Diversity and ELF

Andrew Nowlan

While Japanese society is often described as ethnically homogenous and inward looking, its higher education institutions promote study abroad as beneficial for acquiring foreign languages, fostering global human resources, and expanding worldviews (Nguyen, Jefferies, & Rojas, 2018). To meet these rather vague goals, Japanese universities and prospective sojourners primarily consider Inner Circle destinations, such as Australia and the United States, while Outer and Expanding Circle countries receive significantly less attention (Nowlan & Wang, 2018). Therefore, this presentation reports on a longitudinal, transcendental phenomenological study, funded by the Japanese government, involving the shared experiences of six Japanese university students who studied at a university in Bangkok, Thailand. Based on the philosophical underpinnings of Husserl (1999), who posits that the collective lived experience of humans is the ultimate source of meaning, the presenter's main purpose is to generate more understanding of experiences in non-traditional destinations that can be operationalized to increase interest in and access to study abroad. The six participants completed weekly journals during the first 10 weeks of 2020 while in Bangkok, a reflective survey shortly after returning to Japan, and a retrospective semi-structured interview in early 2021. To capture the essence of study abroad in Bangkok for Japanese university students, the presenter identified 491 significant statements across all data sets, resulting in two clusters of meaning that compose a textural description of the experience: (1) perceptions of diversity (e.g. gender and sexuality) and (2) experience with English as a Lingua Franca (ELF) during cross-cultural interactions. A more nuanced structural description considers the role of intercultural communicative competence development, soft-skill acquisition, negative experience, empathy, and appreciation of one's home country. During this presentation, attendees will gain a better understanding of how Japanese university students experience study abroad in Bangkok through the lens of diversity and ELF. The presenter will propose

how findings may be generalized to other Outer and Expanding Circle contexts, including those in continental Europe, and how findings may facilitate the promotion, recruitment, and preparation of students for educational experiences beyond the Inner Circle.

Identities of Chinese Students in Mobility: A Transcultural Perspective

Jianwei Xu, Ann Peeters, Maarten Gernay

Recent critical intercultural communication research has collectively problematized cultural categorisation based on national borders and ethnic or racial differences (e.g., Holliday & MacDonald, 2020). Culture is increasingly conceived as people 'doing' it, which suggests that it is discursively constructed and negotiated with an ineluctable relational perspective between the participants in interactions (Zhu, 2016). Consequently, interculturality tends to describe an emergent and dynamic process of negotiating and constructing intercultural relations through the interaction. Contextualised in many higher education institutes that offer a growing number of English medium instruction programmes outside of Anglophones settings, such fluidity of communication and connections may allow the interactants to move through and across, rather than in-between, to stretch and even reshape cultural boundaries (Baker, 2021). This transcultural perspective emphasises that "participants can transgress and transcend cultural borders, opening up new social spaces and identities" (ibid, p. 9).

This paper seeks to examine the way in which and the extent to which Chinese students in mobility capitalize upon the interactional intercultural resources made available through intercultural dialogues to negotiate, construct and transcend cultural perspectives. The data come from those collected from an intercultural intervention project that is aimed at scaffolding Chinese MA study abroad students and Belgian undergraduates taking a minor in Chinese in engaging in a series of intercultural dialogues over a semester. Next to semi-structured interviews, autoethnography was employed as one form of critical reflexive ethnography, involving self-reflections of the participants both recorded orally and documented in writing. The findings suggest that the interactional intercultural resources and the process of reflexivity have induced noticeable changes in the Chinese students in mobility regarding their understanding of the self and their cultural membership. There are clear attempts to dissolve any solid cultural borders and differences; their flexible identity alignment or misalignment reveal that cultural boundaries are indeed stretched and transcended, and the cultural references do not necessarily fit in any specific recognizable patterns, which supports "a critical, transgressive and transformative approach to culture" (Baker, 2021, p. 7).

Building a Faculty-Led Study Abroad Program: Insights from Experiences

Monica Wong-Ratcliff, Elvira Sanatullova-Allison

Research has shown that high impact practices improve the quality of student learning, experience, retention, and academic success, particularly for underserved students. The teaching and learning practices that have been extensively tested and have been shown to be beneficial for college students include study abroad and field-based service-learning projects. In Summer 2019, a group of four undergraduate pre-service teachers at a Hispanic-serving university from the United States participated in a 10-day faculty-led Taiwan Study Abroad Program. One of the components of the program was a service-learning project – a 2-1/2-day English Language Camp in a Taiwanese elementary school. Using this recent study abroad program as a model, the presenters will share how to develop and implement a program with the end in mind, including the respective academic preparation such the pre-travel, on-site, and post-travel assignments.

The perspective framework that undergirds this presentation is Holistic Student Development (Stebleton, Soria, & Cherney, 2013), Student Engagement (Kuh, 2009), and the self-authorship theory, which serves as a useful guiding theoretical framework for examining student development in service learning (Meyers, 2020).

The purpose of this study was to explore the teaching and learning experiences of the elementary pre-service teachers in the 10-day study abroad program in Taiwan. After the completion of the program, the participants were asked to complete an online survey, consisting of six questions, and rate themselves for personal, professional, and academic growth from 1 to 7 (1 meant a little growth and 7 meant a lot of growth). The themes that emerged from the qualitative data analysis included the following: (a) increased cultural awareness, (b) improvement in problem-solving skills, (c) gains in teaching experience, and (d) reinforcement in academic knowledge. The findings showed that the program made positive impacts on student development personally, professionally, and academically.

Agentic beings in waiting: international students' narratives of studying abroad experience as future-making event

Xian Zhao

Whether waiting is an exercise of agency or a lack of it has been asked frequently in literature recently. While the concept of waiting has been studied in different regional contexts and disciplines and used as an analytical lens (Dobler, 2020), how Chinese international students in the UK higher education experience waiting is under researched. Moreover, student agency is conceptualized as a student's experience of access to have context-specific participatory resources to engage in purposeful and meaningful actions (Jääskelä et al, 2017) and the context of Higher Education is a good place to research student agency. Therefore, my study explores how Chinese international students experience waiting in their studying abroad journey and what is student agency in their waiting stories. Narrative inquiry which demonstrates individuals' stories in their experiences and life journeys (Elliott, 2005) will be used to explore how International students experience waiting as well as future making activities they are engaged with, and student agency in waiting. Stories to be generated with five Chinese international students on a MA course in a UK university will be the data for my study. Specifically, my research purposes are to 1) to explore future-making stories of waiting for studying at the Manchester University that international students narrate whilst they undertake their MA programs in the MIE 2) based on these stories the students narrate, I will then explore how agency is performed by international students in their future-making stories of waiting to study in the UK; 3) to explore how international students make sense of student agency in waiting while narrating their studying abroad experience.

Session 5

Intercultural learning through partner acrobatics and taiji quan? A creative inquiry into an embodied understanding of interculturality.

Jan Van Maele, Qun Yu, Hendrik Van Maele, Maria Madeira, Ya Ma

Descriptions of what it means to be interculturally competent or to be an interculturalist commonly refer to a familiar set of required attitudes and skills (maintaining an open mind, respecting the Other, dealing with ambiguity ...) that tend to remain underdefined. It remains a moot point to what extent verbal definitions can fill this gap since linguistic expression may not suffice as the only means of knowledge production in intercultural educational research (Huang, 2022). An increasing number of studies have integrated the tenets of the creative arts as part of their research methodology, allowing more diverse forms of knowing. Today creative inquiry has been recognized as a powerful approach for arriving at a more embodied understanding of interculturality (Johnson, 2015).

This paper reports on an on-going multimodal, multilingual and multidisciplinary research collaboration between academics and artists exploring how body-mind practices can function as a metaphor and tool for intercultural learning. The investigation focuses on two disciplines: partner acrobatics (as employed in contemporary circus in Europe) and taiji quan (太極拳, as a classical Taoist movement practice in China). Regarding partner acrobatics, the professional performers of the authors team conduct research-through-the-body as a staple component of their creative practice. For this study, they revisited videotaped performance and complemented these visual data with a (necessarily incomplete) verbal exegesis in which they translate their kinesthetic experience as embodied manifestations of central notions in intercultural communication (respect, openness, listening, attuning ...) Regarding taiji quan, this practice-as-research approach was enhanced by a study of classical and contemporary Chinese texts on its practice and philosophy. This revealed an inspiring homology between the process of taiji quan - requiring 'looseness' ('song' 松; Zhang, 2017), listening ('tingjin' 听劲), creative interaction ('jiaoshou' 交手), and respecting ('zunzhong' 尊重) - and steps in the process of intercultural encounters.

On the basis of their findings, the authors will present pointers for an intercultural education that can promote a more embodied understanding of interculturality. In doing so, they wish to contribute to a plurality of ways to conceive of and experience interculturality.

Children's Theatre as Intercultural Communication

Catalina Iliescu-Gheorghiu

Some European countries that were emigrant exporters have become immigrant receivers (Spain and Portugal). Others (Romania) have large numbers of citizens living abroad. Currently, some 700000 Romanians live in Spain, most of them aged 20-44, whose children's L1 is Spanish, while Romanian is spoken at home, transmitted mainly by mothers, together with elements of culture and traditions. In her descriptive anthropological model, Perteghella (2004) places the "migration of cultural bearers" (referring to the translations made or prompted by diaspora in their desire to promote their own culture) as the first means of diffusion of the cultural Other. Vertovec (2009) elaborates his "transnationalism" concept on these implications and Martinetti (2018) describes experimental theatre performed in two minor languages (Romagnolo and Wolof) constructing new identities on stage.

Starting from these premises, I will analyse the translator's decisions in two productions addressing both Spanish host society and Romanian diaspora (first and second generation) to answer such questions as: how are diasporic identities re-constructed in literary works written in the country of origin and translated by diaspora translators for the host and diaspora spectators? How does theatre establish a dialogue between migrant segments and host societies? How do translators cope with the uncertainty of who the audience will be in such situations?

I expect to cast light on the translator's complex task (foreignizing or domesticating) when addressing diverse audiences, being subconsciously submitted to his/her own hybridity. If spectators are Spaniards, a number of adaptations and explicitations are needed; if the audience are first generation Romanian diaspora living in Spain (mainly parents accompanying their children), they might disagree with the presence (even sarcastic) of stereotypes in the play. If they are second generation diaspora, hybridity places them closer to Spaniards, but heritage dictates imagological thresholds that cannot be trespassed.

Becoming in-between: Three arts-based research approaches in resonance

Andreia Dias, Susana P. Gomes, Ana Paula Caetano

Thinking critically about research practices that are grounded in art-based strategies has emancipatory purposes in itself. This presentation reveals different ways of developing the reflective process, centred on the systemic connection between theory and practice. To do so, it proposes to look at three possible ways of exploring these questions: cartography, zine, and poetic inquiry.

Cartography is presented here as a continuous path, an encounter with the unknown and a rhizomatic thought that seeks in the interstices for new places of exploration and unusual encounters that point to new paths, with the idea of on-going investigation (Costa, 2020) and mental maps as thinking tools in action, mapping investigative ideas and intentions.

The zine expresses a self-reflective process, developed from arts-based self-study practice (Samara, 2010). Thus, from the visual narrative emerges a dialogue about the dimensions of investigative practice to interpret the dilemmas experienced in a community dedicated to research on participatory and artistic processes. The categorised perceptions that emerge from intersecting the word-concept with the imagetics are the arguments that seek to amplify and resignify the action of the self under analysis.

Poetic inquiry is a counter-hegemonic form of qualitative research that is part of the arts-based research framework. It is characterised by the development of poetic texts as forms of data presentation and/or analysis, the process and outcomes of which provide the researcher and their readers with aesthetic experiences relating to the object of study and foster new and unexpected insights (Butler-Kisber, 2020).

As there are three authors of the present communication, we will highlight three distinct experiences, related to each of these approaches, proposing to present the respective processes and productions and address the question "What confluences do we find in our practices of personal reflection on these research processes?".

From the outset we emphasise the complex and tensional relationship between individual and collaborative processes of production and dissemination, processes through which we delve into a deepening of questions and dilemmas that follow one another and remain open.

Session 6

From Intercultural Dialogue to Intercultural Strategy: Resisting Power Imbalances and Overcoming Failed Dialogue through Non-Violent Direct Action

Haynes Collins, Souad Boumechaal

The European Commission defines intercultural dialogue as:

An open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect (Council of Europe Ministers of Foreign Affairs: 2008, p. 10).

While this framing of intercultural dialogue might be an admirable goal, we ask what happens when one group's attempts at dialogue are continually rebuked and they are positioned as outsiders who do not belong. This presentation introduces research exploring the campaign of L' Alliance Citoyenne de Grenoble for inclusive swimwear policies in municipal swimming pools in Grenoble, France. This campaign is inspired by women's desire to swim in local pools in full-bodied swimwear. We introduce data from research participants detailing the meaning and importance of full-bodied swimsuits for them and demonstrate how their needs have inspired L'Alliance Citoyenne's campaign for the introduction of an inclusive swimwear policy in their local pools. This campaign has been long and difficult and the group's efforts at dialogue with the local government have often been met with various forms of indifference. We explore how this has resulted in the need for the group to take a strategic approach from the bottom up which draws on creative non-violent direct action, and which seeks to create a coalition of support to change local government regulations. Drawing upon a critical realist framework, ethnographic observations, and arts activism, we argue that this case demonstrates how the concept of intercultural dialogue fails to fully engage with power imbalances and that establishing meaningful dialogue can, in some contexts, first require strategy, direct action and creative resistance.

Making Revolution and Breaking Boundaries: Intercultural Collaborative Writing Practices

Corinne Painter

In 2018, a group of researchers from 7 countries met and formed a writers' network. Our aims were to understand and overcome the barriers to writing radical women's history into the historiography of the First World War and its aftermath, and to produce a transnational gender history of revolution. In this paper, I will reflect on how this collaboration led to new research approaches and methodologies in the creation of a forthcoming publication.

We used Cynthia Enloe's approaches to pay close attention to women perceived to be at the margins of political events, to interrogate research methodologies and questions, and to take women's activism seriously. This approach also informed the process of collaboration across disciplinary and national boundaries as we employed the model of the conversation both to identify the themes of our study and reflect on their significance.

Collaboration is always a complex process and is often seen to slow down the process of publication, especially in the Humanities where solo-authored publications are more common. This collaboration was also affected by the Covid pandemic. However, as a result of this collaborative process, both the researchers and the research were fundamentally altered as we developed new methodological approaches and concepts and created a stronger publication than any single author could have produced.

A Palestine / UK partnership to develop intercultural competences for sustainable peace

Caroline Burns

An interdisciplinary research team from the Islamic University of Gaza (Palestine) and Northumbria University (UK) have completed the CUSP-funded* project *Development of Intercultural Competencies for women engineers: a Story Circles approach* which applied Deardorff's (2020) methodology for developing intercultural competences to empower female engineers across both institutions. The political situation in Gaza has been described by the Red Cross as a "protracted crises" context, where engineering is crucial and increasingly

attractive to female students, however intersectional barriers restrict women's employment / career-advancement. Similarly, the UK's *Engineering Council Accreditation of Higher Education Programmes* report (2020) recognises that female career-progression is a particular issue. The partnership used the Story Circles methodology to raise awareness of the issues and share strategies to address barriers women face in their professional lives. The methodology was employed synchronously in both institutions with a total of 17 participants and was followed by a workshop to reflect on the impact of the experience. Individual and group feedback was collected by semi-structured questionnaires, and the final session will be recorded.

British Council funding is allowing the team to build on previous findings, with a greater focus on language and identity. *An EME-focused investigation into barriers facing female engineers* began in April 2022 and will explore how English as a Medium of Education is experienced by women in Gaza, and how this might relate to female employment. EME is a global phenomenon, linked to the internationalisation of higher education and employability, yet its rapid spread has outstripped empirical research (Galloway, 2017). We are exploring participants' language preferences when discussing personal challenges and emotion, giving the option to run the Story Circles in Arabic, acknowledging linguistic diversity and challenging the assumption that international research projects should be conducted in English, thereby giving value to a decolonial approach in the former British colony. The projects contribute to UN SDGs 4, 5, 16 and 17. The proposed presentation will share the findings of the CUSP project as well as the objectives and methodology of the British Council project.

* <https://www.cuspnetwork.org/about-us/our-project/>

Thursday, 8th September 2022

Session 7

Picturebooks as disruptors in primary English education

Sandie Mourão, David Valente

Children's literature can have a potentially catalysing effect in the classroom especially as picturebooks, a multimodal literary form, combine visual potency with challenging topics. When well-selected and skilfully mediated, the age-relevant disquieting moments in picturebooks and the interaction between the pictures and words afford opportunities for disruption, sparking child agency and authentic action (Short, 2011). Picturebooks are thus well attuned to fostering intercultural learning goals (Morgado 2019) for children in primary English education (PEd). This vibrant potential can be harnessed by teachers when co-creating picturebook-based materials for the PEd classroom (Narančić Kovač, 2016). Underpinned by critical pedagogy theories, this paper presents an analysis of teacher-created materials (ICEKits) developed around evocative picturebooks. These co-creations resulted from a professional development course as part of an Erasmus+ project, 'Intercultural Citizenship Education through Picturebooks in early English Language Learning' (ICEPELL). In this talk we answer the research question, 'What makes a picturebook disruptive in PEd?'. Drawing on document and content analysis, our data comprise the selected picturebooks and their accompanying ICEKits as well as transcriptions of teachers presenting their materials to colleagues. The findings suggest that disrupting the picturebook canon in PEd can create a vibrant pedagogical space for intercultural citizenship themes. In turn, the hegemonic position of the English language coursebook is destabilised, thereby, ushering in an expanded notion of 'culture' in primary English classes. We conclude that pedagogical materials, with purposefully infused disquieting picturebook moments can disrupt children's intercultural explorations. This benefits the development of teachers' and children's critical intercultural awareness, resulting from the opportunities to take action beyond the English classroom walls.

Developing and teaching interculturality with diverse children's literature

Roxanna Senyshyn

This presentation discusses theoretical perspectives and pedagogical implications of integrating diverse children's literature as a way to support teacher candidates' intercultural learning and development as well as learning to critically analyze the representation of culturally (ethnically, racially, etc.) diverse identities. Prior to and during the current pandemic, many discussions in teacher preparation programs have centered on how schools and teachers can address various complex issues related to society, culture, and student identity by transforming the curriculum and practices. Recent events (e.g., Black Lives Matter Movement in the United States) have pushed teacher educators to think deeper about their practices related to intercultural learning and development, often in relation to anti-racist work. While scholars and teacher educators recognize the significant role of teacher preparation programs in cultivating a mindset of social consciousness and social action, how these mindsets are enacted depends on teacher candidates possessing an understanding of social and cultural issues and the disposition to act as agents of social change (Landa and Stephens, 2017). Moreover, scholarly work necessitates the importance of raising racial and ethnic awareness among teacher candidates. Some studies have examined how such outcomes can be achieved through integrating diverse children's literature into preservice teachers' coursework. Research also shows that culturally relevant literature in schools is beneficial (e.g. Cai 2008; Linan-Thompson, et al., 2018), but teacher candidates often lack understanding of such literature and how to integrate it into their classrooms (Gay, 2000; Barksdale et al., 2002; Senyshyn and Martinelli, 2021). Taking the above into consideration, this presentation builds on the presenter's prior research and a recent project undertaken in an undergraduate second language education course. The presenter will discuss a theoretical framework and practical guidelines for integrating diverse children's literature and relevant racial/ethnic awareness readings into teacher education. The presenter will share a list of well-chosen diverse children's texts and relevant academic readings to accompany collaborative and reflective learning activities, including

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a critical content analysis that examines the representation of racial/ethnic identity in children's books. The discussed instructional practices position diverse readings as a starting point, believing that counterstorytelling (Delgado, 2000) accompanied by written reflections, small group discussions, and a cultural (racial and ethnic) and linguistic awareness autobiography are critical parts of a continuum of intercultural learning and development in preservice teacher education.

Multicultural and multilingual school contexts and teacher professional development: a systematic literature review (presentation in English)

Sara Monteiro, Ana Sofia Pinho

Os contextos escolares são, nos dias de hoje, constituídos por alunos com capacidades linguísticas multidimensionais e experiências culturais únicas, trazendo desafios e oportunidades para os contextos escolares e profissionais que neles atuam (Szelei, Tinoca & Pinho, 2020).

Tendo como contexto um projeto de doutoramento (SFRH/BD146034/2019) orientado para questões de desenvolvimento profissional docente em contextos escolares multilingues e multiculturais, pretende-se, nesta comunicação, apresentar um estudo de revisão sistemática da literatura (RSL) em curso, e que parte das seguintes questões: (a) Quais são as tendências de investigação sobre o desenvolvimento profissional de professores em/para contextos escolares multilingues e multiculturais?; (b) Que implicações resultam da literatura empírica para a formação de professores orientada para a diversidade linguística e cultural?.

Partindo de um estudo piloto já realizado neste âmbito (Monteiro & Pinho, 2021), o novo protocolo de pesquisa recorreu às bases de dados *Scopus* e *Web of Science* e baseou-se no modelo proposto por Newman e Gough (2020). Recorrendo a descritores de busca específicos, as pesquisas devolveram um total de 272 artigos que, após exclusão dos estudos em duplicado e dos artigos cujo acesso não é aberto à instituição de acolhimento, resultaram num *corpus* de 196 artigos. Com base neste *corpus* procedeu-se à seleção dos estudos com base em critérios de inclusão e exclusão, dando lugar ao processo de leitura e codificação do *corpus* final, a partir de procedimentos de análise de conteúdo, que foram realizados com recurso a uma matriz específica, já utilizada no âmbito do estudo piloto (Monteiro & Pinho, 2021). Por fim, passou-se à definição de um conjunto de categorias amplas de análise e discussão dos dados. Procedimentos de análise estatística descritiva foram também aplicados ao *corpus* documental.

Por se tratar de um estudo de RSL em curso, ainda não é possível identificar resultados concretos. No entanto, considerando o estudo piloto (Monteiro & Pinho, 2021), antecipamos resultados associados ao professor, enquanto profissional e cidadão, assim como processos associados ao desenvolvimento profissional docente e a práticas pedagógicas. Por fim, pretende-se apontar prioridades de investigação e intervenção no contexto da formação de professores e do desenvolvimento profissional associado à diversidade linguística e cultural.

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Session 8

Thinking interculturality 'likewise' before aspiring to interculturality 'otherwise'

Constanza Tolosa

This presentation will use 'critical incidents' (Tripp, 2012) to trace the evolution of a two-year collaborative action research project where five researchers worked with five teachers of different languages in New Zealand schools in developing intercultural language lessons. Using the lens of collaborative action research (Burns, 2019) and teacher inquiry (Timperley, 2011), the presentation aims to contribute to our understanding of the complexities involved in the development of language teachers' intercultural capabilities. As with other collaborative action research projects, the researchers invited the teachers to become research partners signaling a commitment to value their knowledge, experience and expertise; conversely, the teachers acknowledged the input from the researchers. The paper documents the tensions between the researchers and the teachers' thinking interculturality 'likewise' before aspiring to interculturality 'otherwise'.

The 'critical incidents' were identified through recursive inductive analysis of diverse data sources including project documents, audio-recordings and transcriptions of meetings, email archives and notes on discussions involving different members of the group over the course of the two-year project. Some of the incidents may appear as normal occurrences in

meetings, discussions or reflections, yet these were deemed 'critical' in terms of their significance for the development of the overall project, and for the journey of the researchers and teacher educators. Analysis of the critical incidents illuminated and interrogated the processes and enabling conditions of the collaboration and its outcomes, with a view to moving from the events themselves (the 'what' and the 'how') to understanding what these events meant to the overall project where the teachers were implementing intercultural language units. Although the positioning of those involved in the researcher-teacher relationship was different, the group worked with a shared commitment to improving language education. Implications to language teacher education are drawn from the reflection on the researchers' efforts to balance the engagement in the inquiries developed by the teacher partners while preserving the aims of intercultural education.

Exploring epistemological tensions in L2 pedagogy across Indigenous and settler languages

Meike Wernicke

This presentation explores the need for explicit reflection in reconciling different epistemologies across Indigenous and Western second language pedagogies. In Canada, Indigenous language revitalization and applied linguistics are at present two distinct fields of scholarship (McIvor, 2021). The resurgence of Indigenous priorities in educational settings is creating a space for interaction between Indigenous and settler language scholars (Daniels & Sterzuk, 2022) explored in terms of an "ethical space of engagement" (Ermine, 2007). In British Columbia, which comprises 60% of Canada's First Nations languages, the need for this engagement is emerging as an urgent priority in teacher education settings, as teacher candidates are questioning the continuing emphasis on official colonial language instruction while grappling with decolonizing approaches and the indigenization of curricular content. In this presentation I draw on this ethical space of engagement as a settler scholar to discuss findings from an action research study conducted at a Western Canadian university. Engaging survey, interview, and observational data generation, the study documented the redesign and pilot delivery of a required course for future French second language teachers including both Indigenous and settler teacher candidates. The overarching goal of the course was to engage student teachers in language teaching strategies modelled in French and instructors' additional languages (Spanish and German), to then be adapted to the local heritage and ancestral languages represented in the classroom. Thematic analysis of the data showed that class discussion and activities raised ideological tensions with students and the instructor navigating conflicting priorities with regard to the course objective, often pitting the need to learn instructional strategies for teaching official colonial languages against the urgency to support reclamation and curriculum development of local First Nation languages. I reflect on how a "space of ethical engagement" might allow us to confront differently structured intentions and worldviews and understand the uniqueness of these differences as shaped by distinct language ideology assemblages (Kroskrity, 2018), knowledge traditions, and social and political realities. The study has important implications for how we conceptualize diverging epistemologies to ultimately support the revitalization and respectful integration of local Indigenous languages in mainstream school curricula.

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Language and diverse ontologies: Exploring the implications for indigenous education of past and present equivocations

Maria Antonia Manresa

In Father Pierre's diary of his voyage through the Ecuadorian Amazon region during 1887, this Dominican Missionary describes the indigenous people of Canelos as 'brave Christian savages' greatly admiring their leader Palate. This first encounter between Palate and Father Pierre is a clear example of an unequal encounter between radically distinct cultural norms, knowledge systems and ways of being, positioned from a European-centric perspective of cultural superiority. It is within these forms of unequal encounters that (Viveiros de Castro, 2004) describes the concept of equivocation as the misrecognition of an apparent same reference point, which are in fact different due to differing ontologies. Though equivocation and invisibilization of the 'Other' continues to this day, it has been challenged by the various indigenous movements political positioning of interculturalidad in South and Central America or (Abyla Yala). More specifically interculturalidad has been framed as an educational demand for social, political, and epistemological transformation (Walsh, 2009) in which to develop a real 'dialogue between different ways of knowing' (Santos & Meneses, 2010). However, what happens if equivocations are conducted in the opposite direction, i.e. from a subaltern subjective position in a space of continued colonial hierarchical relations? In my field work exploring how indigenous knowledge and languages are incorporated into formal school in the setting of an Ecuadorian Amazonian Kichwa indigenous territory, composed of 5 primary schools and one secondary school, bilingual teachers' members of this community clearly stated the aim of an intercultural education was to include 'our' knowledge as

well as 'outside' subject knowledge into teaching. However, all also expressed frustration in terms of both defining 'our' knowledge and implement this in the context of formal education. Through various classroom observations I was able to identify that on occasions in science related subjects, teacher's explanations incorporated language referring to nature in terms of agency. I suggest that what can be observed is a disjuncture between what is enunciated by the teachers and science school subject's epistemological basis. I propose this can be understood as an equivocation since it appeared that neither teacher nor students became aware of any epistemological clash occurring. The implications of this seem to allow for diverse ontologies (Blaser, 2009) to become present in the classroom, which may not be equivalent to a dialogue between different ways of knowing. This puts into question a critical stance in terms of an intercultural education but may raise a more demanding position of 'taking seriously' the enactment of a radical alterity (Blaser, 2014) that at least on some occasions, teacher's members of this indigenous community are performing.

Session 9

A Small Culture Ecological Exploration of UK-Chinese Families with Intercultural Intergenerational Relationships

Choen Yin Chan

According to the 2011 census and the Office of National Statistics, the third largest ethnic group in the UK is 'the Chinese', and this population continues to grow through various forms of migration. Given the large numbers, this group is relatively understudied. In particular, there are very few studies on Chinese families in the UK. This PhD explores Chinese families living in the UK, where the parents were raised in China and their children were raised in the UK. Given the differing upbringings involved, these families can be conceptualised as having intercultural intergenerational relationships. This study explores this phenomenon through a combination of a small cultures approach (Holliday, 1999) to understanding how family cultures emerge, and ecological approach (Stelma & Kostoulas, 2021) to understand how these individuals have been shaped by their environments, and in turn shape the family culture. In particular, this study explores the shaping influences on these families, on the individuals and on the relationships. Five UK-Chinese families participated, with a parent and child from each family taking part in a series of interviews. The data was analysed using reflexive thematic analysis (Braun & Clarke, 2020) with emphasis given to the importance of being reflexive as an insider researcher. From these five families, a picture is beginning to emerge of the complexities of how UK-Chinese family culture is shaped and how individuals in these families understand and experience these complexities.

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Talking about culture, representations, and stereotypes in the teaching of French in elementary school in Denmark

Stephanie Kim Löbl

The teaching of French as a Foreign Language in elementary school in Denmark includes a linguistic as well as a cultural element. One of the goals is to help the students become intercultural global citizens in developing their intercultural communicative competence (ICC) (Byram 2020). In order to develop ICC, it is important to include diverse voices in language teaching, e.g. authors, artists or others from outside France (and the European francophone countries) such as Québec, Morocco, Haiti, etc., or even from hybrid backgrounds. In this paper, I will present the main findings from my PhD project in which I investigate the notion of culture (Holliday 2019) as well as representations of the world (Risager 2018) in the subject French. I apply a mixed methods design to examine what view on culture is created in the interface between the official policies, teachers' views and beliefs, and commonly used teaching materials. I thus combine a document analysis, textbook analysis and data from a questionnaire and follow-up interviews in a thematic analysis which allows me to compare various data types within one analytical framework. In this presentation, with examples from all data types, I will discuss *the notion of culture* and different representations found in my data and what impact it may have on the development of ICC. Denmark and France are historically tied to each other through European history and this link continues to be present in the teaching of French; explicitly as well as implicitly. I will discuss the possible impact of my findings on the teaching of French and on our future global citizens.

Exploring the experiences of students labelled international: Belonging, interculturality, and endured realities

Ramzi Merabet

A considerable amount of research in intercultural communication (IC) perceives international students to constitute a clearly bounded and homogeneous group. Such simplistic categorisation is one of several mechanisms that sustain the deficit frameworks underpinning both students' experiences and research carried out about their trajectories. A view of interculturality where students are perceived as "robots programmed with 'cultural' rules" (Abu-Lughod, 1991, p. 158), hence reducing interculturality to a simplistic process where "a person from country A [meets] someone from country B" (Collins, 2018, p.169), is both obscuring and obstructing the spectrum of intricate realities endured by students. Using findings from an ongoing PhD project, this presentation will attempt to de-essentialise the experiences of students labelled international. It aims to uncover several mechanisms that create and sustain an 'us' versus 'them' situation, subsequently preventing the potential to observe interculturality-from-within and intercultural mutability, and contributing to culturism, othering, and native-speakerism. The same mechanisms are actively dictating the status quo of the current neoliberal university and, as I will argue, are disguising under an array of postmodern recidivist (Holliday and MacDonald, 2019) buzzwords, amongst which is global citizenship. The presentation concludes with several important questions in regards to the current approaches adopted in research that deals with interculturality and international students' experiences.

Session 10

Complicating voice' and 'plugging in' the data – using Mazzei and Jackson's theories to reflect on a participatory, arts-based project with children in the U.K. investigating identity, inclusion and belonging

Holly Bennion

Recent research endeavours to challenge and disrupt the notion that voice is an unproblematic epistemological tool, as in "voices speak the truth" and leads to knowing that is complete (Mazzei & Jackson, 2012, p. 745). This is perhaps evident in educational pedagogy as pupil voice and participation is seen as a cornerstone of effective practice as it serves as a catalyst for school change and improvement (e.g., Rudduck et al., 1996).

This article considers the ways researchers can 'plug in' (Mazzei & Jackson, 2012) the multifocal voices in the data to explore epistemological plurality – the multiple ways of knowing – that acknowledges the partial, messy, always-in-process and embodied nature of voice. In this paper, using the author's doctoral project as a reflective case study example, the author considers 'plugging in' the voices of the co-researchers, theoretical voices, voices of the school context, colleagues' voices, and voices in the visual texts (i.e., participants' artwork) etc. Mazzei & Jackson (2012) suggest plugging in ideas, theories, selves, emotions and sensations, and so on. In essence, this process stimulated a shift in thinking, enabling the author to view voice as constant and embodied, in a continuous and conflicting process of making and unmaking meaning.

The impact of the concept of culture on the concept of intercultural communication

Maciej Kijko

The main aim of the text is to argue for the crucial role that cultural theory plays when trying to formulate a theory of intercultural communication. In its first part, successive examples show that the very emergence of intercultural communication as a research problem was closely related to the way culture was understood. In the case of some historical propositions, e.g. evolutionism, it is not possible to talk about intercultural communication at all because of the assumptions made about culture by researchers from this circle. Similarly, Edward T. Hall by identifying culture with communication made it impossible, or at least difficult, to think about the problem of intercultural communication. In order to achieve satisfactory results it is necessary to separate and define both notions and consider their mutual relations. The second part of the text is a proposal to use the concept of culture proposed by Jerzy Kmita, a Polish culture researcher, as an adequate starting point for the formulation of the theory of intercultural communication. According to this approach, culture is the normative and directive beliefs shared by the members of a community, which regulate their actions. Corresponding sets of such beliefs are the social practices they regulate. This allows for a

nuanced view of culture and a shift away from treating it as a holistic space - the practices and corresponding sets of beliefs make often competing and contradictory claims on individuals. In turn, this makes it possible to describe the individual as having agency. Although conditioned by culture, they are also subjects - making choices and acting. At the same time, this approach allows us to characterise rationality in relation to culture. Communication in this context is, next to material practice, the fundamental, because enabling other, practice that ensures the functioning of the community. In this context, intercultural communication appears as a practice of creating a shared reality under conditions of multiculturalism. Within this framework, the specific problems of intercultural communication, its historical and contemporary forms, can be described and explained. In doing so, one captures conflict, distance and understanding not as separate phenomena, but as different effects of the communication process itself. This achieves greater theoretical operationalisation of the concept of intercultural communication. It provides an opportunity to describe the individual's agency, as well as to grasp rationality as contained in the space of culture. Both issues are important in the context of intercultural communication understood as a process of creating a common reality in multicultural conditions. Within this framework, it is possible to describe and explain detailed problems of intercultural communication, its historical and contemporary forms. In doing so, conflict, separation and agreement should not be treated as separate phenomena, but as different effects of the communication process itself. In this way a greater theoretical operability of the concept of intercultural communication is achieved.

The Politics of Researching Multilingually': Engaging critically with how researchers do research in multilingual contexts

Judith Reynolds, Prue Holmes, Sara Ganassin

This paper shares insights and emerging themes from a recently published edited volume *The Politics of Researching Multilingually* (Holmes, Reynolds and Ganassin, 2022). The volume features 16 contributions in which authors who are researching multilingually (Andrews et al., 2020) present reflexive and critical accounts of the implications of language choices in their empirical research for relationships, power, voice, research processes, research design and research outputs. In our presentation, we focus on the four themes emerging from the volume, namely hegemonic structures; power relations; decolonising methodologies; and decolonising languages, drawing out their connections to critical intercultural communication theorising, decolonial thinking, and critical multilingualism studies.

Through engaging with the rich range of experiences presented in the volume, we present our conceptualisation of researching multilingually as social and political action. We illustrate how this action-oriented researcher stance can include critically confronting the language ideologies present in hegemonic structures; purposefully working to transform power relations brought about by the privileging of certain languages over others in research relationships; decolonising researcher methodologies in order to make space for non-dominant communicative practices and their inherent meanings and open up knowledge construction; and decolonising languages by questioning the primacy of a 'named languages' (Li, 2018, p. 18) approach in our thinking, our analyses and our representations of others.

We discuss the relevance and importance for intercultural research of decentring and decolonising our thinking about languages, and taking a critical stance towards the language practices we and others employ in our research processes. We argue that "how researchers understand the role of their own linguistic resources and the multilingual aspects of their research, and ... the political implications of the conscious and unconscious decisions they make regarding their lin-guistic resources, is salient in all aspects of research" (Holmes et al. 2022, p. 1), for ourselves and others as intercultural researchers.

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Session 11

Nubian identity between diasporic homepage and indigenous homeland: A postdigital take on sociolinguistics

Rania Fawzy, Amany El Shazly, Heba Morsi, Lubna Sherif

The current study examines the Nubian identity as a postdigital scalar phenomenon that is identified in scaled orders of indexicality between online and offline stratified polycentres. It explores the underlying dialectical tension between online and offline scales of indexicalities to reach a 'totality' of identity. In some ways, the study finds Nubian homepage and

(new) homeland to be sites of fluid contestation: one domain foregrounds diaspora and discontinuity, while the other is a tell-tale space of indigenous presence. A public FB group entitled *the Nubian Caffé* is explored in this respect. online polycentricity is defined in the analysis through translanguaging selections of emoji, memes, shared videos, Nubian transliteration and/or translation practices and code-switching. As for the offline ethnography, six Nubian villages that belong to both Kenuz (West Sohail, Heisa, and West Aswan) and Fadijja (Banana, Mansheya, and Genuine w Shoubak), as representatives of the Nubian community resettled in Aswan, are ethnographically observed. Subjects were chosen to represent various age group and both genders. In order for the subject to be regarded as a reliable source of information, s/he has to be from Nubian parents and grandparents. Subjects that had a family member from outside the Nubian community were excluded. The Nubian situation is perceived as it 'unfolds naturally' (Theodoropoulou, 2019). In so doing, ethnography here carries 'multi-methodological' focus (Flick, 2004) which takes the forms of "interviewing, observing, gathering documents, and examining material culture" (Rossman and Rallis, 2003, p. 9). Offline polycentricity is ethnographically fleshed out by observing Nubians' 'spatial repertoire' (Pennycook, 2018), which is investigated not only as physical or material representations but also as socially and culturally constructed entity (Lebeuvre, 1991) through their translanguaging style (Wei, 2018) which incorporates discourse, built environment, home architecture and graffiti, clothes, demeanour, and humor among others. To reach an emic ethnographic perspective in Nubian sociolinguistic practices, field observations started in September 2021 and will last till January 2023. Methodologically, the article draws on the notion of 'postdigital ethnography' (Tagg and Lyons, 2022) along with the sociolinguistic concepts of 'digital polycentricity' (Androutsopoulos and Lexander, 2021), 'orders of indexicality' (Silverstein, 2003; Blommaert, 2007, 2010) and scale (Blommaert, 2007) to develop understandings of postdigital identities across at the online/offline juncture. To this end, our contribution to diaspora/indigeneity studies lies in taking 'postdigital' phenomena as ethnographic clues manifesting diasporic/indigenous identities in distinctive ways.

Resonance in intercultural encounters: A multi-level perspective on communication in pluralised societies

Theresa Klinglmayr

In pluralised societies shaped by manifold migration processes, common understandings of the intercultural need to be broadened in favour of a more extensive approach that addresses the complexity of encounters infused with experiences of sociocultural difference (Ahmed, 2000). In my research, by drawing on critical approaches (e.g. Ferri, 2018), intercultural communication is considered as an intersectional, embodied, co-constructive, and subject-constituting social practice. Based on this framework, I argue that 'successful' intercultural communication is not necessarily achieved by gaining competence or establishing a dialogue, but by experiencing resonance in interactions with different others. Resonance, as a relational mode of mutual affection, is opposed to the modes of indifference, repulsion, and alienation, and emerges either in the form of consonance or dissonance (Rosa, 2021). As a descriptive (regarding interactional dynamics) as well as a normative term (when referring to communicative goals), resonance serves as metaphor for relations on interpersonal, discursive and societal levels, e.g. in the sense of 'being heard' in public discourse. Applying a resonance-perspective on intercultural communication means privileging the inter over the cultural instead of relying on linear learning processes with the aim of integrating cultural difference into one's own framework.

Building on these theoretical foundations, I will discuss a methodological approach to focus groups that aims to capture the dynamics of interculturality in heterogeneous contexts, taking the case of Austria as an example of an increasingly pluralised European immigration country. I will present first insights into my work with several groups, each consisting of five to nine individuals of different age, gender, education, and migration history. Thereby, three levels of relational modes in encounters with different others are addressed: 1) the utterances and interactions within the encounters themselves, 2) the discursive negotiations of intercultural coexistence addressed in the discussions, and 3) the individual reflections of the experiences in the discussion that are examined in follow-up individual interviews. In my presentation, I aim to reflect on these three aspects of resonance and discuss the potentials this methodological approach holds for researching intercultural experiences by drawing on first insights and examples of the data.

Critical Intercultural Awareness: A decolonial, participatory and interdisciplinary pedagogy

Manuela Guilherme

This paper intends to discuss the concept of *Critical Intercultural Awareness*, which refers originally to the concept of 'critical cultural awareness' (Byram 1997, Guilherme 2002, Guilherme 2022). It will also be discussed within the scope of the Glocademia matrix, therefore in reference to its three axes 'Glocademics', 'Glocal languages' and 'Intercultural

Responsibility' (Guilherme 2019, 2022). Interculturality and decoloniality are concepts which need to be deeply entangled in our world views ahead into the 21st century, and, therefore, impact on our perceptions of criticality, collaboration and interdisciplinarity. The awareness of this process counters existing epistemicide in the history of humankind and leads to cognitive justice (Santos 2018). Such a theoretical background calls for an intercultural praxis that is critically decolonial, that is, (de)coloniality is critically analysed and is meant to stimulate intercultural pedagogies (Walsh 2018, Spivak 1999). Suggestions for practical implementation of such an approach to *Critical Intercultural Awareness* will be provided by a few examples of my contribution to a Master's programme on Sociology at the School of Economics, University of Coimbra, during the past 4 years, throughout a module shared with research colleagues at the Centre for Social Studies, namely Cristiano Gianolla (coordinator) and Claudia Pato de Carvalho. My contribution aimed at developing interdisciplinary decolonial approaches to interculturality by raising students' awareness of intercultural issues which go sometimes under cover in people's communication and interaction, guided by taken-for granted hierarchies, and by generating intensive participatory pedagogies albeit through dialogical activities which are nonetheless already regularly used in class. Innovation was mainly developed by strengthening students' commitment to their own learning process and make them aware of the stimulus and support teachers may provide in this direction. This paper aims to point out the advantages of complementarity between teaching/learning and research in regular curriculum design, at every level of education but certainly in graduate programmes courses, which paves the way for decolonial, participatory and interdisciplinary pedagogies aiming at the development of *Critical Intercultural Awareness* across disciplines, epistemologies and knowledges.

Session 12

Revising pronunciation goals and needs in the global English world: Is native English pronunciation relevant for intercultural communication?

Anna Maria De Bartolo

The present study attempts to explore the factors underlying attitudes towards native and non-native accents of English in the attempt to raise both learners and teachers' awareness of which goals and needs pronunciation teaching should address in the dynamic, evolving, multifaceted English world, where English is increasingly being used as global lingua franca for communication.

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The study reports the findings of a survey aimed at investigating learners' beliefs and attitudes towards native and non-native accents of English. University students belonging to two different groups were surveyed. The first group is composed of non-native English speakers, Italian university students studying at the University of Calabria (Italy). The second group includes mainly native speakers of English, from University of Alberta (Canada) and from Florida Atlantic University (USA).

An online link to a questionnaire was sent via email to all participants and was used as a research instrument to collect quantitative data. More specifically, learners were surveyed in relation to four specific aspects: the relation between accent and identity, their beliefs about the significance of native and non-native English accents, the role accents may play in intercultural communication among speakers from different linguistic and cultural backgrounds, and learners' expectations towards pronunciation teaching. Secondly, differences between native and non-native speakers' responses were analysed in relation to the aforementioned aspects. Finally, non-native learners' responses were statistically correlated to their proficiency level in English to identify the extent to which learners' attitudes may be affected by language competence. The study aims to raise students and teachers' awareness of what models we expect learners to look at in the English language classroom, how appropriate and relevant these may be in the globalized English world where non-native speakers will increasingly use English in a diversity of forms to achieve their communicative goals as well as the direction pronunciation teaching may be taking in changing cultural, academic, and social domains. Preliminary findings will be presented, and pedagogical considerations suggested.

Exploring the diversity of embodied practices of social protests: insights from an intercultural virtual exchange

Irina Golubeva, Ivett Guntersdorfer

The ability to interpret and understand others' emotions and nonverbal behaviour plays a determining role in interpersonal interactions, particularly when interlocutors come from different cultures (e.g. Guntersdorfer & Golubeva, 2018; Ting-Toomey & Dorjee, 2019). If such an ability is missing and one fails to 'read' emotions in nonverbal communication, it may lead to misinterpretations of other people's behaviours, values, and perspectives.

In this presentation we describe a three-week intercultural virtual exchange project undertaken in 2021 in response to the social protests in the USA and Germany (the Capitol Riot in Washington D.C., Black Lives Matter and COVID protests), in which protestors committed acts of disobedience or violence. We chose social protests because they involve significant physical, mental and emotional actions and reactions. Our students' task was to collect images of such events, and then collectively analyse and reflect on the embodied practices of social protests. Also, during this intercultural virtual exchange, 13 students from Germany and 20 students from the USA completed a series of reflective meta-analysis tasks in which they were invited to describe their own and others' emotions related to these social protests.

The focus of our research was two-fold: the first objective was to explore our students' perceptions about the embodied practices of the protestors, and the second objective was to measure whether this intercultural virtual exchange contributed to the development of our students' intercultural competence, and, in particular, of one of its components – the empathy. In this presentation we will share the results of the analysis of qualitative and quantitative data collected through pre- and post- surveys. The findings of our research project confirmed that exploration of diverse embodied practices of social protests leads to the development of empathy and better understanding of nonverbal behaviour, and thus contributes to the development of intercultural competence.

"I avoid those topics because my students will react": Mapping discourses of "objectionable" in teaching culture/interculturality in ESL

Sadia Shad

While language teachers have been increasingly encouraged to address inter/cultural dimension, especially in second/foreign language teaching (Byram, 2009; Crozet, 2016; Kramsch, 2011; Liddicoat & Scarino, 2013), few empirical studies have investigated the ways language teachers understand and integrate the inter/cultural aspects into their teaching of English as a second/foreign language. Particularly salient is the paucity of qualitative research on language teachers' experiences of teaching L2 "culture" in their local educational contexts (Crozet, 2016).

This study, therefore, fills this gap by examining Pakistani tertiary level English language teachers' experiences of teaching "culture" and interculturality in an ESL context, especially focusing on the areas they find most challenging in their classroom practices. Drawing on discourse and critical approaches (Dervin, 2016; Kramsch, 2011; Scollon & Scollon, 2008) to "culture" and interculturality, this multiple qualitative case study employed interviews (in-person and virtual), and online classroom observations of eight public university teachers as data sources. Informed by a latent thematic analysis approach (Braun & Clarke, 2012), findings indicate that while participants were enthusiastic about the link between "language" and "culture", especially in the context of English as a Second Language in Pakistan, a majority of them were not quite familiar with the concept of "interculturality". Moreover, the intertwined relationship between the social, cultural, and/or religious expectations and teachers' own sense of "objectionable" exceedingly shaped their pedagogical decisions and experiences in relation to teaching the inter/cultural aspect. The very conflict between the two—personal and social—norms around "objectionable" emerged as one of the most challenging areas for the participants to negotiate.

This study's findings highlight an urgent need for providing language teachers with adequate tools to teach the inter/cultural aspect by making (a) ongoing reflection activities, and (b) critical cultural awareness and critical pedagogies a prerequisite in teacher training programs in Pakistan, and other similar contexts.

Session 13

Linguistic and cultural issues in the international mobility of lusophone higher education students

Organiser: Susana Pinto

Discussant: Margarita Correira

This Panel gathers three papers focusing on linguistic and cultural issues in the mobility of lusophone higher education students within the Community of Portuguese-Speaking Countries (CPLP), discussing how diversity and plurality are experienced and addressed by academic actors in Portuguese HEI. In Portugal, policies have led to an increase of international students in HEI (DGEEC, 2021) especially from the CPLP. This poses challenges related to the ways languages (and language varieties) and cultures, as knowledge mediators (Berhoud & Gajo, 2016), intervene in training, supervision, and research processes (Byram et al., 2020). The panel discusses the need to acknowledge linguistic and cultural knowledge CPLP students bring to their studies so as to build intercultural spaces of reciprocal learning (Robinson-Pant, 2017).

Pluricentric Portuguese for Academic Purposes

Paulo Feytor Pinto

In this communication, I shall present and discuss a curricular unit (UC) of Academic Portuguese that has been developed in the context of the action research project *Trovoada de Ideias - Linguistic and Social Inclusion of Students from Portuguese-Speaking African Countries in Portuguese Higher Education* (2016-2021), based on a pluricentric approach (Clyne, 1992) to deepen linguistic and communicative skills in Portuguese language for academic purposes. The project has been developed at ISCTE - Instituto Universitário de Lisboa - and the UC was conceived and experimented there with international students fluent in African varieties of the Portuguese language. Assuming this initiative as micro language planning (Baldauf, 2006), the objectives, contents, and teaching materials of the UC are presented (Pinto, 2020) and the admissibility of African varieties in Portuguese higher education is discussed.

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"How do I hear them?" Professors' perceptions on international students from PALOP countries in a Portuguese higher education institution

Ana Raquel Matias

The presence of international students in higher education (HE) is one of the main international mobilities of the last 20 years on a global scale. Portugal has also experienced a growing presence of international students, being a privileged destination for students from the Portuguese-Speaking African Countries (PALOP) since the 1980s. These contingents have brought to Portuguese HEI important multicultural challenges arising from the social dynamics of the variation of the Portuguese language as a global language, whose implications on the host institutions have become urgent to debate. Therefore, we will specifically discuss the reports collected in three focus groups with professors concerning their perceptions on the language, teaching and learning practices of PALOP students who present more difficulties. These reports result from the action-research project "'Trovoada de Ideias': Linguistic and Social Inclusion of Students from PALOP in Portuguese in HE". In line with previous studies, we observe an absence of discussion in HEI about the role of languages and cultures as transversal components of its activities, a discussion imposed in academic practices but still not consensual. We hope to contribute to the understanding that the internationalization of HE implies its transformation into a plural and intercultural space.

Languages and cultures in internationalized doctoral education

Maria Helena Araújo e Sá, Manuela Gonçalves

This proposal intends to discuss issues of languages and cultures in the context of doctoral education, which has been increasingly internationalized and, as such, may constitute a privileged frame to encourage knowledge construction practices more plural and networked, and to promote multilingual and multimodal modes of communication.

The study, with a qualitative nature, and based on real stories by students from the Community of Portuguese Speaking Countries (or by their supervisors), attending the Doctoral Program in Education of the University of Aveiro, aims to: i) understand how linguistic and cultural diversity is perceived and experienced in this doctoral program; ii) contribute to the discussion about the role of languages and cultures as mediators in the research, training and dissemination processes that intersect in doctoral education.

The analysis reveals academic practices regulated by monolingual-cultural-normative habitus, with consequences both for the knowledge constructed by research and for the identity of researchers, and reinforcing the epistemological hegemony of the academic space. The (urgent) discussion about the management of diversity in internationalized doctoral education must be carried out in a holistic, critical and participatory way, and integrate principles regarding research, training and dissemination, some of which are proposed in this presentation.

Session 14

Promoting intercultural learning through online interactions in global English

Organiser and Chair: Kevin Ottoson

As a global pandemic has limited opportunities for students to study abroad, educators are searching for alternative methods to facilitate intercultural contact. Virtual exchanges, such as COIL, have been gaining popularity in recent years in part since they can provide all students the opportunity to develop intercultural competence despite financial constraints or restrictions on programs due to a global pandemic. This roundtable aims to demonstrate the impact of online interactions with people from different language backgrounds on their intercultural attitudes and perception of English as a tool for communication. Participants are invited to discuss how virtual intercultural interactions could be implemented to enable students to develop their intercultural communicative competence.

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Online intercultural interactions with Filipino students in an intercultural communication class

Eiko Ujitani

English has increasingly become the lingua franca globally as well as in the Asian context (Murata & Jenkins, 2009). However, most online intercultural exchanges involve NS as partners to English language learners (Ke & Cahyani, 2014). This study investigates how NNS-NNS online collaboration affects Japanese learners' beliefs *about learning* English and their willingness to communicate. 15 Japanese students and 9 Filipino youths engaged in weekly synchronous discussions in the presenter's intercultural communication seminar. Results indicate that students prioritized intelligibility over accuracy and gained more self-confidence in using English. Suggestions for implementing successful virtual exchanges aimed at developing intercultural competence will be also discussed.

Instagram for developing intercultural understanding in the language classroom

Megumi Yoshieda

Though the popularity of Instagram among Japanese youth is rapidly rising, they mostly use the Japanese language on this SNS (Edelman *et al.*, 2022). As the TESOL Technology Standards for Teachers promotes technology-based tools as aids to language learning (Healey, et al., 2011), using Instagram may increase students' exposure to the target language outside the classroom. This speaker will discuss her research that was conducted with Japanese university students who created posters based on current news articles and then

posted them on Instagram. The students received positive feedback from Instagram users worldwide in the topic-related communities. Hence, students gained confidence in using English and curiosity about the cultures of their respondents.

Expanding opportunities for developing intercultural competence through COIL

Kevin Ottoson

Collaborative Online International Learning (COIL) is one type of virtual exchange that connects teachers and students to collaborate and learn as part of their course. Virtual cross-cultural exchanges like COIL offer equitable and affordable opportunities to internationalize the curriculum (Blake, 2013; Ceo-DiFrancesco, 2015; & Schenker, 2013). This study investigated Japanese students' perspectives of their intercultural learning from a COIL project with university students in China. Self-assessment from Japanese participants revealed that intercultural attitudes of valuing others, withholding judgment, and curiosity. Additionally, the students described the importance and enjoyment of English. This study also discusses implications for stakeholders in higher education.

Session 15

Bridging the gap between the aspirations and the realities of intercultural education: voices from teacher education

Organiser and Chair: Constanza Tolosa

Despite hopes that we have already taken an 'intercultural turn' (Dasli & Diaz, 2017), new and practicing teachers still often see their role as introducing a 'foreign' language and culture to their students. We bring together voices from different locations to discuss our experience and pedagogical practices working with teachers to open an honest conversation about the joys, challenges and realities of intercultural education and ask whether we are ready to think interculturality 'otherwise'. Questions addressed include how teachers conceptualize culture and interculturality, if we teach what we intend to teach, and how we can move towards addressing common issues.

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Integrating intercultural citizenship in foreign language contexts

Manuela Wagner

I report on diverse experiences with teachers and teaching assistants in workshops and professional learning communities in the United States addressing the questions of how to integrate intercultural citizenship (Byram, 2008) in diverse contexts (from elementary school to university). Questions addressed include how we can conceptualize "culture" and "intercultural" to support students' diverse identities and backgrounds and how educators cope with their experience that their positionality is often questioned in this work.

Developing intercultural units through collaborative action research

Constanza Tolosa

Drawing on the experience from a collaborative action research project (East et al, 2018) in New Zealand, I will present lessons learned about the realities of the intersecting processes of collaboration and independent inquiry of a group of researchers supporting teachers in the development of intercultural language teaching units. By reflecting on the processes and enabling conditions of the collaboration and its outcomes, I aim to move from the events themselves to understanding the tensions involved in the teacher educators' roles as 'knowledge brokers' while respecting the teachers' readiness for action and their efforts to grapple with the intercultural construct.

Intercultural citizenship and social justice: voices from experienced teachers

Manuela Wagner

I will report on some preliminary results of a study with Terry Osborn in which we ask experienced teachers of critical approaches about their experiences and challenges in integrating intercultural citizenship and social justice.

Friday, 9th September 2022

Session 16

Breaking out of the Cultural Comfort Zone: Self-Experiments with Alterity

Raphaëlle Beecroft, Richard Beecroft

Within Sustainability Studies, one approach to aiding participants in the development of their personal sustainability experience in a transformative and reflexive action-research setting is the concept of “Self-experiments” (cf. Trenks, Beecroft et. al 2020). These are small but nevertheless systematic research projects in which participants effect changes in their own lifeworld and life-style, e.g. regarding mobility choices or consumption behavior. These changes are then documented and reflected with a view to analyzing the level of personal transformation they engendered. Transferring this theoretical construct of self-experiments to intercultural and democratic education contexts for the first time, the talk will present the accompanying research findings relating to a Master’s level seminar for pre-service teachers of English in Germany. In this seminar, the participants conducted self-experiments aiming to engender openness to, engagement with and reflection on (inter)cultural contexts which they had not previously encountered and/or which required a conscious deployment of intercultural/democratic competences to navigate. The talk will describe the architecture of the self-experiments, ranging from the identification of ‘uncomfortable’ topics to the design and implementation of the 4-week self-experiment. A further focus of the talk will be the instrument used as a reflection tool during and after the experiments by the participants, namely the ‘reflection journal’ employed in self-experiments on sustainability, which was adapted to include the different ‘Autobiographies of Intercultural Encounters’ (cf. Council of Europe: 2009/2013) as well as reflection items derived from the Council of Europe’s Reference Framework of Competences for Democratic Culture (2018) and Byram’s (2021) model of ICC. The talk will conclude by presenting the quantitative content analyses of the reflection journals in order to demonstrate the different degrees of transformation experienced by the participants and to formulate suggestions for further transdisciplinary work involving self-experiments and the fostering of intercultural and democratic competences.

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Professional development: designing a top-down approach

Maria de Lurdes Gonçalves

The commitment to professional development is crucial for teachers to be able to develop professional skills that better equip them to respond adequately to the challenges of 21st century teaching. The digital competence, the ability to collaborate and network, but also to reflect and deepen the professional knowledge of the specific content, strengthening self-confidence and the feeling of belonging to a larger group are important issues that in-service teacher education programmes usually address to.

Teacher professional development is a complex process that involves several dimensions of professional knowledge (Sancar, Atal, & Deryakulu, 2021; Shulman, 1987), which are dynamically articulated and intertwined. Therefore, when designing teacher education plans, it is crucial to ensure that training opportunities do not only facilitate the (re)construction of the desired teachers’ competences and profile, but also the understanding of the mission that teachers must pursue in their contexts and the changes intended to achieved.

This presentation aims to look at the specificity of the professional competences of Portuguese Heritage Language (PHL) teachers, based on the experience of almost a decade in designing, implementing and analysing in-service teacher education plans (TEP). These have been designed in a top-down logic and include biennial seminars that are designed and planned together with the teachers, who have an active participation throughout the whole process. The content of these seminars will be analysed according to the dimensions of professional teaching knowledge in order to understand the competences which have been covered and how they match both teachers’ professional development needs and institutional aims. The results of this analysis will be crossed with the evaluation carried out by the participants and articulated with the proposals presented by UNESCO (2021) for the renewal of education, in order to envision future in-service teacher education paths.

Exploring the link between translanguaging classroom practices and language ideologies of Bilingual Kichwa Ecuadorian teachers

Maria Antonia Manresa

This research is based on a linguistic ethnographic study conducted between 2018/19 to explore bilingual indigenous Ecuadorian Kichwa teacher's discourse and use of bilingual translanguaging practices in primary education literacy lessons. As has been highlighted in research on bilingual education both in Latin America (García, 2009; López, 2021) and elsewhere (Canagarajah, 2013), bilingual education continues to predominantly envision bilingual language use from a monolingual perspective. However, relatively little empirical research has been conducted based on combining both bilingual classroom practices and teachers' discourse reflecting their language ideologies. The objective of this research is therefore to explore the link between bilingual teachers' ideological linguistic tendencies making use of Howard's (2007) categorization of 'purist' versus 'pragmatic' ideologies on the Amerindian language of Kichwa and teachers' bilingual translanguaging practices (García y Wei, 2014) in classroom.

The research was conducted with four bilingual Kichwa teachers two from the Amazonian province of Napo, and two from one of Highland province of Cotacachi. These teachers were taking part in a two-year mentoring course (2017-2019) to improve primary education literacy teaching, targeted at rural and urban schools identified as belonging to vulnerable and marginalized sectors. The research involved informal conversations, classroom observations and semi-structured interview over an eight-month period.

The main results indicate that all four teachers express a greater tendency towards a purist's language ideologies in their discourse on bilingualism, indicating the need for a clear separation between languages in an educational setting. However, the two teachers that express greater complexity in their discourse in relation to the link between language and identity also displayed greater flexibility towards incorporating students' translanguaging repertoires into the classroom. The two teachers that express a greater level of direct correspondence between language and identity showed greater tendencies towards maintaining language separation in the classroom. However, of significance is that the latter also appears to correspond with greater use of Spanish as main language of transmission. This research therefore has implications towards current intercultural bilingual language policies as well as the importance of considering teacher's language ideologies in training processes.

Session 17

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Multilingualism in secondary education: perceptions and outcomes from a FORTHEM Multilingual Lab's Citizen Science project

Silvia Rodilla-Rivas, Ana Sevilla-Pavón, Kyria Finardi

Multilingualism in School and Higher Education is one of the Labs of the FORTHEM Alliance, a cooperative network of nine European universities, concerned with a research-based understanding of the societal challenges posed by the increasing multilingualism which characterizes contemporary European societies. In particular, the Lab focuses on promoting pedagogical practices and recommendations based on a resource-based view of language repertoires and practices, as a response to the devaluation of the existing multilingual potential often verified in mainstream educational practices. Within this Lab, the Universitat de València (UV) collaborates with three local secondary schools to implement a citizen science project on multilingualism in education with active involvement of teachers and students, following the pilot projects developed since 2020 by other FORTHEM European partners. Drawing on insights from a previous study on multilingualism (Rodilla-Rivas, 2021), a Citizen Science project on multilingualism involving 16 students of 4th of Compulsory Secondary Education (CSE) is being developed on the IES Camp de Túria in València (Spain) along 11 sessions. Students must adopt the role of sociolinguistic researchers and thus collect and analyse data within the school with the aim of finding out more evidence about language diversity in the school. After being guided through the different stages of the research process, they share their research results through an awareness-raising video. Data from research diaries and questionnaires on participants' perceptions, as well as materials produced by students, are analysed in order to assess the outcomes of the project. This presentation discusses possibilities for multilingualism in education drawing on results and

examples of the FORTHEM Multilingual Lab's projects in which the UV participated in collaboration with secondary schools, as well as on contributions from other research on multilingualism developed by the authors in other educational contexts, including higher education and teacher training.

Multilingual Lessons Conducted by High School Students for Primary School Students: A Collaborative Practice and its Effects on Students' Language Awareness and Use

Masahito Yoshimura, Fumiya Takatani

In the Japanese society, the number of foreign residents is said to exceed 2.7 million, of which Asian and South American nations account for almost 80%. In addition, the number of foreign tourists in 2018 exceeded 30 million. Over 85% of these visits were from Asia, including South Korea, China, Taiwan, Hong Kong and Thailand.

Despite these circumstances, English is by far the predominant foreign language taught in schools, and other languages are rarely taught even in high schools, let alone in primary and junior high schools. We have established a high school with an innovative multilingual curriculum that goes against this language education policy, expecting that learning more than one language in addition to English would produce the following results: the formation of awareness and tolerance of multiple languages and the diversity of others who use them; the improvement of metalinguistic competence (the ability to become aware of and verbalise the relativity, similarity, difference, etc. among languages) through comparison of multiple languages; and the development of learners' linguistic repertoire. All the students in the curriculum are to learn five languages, Mandarin, Korean, French, Spanish and German, as mandatory and have activities of "Awakening to Languages" in their first year, then to select and continue to learn one of them in the second and third year along with English.

Furthermore, we have added yet another unique activity at the end of their first year: giving a lesson of the languages which they learned to primary school students on line, based on collaboration between the high school and a primary school.

The purpose of this study is to demonstrate the outcomes of this collaborative practice in terms of language awareness (attitude toward and metacognition of languages) of primary school students and recognition concerning language use of high school students. The analysis of their reflections through text mining revealed that the primary school students became intrigued by the variety of languages and aware of the differences among them, while the high school students developed new perceptions about effective communication.

An international comparative and collaborative study to develop primary students' CDC in EFL: focusing on curriculum design and implementation

Motoko Abe, Raphaelle Beecroft

Our talk will present the first iteration of a project exploring the potential of the Reference Framework of Competences for Democratic Culture's Descriptors for Young Learners (cf. Council of Europe: 2021) for both curriculum planning and assessment. Focusing on a virtual, asynchronous collaboration between primary school learners in Japan and Germany, the talk will trace its development from the original objective of promoting ICC towards considering ICC as a basis for fostering competences for democratic culture. The talk will outline the use of the descriptors in the curriculum design process, detailing the content, in this iteration focusing on the war against Ukraine and education for peace, and its alignment to the descriptors. Furthermore, we will demonstrate how the descriptors were employed to assess the potential development of the learners' competences for democratic culture in both a quantitative and a qualitative manner. The assessment instruments forming part of the mixed-methods, comparative research design include: a quantitative questionnaire whose items were derived from the descriptors and adapted to the curriculum contents, the qualitative analysis of student products (including a role-taking drama activity) and of in-class reflection as well as a qualitative content analysis of individual learner interviews carried out post-unit. Through comparing the triangulated results of the individual German and Japanese classes we will address the research questions pertaining to the study, namely:

- Can an operationalisation of CDC descriptors (either specifically selected or inductively appearing) be observed through the data gathered?
- How can the RFCDC be used as a tool for curriculum development and assessment of the students?

The talk will conclude with a presentation of the context-related differences observed in the German and Japanese individual data, leading to recommendations for further iterations of the project involving further partners.

Session 18

Linguistic diversity in the Hungarian education system

Melinda Fűrész-Mayernik

In Hungary, research on multilingual children is not new (Bartha, 1999; Navracscics, 2007, 2008), as globalisation, immigration and refugees have led to the integration of children from multilingual families into the monolingual Hungarian education system. However, little is known about the knowledge, practical experience and pedagogical relevance of the teachers who meet multilingual children. These (CALD) students need support in learning English as a second language. In education, the competence and preparation of teachers working with bilingual and multilingual children is of paramount importance for learning success, motivation and inclusion.

The aim of this research is to shed light on the knowledge and experiences of teachers working with children from multilingual families in Hungary through a questionnaire survey. It asks pre-school teachers and primary school teachers about their knowledge of multilingual children, mostly through open questions: the theoretical knowledge and resources of teachers who meet multilingual children and what practices they currently use in teaching and integrating multilingual children into the community.

The two main hypotheses of the research were confirmed:

H1: Teachers working in the public education system have a lack of knowledge about the integration of multilingual children.

H2: The methodological-practical knowledge of teachers working in the public education system about the integration of multilingual children is mostly developed along their own experiences. In addition to presenting the results of a questionnaire with teachers, the paper will also show the experiences and good practices gathered during an observation in a bilingual school, where the phenomenon of translanguaging of mostly Mongolian and Ukrainian children is observed.

The aim of the presentation is to describe the situation of multilingual children in Hungary, to present the knowledge and attitudes of teachers working with them, and to list good practices that teachers can use in language pedagogy, translanguaging and language lessons.

Cultural Adaptation of Foreign Students in Vienna and the role of Austrian Migration policy

Roshanak Nouralian

Intercultural and interdisciplinary studies are interesting topics in applied linguistics. Culture plays an important role in the process of Migrants' cultural adaptation to the host society. Among various groups of immigrants, international students are exposed to extensive psychological and socio-cultural changes in the host country. In this regard, Iranian students in Vienna may face barriers due to the low cultural proximity between Iranians and Austrians. This study aims to identify the obstacles that Iranian students at universities in Vienna face in their cultural adaptation to Austrian society.

To answer this question, a mixed-method approach including a qualitative stage of research on focused group discussion and individual interviews as well as a quantitative stage has been designed. Both the collection and analysis of quantitative and qualitative data are used for triangulation and a deep understanding of the subject.

Socio-linguistic analysis focusing on the effect of mother tongue and cultural context on the cultural adaptation of Iranian students concerning German language and cultural adaptation shows that the acceptance factor in the host society plays a stronger role than their different ethnic backgrounds in Iran. To study ethnic background and academic culture, in this research project, the concept of culture is based on Holliday's (1999) theory, large culture, and small culture.

In this presentation, the achieved results from the qualitative phase regarding the role of the Austrian Migration policy on the lives of Iranian students and their German language barriers will be discussed based on the experiences of the interviewees.

Valuing epistemic diversity through multilingual intentionalities: Exploring UK-based students' uses of languages in their MA learning

Zhuomin Huang and Richard Fay

In this paper, we report an ongoing, small-scale, research project exploring our mainly international students' use of their diverse linguistic resources as part of their MA studies in the English-foregrounded academic context of UK higher education (HE). We are concerned with which linguistic resources (e.g. English, and Chinese) that they use or not in their studies and how and why they do so. As informed by an ecological lens, we are particularly interested in the 'why' – i.e., their purposefulness (or intentionality) in using certain linguistic resources for particular purposes, and want to know more about the shaping influences on their language practices and intentionalities (e.g. Stelma & Fay, 2014). To this end, we conducted a multilingual, semi-structured interview with seven students individually in order to generate an in-depth understanding of their intentionalities about using languages in their learning. This research is underpinned by a belief that linguistic diversity and epistemic diversity are linked and mutually-shaping. As analogous with now well-rehearsed arguments about the value of bio-diversity in response to environmental changes and challenges, we believe that the richer the linguistic-epistemic pool, the better resourced we will collectively be to develop multi-perspectived, multi-voiced, respectful, inclusive, and mutually-enriching understandings of the changing world in which we live out our lives and upon which we leave a legacy for those that follow us. Our aspiration is that the reported research here not only explores students' multilingual practices and intentionalities but also helps shape those practices and intentionalities. Thus, although the project is small-scale, it has an activist agenda – namely, encouraging fuller use of linguistic and epistemic resources of students and staff with view to both guarding against and challenging epistemic injustice (Fricker, 2007) and linguistic hegemony, and inculcating a rich linguistic-epistemic ecology through which the long-term vitality of our diverse ways of of understanding and knowing might be safeguarded.

Session 19

Beginning with the small: searching for decolonised research methods

Adrian Holliday

This paper is inspired by Stuart Hall's (1991) statement that in order to understand deCentred realities and to bypass Centre theories and structures, we need to begin with the small - to find ways of seeing the naturally hybrid realities that surround us. Quijano (2007) also observes that a major colonising force that has affected all of us has been the positivistic notion that the idealised rational and individualistic researcher is somehow separate from the so-labelled relational, collectivist and irrational researched. This fallacy resonates with the common Orientalist, essentialist imagination of the collectivist global south that has invaded dominant popular and academic narratives of intercultural communication. This observation matches much of my personal experience of reviewing journal articles and supervising doctoral research. Even where there are critical claims in the aims of the research, the empirical elements often comprise superficial reference to, for example, interview transcript extracts without discussion of the relational intersubjectivities of the multiple factors that surround and influence how they came to be. From the perspective of a white, Centre, Western academic, who has insider critical awareness of ideological presence in the research event, one also begins to see that this commodification of interview transcript can be a major force in avoiding the intersubjective realities that represent our intercultural hybridity. I will therefore, through reference to a current book project, explore what I personally learn from these observations in how to decolonise my own research methodology through finding new devices to enable truer appreciations of intercultural hybridity. The concepts of third space and small culture formation on the go will also be further developed.

"There are two kinds of people in San Miguel Allende, those who work for the Americans, and the Americas": Reflections on duo-ethnography as an intercultural research practice

Christopher Anderson, Ireri Armenta Delgado

This paper is an intercultural reflection on the data-making process in a duo-ethnographic research project focussing on interculturality in the discursive construction of the Mexican city of San Miguel de Allende (Anderson & Delgado, 2021). This city has undergone over several decades significant changes due to 'lifestyle' migration (i.e. by reason of choice rather

than desperation) and tourism from the USA. We argue that these changes are a process of gentrification; understood as the embourgeoisement of working-class urban areas (Glass 1964). This form of gentrification differs from early conceptions as it involves not just class but nationality. The process of gentrification is therefore also a process of Americanisation. Using their cultural, social, symbolic and financial capital (Bourdieu 1986) in this process, the gentrifiers have constructed a new identity for the city located in the environment of the city (e.g. in housing, in language use, in consumer and cultural consumption) as well as in the texts they create (e.g. in social and mass media). The outcome is a culturally-hybrid city which beyond the problems of displacement and marginalisation, can be alienating for local Mexicans. This paper is a reflection on one of the research instruments used in the study: participant observation in the role of tourists, which was carried out simultaneously by both researchers (a British man and a Mexican woman). Adapting a duo-ethnographic approach with a dialogic examination each others field notes brought about perspectives, data and interpretations that may have been hidden had the work been traditionally carried only by the foreign 'outsider'. This combination of insider and outsider not only helped to make sense of the what we observed, but also allowed us to reflect on how each us were perceived and treated in the city where Christopher Anderson was perceived as an American and Ireri Delgado as a local Mexican. These narratives of our experiences helped to provide a deeper understanding of the subjective experiences and identities of both Americans and Mexicans providing further evidence of the failures of interculturality in the city.

Avatarian Embodiment of Indigenous Futurisms 4D: A Postphenomenologically Informed SF-MDA Approach

Reham El Shazly, Rania Fawzy

The study explores how the virtual reality movie *Crow: The Legend* mediates an intercultural experience of Indigenous Futurism. It aims at investigating the various intercultural relations formed by and during the intersemiotic performance of VR *Crow*. In so doing, this study proposes a postphenomenological SF-MDA synthetic approach. The notions of intersemiosis and postphenomenology are brought together to capture the relation between VR users' immersive interactions with the virtual world as systemic meaning potential and the materialization of this potential in an 'instance' of intercultural meaning-making and engagement. The thesis of the current paper is that the immersive intersemiotic affordances and postphenomenological engagement of VR storytelling can enact an intercultural complexity that is reflected and attained logogenetically as the virtual text unfolds in time and interaction. Thus, a postphenomenologically enhanced SF-MDA perspective with four modes that are intersemiotically interfaced in a distinctive virtual dialogue – namely, humans, users, technology, and world – has unraveled the cultural particularities of Indigenous Futurisms as being technologically mediatized via the *Crow*. *Crow* is interpreted as encouraging interactants to encounter and build some reflections on the contemporary practices of Indigenous Futurists. The distinctive virtual dialogue established in the *Crow* between the human interactants and technology has unraveled the cultural particularities of Futurisms' notions of 'non-linear temporality', 'self-determination,' 'selfdiscovery,' 'selflessness' and 'diversity.'

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Session 20

Education for global citizenship in primary school under the current Portuguese educational policy (presentation in English)

Andreia Reis, Ana Sofia Pinho

A educação para a cidadania global (ECG) tem vindo a ser teorizada sob diferentes perspetivas, nem sempre consensuais entre si e que importa analisar criticamente. Contudo, podemos assumir que a ECG visa o desenvolvimento de cidadãos esclarecidos, críticos e participativos, que contribuam para sociedades mais inclusivas, democráticas e justas (Hart, 2008; Oxley & Morris, 2013), um repto que tem sido abraçado por políticas educativas internacionais e nacionais. O discurso educativo em Portugal tem enfatizado questões de cidadania e participação, tal como se torna visível na Recomendação n.º 2/2021, do Conselho Nacional de Educação ("A voz das crianças e dos jovens na educação escolar").

Nesta comunicação, realizada no contexto de um projeto de doutoramento (2020.04942.BD), propomo-nos analisar um *corpus* de documentos relativos à atual política educativa portuguesa, com o fito de responder às seguintes questões: Que perspetiva(s) teórica(s) sobre educação para a cidadania está(ão) plasmada(s) no documentos de política educativa-curricular? Que lugar ocupa a temática da voz e da participação dos alunos nesse(s) discurso(s)?

Metodologicamente, trata-se de um estudo qualitativo-interpretativo, assente num processo de constituição de um corpus documental, a partir de passos como: encontrar, selecionar, avaliar e sintetizar os dados. Os documentos, alguns dos quais obtidos a partir do website da Direcção-Geral da Educação, serão alvo de uma análise de conteúdo (Bardin, 2020). Considerando as questões orientadoras do estudo, recorreremos, para o efeito, aos modelos teóricos de Hart (2008) e de Oxley e Morris (2013).

Tratando-se de um estudo em curso, procuraremos, a partir dos resultados obtidos, refletir sobre as respetivas implicações para a formação de professores, designadamente do 1.º Ciclo do Ensino Básico.

Developing capabilities for engaged citizenship. Partnering with students as curricular consultants to create a laboratory of democratic practices

Tatiana Bruni

This paper presents the outcomes of a study on developing capabilities for critical and engaged citizenship in higher education, which is one of the educational aims of the undergraduate college where I teach. As an educator, I am expected to deliver on this institutional aim: however, I wondered what this aim means to our students, that is, how do they see themselves as (future) engaged citizens. Do they maybe have different perceptions and expectations? If so, how can we incorporate those expectations into our curriculum? To explore such questions, I engaged students in a teacher-student partnership where we co-created a new course in Intercultural Communication, starting with a discussion of the college's educational aim. I pose that such partnership can be(come) a laboratory for democratic practices, which can be seen as education through democracy, fostering capabilities for engaged citizenship. This because it is a collaborative, reciprocal process through which all participants can contribute equally to the outcome, and to redefine own's own role in it.

My study is a Participatory Action Research looking at the experiences of the students involved in the project as curricular consultants. After presenting the setup and process of the partnership, I will outline some of the results, related to the question of the partnership has been experienced or not as a laboratory of democracy, and of this experience has been transformative for the students regarding how they see themselves as engaged citizens.

The thematic analysis of the data, done using Walker and Loots' (2008) PAR Cube tool, shows that the democratic potential of the partnership was not fully actualized: while we actively worked on renegotiating our roles, the gap in knowledge between the teacher and the students, combined with the short length of the project, was challenging. Nonetheless, the participants indicate that collaborating as equals with a teacher has been transformative.

Furthermore, they now understand citizenship as an ongoing process of engagement with society, instead than as a 'stage' you can achieve.

The role of technology enhanced learning environments in student's motivation to learn a second language

Joana Guilherme, Carolina Carvalho

The empirical research on the study of motivation in education has been going through different theories that aim to understand it and explain it according to the reflections of the researchers of each era (Reeve, 2018). Therefore, considering the constant economic and social changes of a highly globalized world, that lead to the different approaches on how we perceive motivation, it is essential to prepare students for the skills required for the 21st century, namely the ones concerned with the learning of a foreign language, as a form of communication, or the ones concerning the use of technology as a learning environment (Rotherham & Willingham, 2009).

Research in educational psychology has shown that the use of technology enhanced learning environments (TELE) promotes not only flexible and dynamic learning, but also provides collaboration between students inside and outside the classroom, thus breaking space-time limits (Merchant et al, 2012). Hence, this study aims to perceive role of technology enhanced learning environments in elementary, middle and high school student's motivation to learn a second language (L2).

Following an interpretive approach, this qualitative research based on interviews, observations during class time, and surveys, suggests that when accurately used, technology enhanced learning environments, can significantly improve not only the student's motivation to learn, but also the communication between students and teachers, thus promoting autonomous and constructive learning. Furthermore, our results also suggested that in order to use such environments the teacher must previously prepare each class, considering where and when to use them, so the students can benefit from their use. On the other hand, this research also aims to point out the challenges brought by the use of technology enhanced learning environments in what regards to the development of fine motor skills, spelling accuracy, student's perception of responsibility towards learning, as well as the student's performance on instruction tasks.

Session 21

Plurilingual competence and multimodal communication: in-class and out-of-class language learning and teaching

Liudmila Shafirova, Maria Helena Araújo e Sá

Discussant: Boris Vasquez-Calvo

In recent years, multimodal communication has become increasingly multilingual including streaming platforms (affordances of choosing subtitles and shows in different languages) and multilingual creators on different social media platforms such as YouTube, Instagram or TikTok (Vazquez-Calvo, Shafirova, Zhang, 2022). However, despite these varied potential language contacts, there are only a few studies that connect out-of-school multilingual and multimodal communication with the plurilingual competence development (Ivković, 2020). This panel will discuss several innovative studies focusing on formal and informal multimodal and plurilingual situated learning.

Language battles: Spanish-speaking plurilingual competence on YouTube

Nicolas Panzuto, Daniel Cassany

According to the CEFR (2018) definition of plurilingual competence, dialects and language variations form part of the competence together with different languages. This study is centered on the exploration of this intradialectal plurilingual competence of Spanish on YouTube. We start from a corpus of 61 recent YouTube language battles videos, which predict dialectal variants (905) among Spanish speakers from 19 countries, with tens of thousands of views, likes and comments. We conducted a multimodal analysis of the challenges and observed youtubers' attitudes about the intradialectal geographic and social variation of Spanish, as well as informal learning strategies that demonstrate their plurilingual competence. In general, Youtubers prefer colloquial terms to technical ones (dialects, variants) and political denominations (flags, countries) to dialectal delimitations, but they distinguish perfectly when they must use a local Spanish, when addressing their colleagues, or when they must opt for a global or neutral Spanish, to address a global audience. Videos offer a variety of opportunities not only for informal learning, but also for the use in formal teaching.

Portuguese university students' plurilingual video use and language learning

Liudmila Shafirova, Maria Helena Araújo e Sá

Our project MultiVid (Multilingual video use for plurilingual education at university level) aims to analyse students' out-of-school, multilingual video practices together with their attitudes to linguistic and cultural learning through these videos. By multilingual video practices, we mean watching, producing or commenting on the videos in different languages. To reach this goal we used a questionnaire (piloted in March 2022) aimed at all students of the University of Aveiro, Portugal.

The results show that Portuguese students mainly watch and produce videos in English, with Portuguese being in second place and Spanish in third. Meanwhile, streaming platforms such as Netflix gained the most variety of different languages in comparison to social media platforms. The majority of the participants *strongly agree* that watching videos helped them to develop linguistic and intercultural skills. In the open question about language learning, the students included cultural development and the importance of the context of the video as the strongest points of watching videos for language learning.

Finally, this study provides an overview of the students' out-of-class video uses in different languages, making a point of reference for further exploration of the pedagogic uses of videos for the development of plurilingual competence and language learning.

“Fun facts about German” - plurilingual podcasts to reconstruct stereotyped images towards the German language and culture

Alexandra das Neves

The plurilingual competence, as the ability to communicate and interact in and between different languages and cultures (Piccardo et al 2022), is highly related to the individual experiences and knowledge that speakers build with and towards the languages they speak, learn and contact with. From this perspective, learning a language involves creating images towards it, which can approximate or distance a learner from a language and its culture. Regarding German FL classes, ‘unpopular’ stereotyped ideas can have a negative impact on the development of plurilingual competence (Schmidt, 2011).

We will present a research case study which is based on two groups of university students learning German FL on A1.1 level at the University of Aveiro in 2021. The pedagogic intervention consisted in plurilingual podcasts (in German and English) production on aspects of the German language and culture from a Portuguese perspective. Besides developing linguistic and plurilingual competences, the project aims at reconstructing stereotyped images towards the German language and culture. After the intervention, the students filled in a questionnaire on their perceptions concerning the developed competence. The students claimed to have developed intercultural competence and demonstrated curiosity and appreciation as positive attitudes towards the German language and culture.