Intercultural Competence: Key to the New Multicultural Societies of the Globalized World

Program and Abstracts 2013

Sunday, October 6th

3:00-5:30pm Registration at Hotel Garden

3:30pm-7pm Pre-Conference Workshop with Darla Deardorff: **Assessing Intercultural Competence**

Monday, October 7th

8:30am Registration

9:00am-10:25am **Opening remarks and Plenary 1**

Opening Remarks

Opening Plenary: Nevin C. Brown, Eliza Nash and Lavinia Bracci (International Center for Intercultural Exchange) *The International Center for Intercultural Exchange: Our Vision and Our Invitation* [Room: Camellie]

Siena Italian Studies (SIS) will mark its tenth anniversary in 2014. From our initial offering of semester- and summer-long cultural and language immersion programs for study-abroad students, the work of SIS has been expanding to embrace a broader vision of an international center focused on high-quality intercultural learning for undergraduate and post-graduate students from many nations around the world. This plenary session will offer our vision for the International Center for Intercultural Exchange: our development of the Full Immersion: Culture, Content and Service (FICCS) curriculum; our focus within FICCS on non-level language learning; our offering of a growing range of conferences and publications; and our efforts to create partnerships with complementary institutions and organizations both in Europe and beyond. Our vision is also an invitation to the conference audience, both to join with us in this stimulating work and to consider how similar educational programs can be replicated in other national and cultural contexts.

10:25-10:45am Coffee Break

10:45-12:15pm **Concurrent Panel sessions (90 MIN x 3)**

1) Middle Eastern Perspectives and Case Studies in Intercultural Competence and Civic Engagement: [Room: Camellie]

Dr. Khaled Kerawani (via skype) (Al-Quds Open University – Salfeet Branch, Palestinian Territories) *The Role of Higher Educational Institutions in Enhancing Students' Civic Engagement: A Case Study of Al-Quds University Salfeet Branch*

This study aimed at investigating the role of higher education institutions in enhancing students' civic engagement at the Salfeet Branch of AL-Quds Open University. Regarding to the importance of the educational institutions and their civic mission, universities and colleges should be able to cope with globalization and the information revolution, which pose several challenges and obstacles to them in order to activate their role toward an appealing and promising future. So, to achieve the promising role of educational institutions, the teachers and faculty members have to change their philosophy as well as our educational philosophy to enable the coming generations to cope with fluctuations in our life and to an effective civic engagement. In order to achieve the purpose of the study, the researcher prepared a questionnaire, which was distributed to the sample of the study. The researcher used the descriptive method including Statistical Package for Social Sciences program to analyze the collected data. Study findings and recommendations of the researcher will be presented during this session.

Nicole Shammas (Dubai Women's College, United Arab Emirates) *Tips and Techniques for Teaching Intercultural Competence*

This is a practical, interactive workshop where the presenter will provide a repertoire of tips and techniques to use in any classroom at any level to successfully teach Intercultural Intelligence. The presenter will start by introducing participants to the popular Intercultural Intelligence course taught at Dubai Women's College where the central themes of world views and cultural dimensions are used as a theoretical framework to develop ways of understanding diverse groups of people. Student insights will be included as an integral part of the workshop. Following this is a focus on teaching Intercultural Intelligence; this requires a balance of delivery of content knowledge combined with experiential activities designed to make learning both instructive and transformative. The presenter will describe and demonstrate a number of successful activities and techniques and provide key guiding principles to teaching this content. Participants will be actively engaged and invited to share their own ideas and practice.

Participants leave the workshop with a clear understanding of the theory behind teaching Intercultural Intelligence together with a number of practical applications and teaching techniques.

Aleya James (Higher Colleges of Technology Dubai – Women's Campus, United Arab Emirates) *Investigating World Views – An Honourable Pursuit?*

This paper critically analyses the results from an attitudinal/cultural evaluation tool, used in the Higher Colleges of Technology and developed by KnowledgeWorkx, a UAE-based consulting company. The questionnaire determines the ratio of cultural worldview patterns using a paradigm comprising three axioms: innocence/guilt, honour/shame and power/fear. The aim is to assess the validity of the tool in its current iteration.

The questionnaire is undertaken as part of the *Intercultural Intelligence* course at HCT-Dubai and has been used as an introductory framing tool in college-based conferences. Respondents considered in our sample are homogeneous: UAE National students, female and broadly speaking, from a similar sociocultural background. Results of the questionnaire are analysed to demonstrate the cultural worldview pattern of the group.

Conventional interpretations of Arab culture have tended to emphasize the prominence of the honour/shame worldview and it would be expected that the data would reflect this. However, preliminary analysis indicates that this may not be so. Accordingly, a threefold interpretation of the findings will be presented. These include: firstly, the nature of the questionnaire; secondly, the validity of the dominant honour/shame discourse as an identifier of Arab culture and society; and finally, issues related to the rapid nature of cultural and social change in the UAE alongside the influence of globalization. The paper concludes with recommendations for future research.

2) Case Studies in Southeast Asian Intercultural Competence Related Themes [Room: Margherita]

Lia Maulia Indrayani (Padjadjaran University, Indonesia): *Foreign Language Proficiency as an Intercultural Competence Enhancer for Migrant Workers: A Study from Indonesia and the Philippines*

This paper will be focusing on the enhancement of language training of Indonesian migrant workers as one of intercultural competences that can be achieved through pre-departure training by government or private agency or both within the country. Taking the case of many problems such as violation on working contract by the employer or physical and mental abuses, the effort of improving language skills is needed to foster the quality and protection of Indonesian migrant workers and also to broaden the options of recipient countries for them. The methodology that is going to be taken is comparative study with Filipinos migrant workers which with the almost similar number of migrant workers with Indonesia, they have more options regarding the recipient countries. As result, this paper will address the significance of foreign language proficiency as an intercultural understanding enhancer which will help to decrease the rate of abuse and unequal treatment to migrant workers, and last it will vary their choices to where they can and want to work.

Cher Leng Lee (National University, Singapore) *An Intercultural Horizon: Stall Names and Food Names in Singapore's Hawker Centers*

Singapore is a small island country with a population of over 5 million made up different races: Chinese form 75.2%, Malays form 13.6%, Indians form 8.8%, while Eurasians and other groups form 2.4%. Given a mix of so many races, the food scene in Singapore is diversified and vibrant.

This paper studies the names of food stalls in the hawker centers of Singapore. The hawker center is a unique eating space in Singapore. It is a place where small stalls are set up to sell food that most Singaporeans eat. Singapore is a multi-racial and multi-cultural country. The hawker center reflects this multi-cultural characteristic as it is a display of different variety of food items. They are displayed in Chinese, English, Malay and Indian languages.

This paper will study the common characters used as names for Chinese, Malay and Indian hawker stalls. The Chinese stall names usually have meanings of prosperity, auspiciousness, smooth-sailing, and success. The stall names will also include the specific food items of the various southern Chinese dialects as majority of Chinese in Singapore were immigrants from southern China.

Different hawker centers also show different concentrations of races which reflects the concentration of population in that particular area. This paper studies four hawker centers one from each of the North, South, East and West housing board flats. These hawker centers are located near the markets of these high density housing board flats. This will give a good representation of how the hawker centers in Singapore are an important inter-cultural space where intercultural interactions take place.

3) Metaphor and Cognitive Processes in Intercultural Studies: Alpatova, Bolognesi/Ghaffaryan, Chironova, Zas [Room: Gardenie]

Svetlana Alpatova (State University of Management, Russia) *The Metaphorical Background of Some Idioms Used Across Cultures*

The present study highlights the importance of national and cultural aspects in language learning. In the majority of senses lexical items have "blurred edges" i.e. their meanings are, to a large extent, negotiable and are only realized in specific discourse. This kind of "negotiation" may be affected by traditions, cultural peculiarities, and historical events. The referent may exist in the source culture but not in the target culture. Hence there is no lexical unit in the target language to translate a culture specific referent. This is usually the case with idioms. Some of them create cultural and translation problems especially when there is a great distance between cultures, e.g. between the Russian and Western world. The only thing to be done is to find an adequate strategy to identify the unknown lexical item. It is argued in the paper the necessity of a conceptual metaphor that can be viewed as the mechanism through which the non-metaphorical essence of some idioms in different languages is revealed. Based on some lexicographical items as well as on the examples taken from fiction, press and other sources, the idioms in question should be evaluated by their importance and their predominant position in the language worldview. It is discovered what significant concepts are not shared by the members of different cultural groups and what idioms are used to denote them. Some reasons are mentioned to justify this or that choice.

Marianna Bolognesi (International Center for Intercultural Exchange, Italy) *The Concept of Power: A Cross-Linguistic and Cross-Cultural Study*

The study hereby proposed describes how the concept of Power is perceived across two different cultures: Iran and the U.S.A. Corroborated with experimental data, the study aims at highlighting similarities and differences among the metaphors that native speakers of Persian and native speakers of American English use for describing what Power means, how it can be exemplified, and how it is perceived. The analysis is framed within the theoretical insights achieved in metaphor studies, and in particular suggested by the contemporary conceptual metaphor theory, fathered by Lakoff and Johnson (1980). In addition, a group of Persian native

speakers, learners of English, has been interviewed, in order to observe the appearance of changes in the conceptualization of Power in a L2.

Irina Chironova (National Research University Higher School of Economics, Russia) *How You Call a Ship so It Floats: Metaphors in Educational Discourse in Russia*

The number of Russian students coming to Western universities to study increases every year. Though the educational level of these students is rather high, many of them find it hard to adapt to new learning and teaching environments. Why is their adaptation capacity is limited? The paper offers some explanations of this phenomenon exploring educational metaphors in the Russian culture. Cognitive approach to metaphor analysis is used which means that metaphors are considered as a reflection of the conceptual picture of the world that exists in the national culture. The notion of the conceptual picture is used in Russian intercultural studies and is similar to the notion of mental modal (Teun A van Dijk) or conception of worldview (J.W.Underhill). The research uses metaphor analysis as the primary methodology to better understand what Russian society expects from higher education and universities as well as how Russian students understand the learning process. The results are compared with metaphorical reflection of teaching and learning in the Western culture and distinctions between worldviews of two different cultural mindsets are made.

12:15-1:15pm Lunch

1:15-2:15pm **Concurrent Sessions 1 (60 min x 5)**

1) Kim-Yoon Keumsil (William Patterson University, USA) *Intercultural or Intra-cultural Competence: Languages, Cultures and Intermarriage* **[Room: Margherita]**

This paper looks at intercultural competence from the perspective of intermarriage that involves different languages and cultures among others. According to a report of the Pew Research Center, 15.1% of all new marriages in the US in 2010 were between spouses of different races or ethnicities; this figure is more than double the rate in 1980 (6.7%). Furthermore, the center reports that a nationwide survey conducted in 2009 shows that 35% of a representative sample of 2, 884 adults have an immediate family member or close relative who is married to someone of a different race or ethnicity. Departing from these reports, this paper investigates some critical components of intercultural competence that will affect intermarriage-related interaction. The paper consists of three parts: (i) presentation of the result of a survey regarding mixed-speech at home conducted in 2012, (ii) examination of some major issues raised by the survey participants, and (iii) discussion on inter-cultural vs. intra-cultural competence and sociolinguistic variables that should be taken into consideration for effective intercultural interaction.

2) Shared session: [Room: Camellie]

Alessandra Seggi (John Cabot University Rome, Italy) *Steps Away, Worlds Apart: Communicating between Cultures in Rome – an Intercultural Communication Course Proposal*

Typically, college-level intercultural communication courses draw from a variety of countries and cultures to study, analyze and provisionally answer the key questions in the field: What is communication?; How many types of communication do we engage in?; What is culture?; What are the constitutive elements of culture?; How do culture and communication relate to each other?; What is intercultural communication?; What is language and how does it function in society?; What is the role of intercultural communication in important sectors like education, business, and health care?

In relation to the questions above, this paper aims to discuss a specific intercultural communication course tied to the rich socio-cultural reality of Rome. This course typically targets foreign exchange students that come to the city to study for a semester. In this context, the following additional question becomes key: What aspects of the city of Rome can be linked to intercultural communication?

The course draws from a variety of fields-Communications, Media Studies, Psychology, Sociology, History, and Art History-to make sense of intercultural communication in Rome. From these fields a variety of research tools and practices are borrowed: From media literacy to the sociological imagination; from visual literacy to participant observation and writing activities as a reflective practice.

By adopting an interdisciplinary perspective *and* a variety of methodological tools, students can get a vivid and direct understanding of intercultural communication in Rome. They can explore the fundamental facets of intercultural communication: its past, present and possible future.

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Laura Tarabusi (New York University Florence, Italy) *Working Together Towards Intercultural Communicative Competence*

This paper will present some activities integrated into the Italian as a second language curriculum at New York University Florence aimed at developing the ICC of the students who spend one or two semesters in Florence. The efficient organization of American study abroad sites in Italy often places the students into the role of tourists, so that the potential for the study abroad experience to promote intercultural skills and intercultural identity may be limited. Integrating into the curriculum site visits which are relevant from an intercultural perspective add a great value to the 'traditional' learning goals of a second language course. Establishing successful partnerships with local schools with students of similar age can lead to the development of *ad hoc* projects where both groups of students improve their ICC as well as their target language, provided that the face-to-face activities are thoroughly planned and integrated into the course and that their timing in the class meetings is carefully managed. Giving students a task to perform can raise their motivation and help them improve their speaking skills; subsequent reflection and discussion can improve their cultural awareness, knowledge and skills. Examples of activities as well as of ways of assessment of ICC will be provided.

3) Shared session [Room: Gardenie]

Francesca Cognetti and Ida Castelnuovo (Politecnico di Milano, Italy) *Reflections from "Didattica sul Campo," the Action-Based Initiative of Polisocial*

At the beginning of 2012 the Politecnico di Milano, in collaboration with the Fondazione Politecnico di Milano, launched Polisocial, the first public engagement program with an academic nature in the Italian context. Through Polisocial, Politecnico di Milano intends to reinforce its engagement in the social dynamics of cities and territories by developing a 'third mission' of applied knowledge in the service of local communities.

The experimental action-based program "Didattica sul campo" ("Teaching in-the-field") has been set-up in the wider context of *Polisocial* as a strategic tool to initiate developing the broader public engagement program of the Politecnico. The basic idea is to generate, steer and support multiple action-based teaching/learning initiatives establishing a link between teaching activity developed at the University and intervention and experience in the field, opening the perimeter of the classrooms and bringing students and teachers outside, enhancing the collaboration with a number of local organisations and institutional bodies. At the end of the academic year (2012-2013) sixteen action-learning projects has been implemented, involving teachers, students, local organizations and institutions which have worked together in different ways.

After a year, the program reached some first results and outcomes on which reflect. Therefore the presentation aims to critically question these activities and move for a first evaluation of this experimental experience. Starting from Didattica sul campo initiative, the purpose is also to focus on critical issues handling with the role of *Polisocial* and the emerging engagement model of the program.

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Giulianna Quattrone (National Council of Research, Italy) *From the Crisis to the Intercultural City: Planning and Policy for the Urban Future*

All European cities, in recent years, experience migrations. This depends on the effects of globalization and technological innovation, that have changed the traditional type of job and modified professions, the structure and the traditional roles of the European society.

The paper intends to analyse some of the different problems connected to the massive phenomenon of immigration in European cities and to suggest a strategic planning model with an intercultural logic.
The problem is not only the numerical impact of immigration but also the integration of international and local, of modernity and tradition, of social divisions and multi-culture, of marketing and identity.
But the most important problem, in the cities, derives from the different use of the urban space. This produces some conflicts.

For this reason strategic planning must be based on plans answering the necessities of the people, it must be also the combination of the infrastructural plan with the value plans for a city where the differences can cohabitate and be confronted. The principal policies, in all cities of Europe, are directed to resolve the urban problems and propose some indications to resolve conflicts.

It is necessary to elaborate, first of all, new conceptual frameworks and to adopt other schemes of thought that testify the aptitude towards a multi dimensional reflection and the ability of reinterpreting past experience in a rapidly changing context. New ethics, certainly not economic, are necessary for the city; urban governance and democracy therefore become the base on which to found the idea of "becoming urban".

4) Shared Session [Room: Mimose Interna]

Petra Daryai-Hansen (Roskilde University, Denmark) and **Catherine Jaeger** (Braunschweig University of Tecnhology, Germany) *The Framework of Reference for Pluralistic Approaches to Languages and Cultures: Descriptors, Teaching Materials, Case Studies*

The conference session will present and discuss a set of tools that have been developed within the FREPA research project, supported since 2004 by the Council of Europe's European Centre for Modern Languages. The *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (FREPA) represents a complement to the *Common European Framework of Reference for Languages,* specifying in detail and structuring its rationale on intercultural and plurilingual competences. The FREPA tools consist of (a) a comprehensive list of descriptors operationalizing intercultural and plurilingual competences in terms of knowledge, attitudes and skills, (b) a database of teaching material for all levels of learning categorized by the descriptors and (c) a training kit for teachers.

The conference session will furthermore pose the question how intercultural competences can be developed through an action-oriented approach, using case studies and simulations/role playing as a vehicle for global intercultural learning. Presenting practical examples of implementation, we will discuss how these didactic approaches differ from traditional intercultural trainings and how learning objectives can be defined in specific terms based on the Framework of Reference for Pluralistic Approaches to Languages and Cultures.

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Elisabetta delle Donne (Pixel, Italy) *Network of European Language Learning Initiatives and Projects: the NELLIP Project*

Since 1998, in all EU countries, a number of successful language learning initiatives have been awarded a quality label: the European Language Label (ELL). The European Language Label is assigned to the best initiatives promoting language teaching and learning. NELLIP, Network of European Language Label Initiatives, is funded by the European Commission in the framework of the Lifelong Learning Programme. The aim of the NELLIP Network is to promote quality in language learning through the application of the quality criteria used to award the European Language Label.

In the framework of the NELLIP network activities a research was carried out on the impact the ELL had on the winning projects. The result of this research activity are a collection of case studies on awarded projects and the

identification of best practice. A parallel research was carried out to assess how the ELL is implemented in the different European countries. The result of this research are 18 national reports and one transnational report. The research activities mentioned above were carried out in close cooperation with the national agencies (NA) who are appointed by the European Commission of the implementation of the ELL. Guidelines on quality in language learning are currently being developed. The guidelines are exploiting the result of the research activity carried out.

5) Shared Session [Room: Mimose Esterna]

Francesca Helm (University of Padova, Italy) *Online Intercultural Exchange in Higher Education Contexts*

The Internet has been both heralded for the infinite opportunities it offers for intercultural contact, but it has also been recognized that people do not actively seek interaction with cultural 'others'; Internet traffic within national borders is growing far more rapidly than cross-border communication (Hafez, 2007). When Internet and social networks are used by members of different ethnic, cultural or religious backgrounds for the discussion of intercultural issues there is little evidence of people exchanging views with mutual understanding and respect.
Online intercultural exchange (OIE) offers significant opportunities for combatting intolerance and promoting intercultural dialogue as well as fostering the development of language skills, intercultural communicative competence and online literacies (Guth & Helm, 2010). OIE is not an alternative for face to face intercultural exchange as the online world is a high stakes intercultural context in which we are increasingly required to operate. The affordances of online environments and dialogic models of learning allow for the creation of a safe space where even controversial issues and conflict can be addressed constructively. This presentation will illustrate various examples of online intercultural exchange programs which have been implemented in higher education contexts, including the Soliya Connect Program (www.soliya.net) which addresses relations between the 'Western world' and the 'predominantly Muslim and Arab world'. Subsequently it will report on the main findings of the EU-funded survey (http://www.intent-project.eu) which aimed to describe the state of the art of OIE in higher education foreign language classes.

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Claudia Borghetti (University of Bologna, Italy) *ITEREST: Intercultural Education Resources for Erasmus Students and their Teachers*

This paper reports on an ongoing study on students' intercultural needs in relation to studying abroad, which is being carried out within the IEREST project (Intercultural Education Resources for Erasmus Students and their Teachers). After introducing the project in terms of objectives, actions, and intended results, the paper focuses on a research action aimed at identifying how Erasmus students make sense of their experience abroad in terms of their cultural and intercultural needs.

IEREST is an Erasmus Multilateral Project co-funded by the European Commission (LLP 2012-2015) and coordinated by the University of Bologna. Its main aim is to design an "Intercultural Path" (a set of teaching modules) to be provided to Erasmus students before, during and after their experience abroad in order to encourage learning mobility and to enable students to benefit as much as possible from their international experience in terms of personal growth and intercultural development.

In Spring 2013, the IEREST consortium administered a questionnaire to future, present, and past Erasmus students in order to investigate their perception of cultural and intercultural needs, and collected 3,152 responses. While the data analysis is still in progress, some trends are already identifiable, e.g. students seem to value independence as the most important objective and outcome of their abroad experience; they stress the importance of contact with peers, but their interest in local students appears to decrease in the course of the experience abroad. Beyond discussing these and other preliminary results, the paper reports on how IEREST intends to consider respondents' perceptions and perspectives in designing and testing its "Intercultural Path".

2:25–3:25pm **Concurrent Sessions 2 (60 min x 5 sessions)**

1) **Shared Session: [Room: Camellie]**

Celia Thompson (University of Melbourne, Australia) *A Critical Approach to Transcultural Communication through Narrative Enquiry*

In the present study, I build on my previous research into the interrelationships between language, identity and communication in transcultural classroom settings by examining a narrative writing task produced by students from a range of cultural backgrounds studying at a major Australian university. The task is underpinned by a critical approach to transcultural communication pedagogy, which aimed to create a classroom environment in which recognition and validation of linguistic and cultural diversity could be explored. As part of their study of transcultural communication, participants in this study were required to engage in a learning activity that took the form of a narrative-elicitation task, which required students to interview each other in order to co-construct and then analyse their personal narratives about language, identity and culture. The importance of establishing interactional rapport between storyteller and listener, as well as creating opportunities for self-reflection and re-invention, were some of the key features that emerged from students' analyses of each other's narratives. These findings suggest that such interpersonal and dialogically forged classroom-based activities have the potential to promote greater transcultural awareness and understanding of Self and Other not only for the participating students, but also for the staff who were involved in the administration and assessment of the task. Further research could explore how this critical approach could be incorporated into transcultural training programs in a range of professional settings.

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Cecilia Hewlett (Monash University, Prato) and **Loredana Polezzi (**University of Warwick Centre in Venice) *Intercultural Capabilities and Study Abroad: A collaborative project between Monash and Warwick University*

Universities have increasingly identified a need to ensure that their graduates are prepared to be 'global citizens'; to engage in an internationalized world; to exhibit cross-cultural competencies; and to be competitive in a global labour market. The provision of study abroad opportunities is an accepted strategy for achieving this goal, but there has been limited critical examination of how study abroad contributes to the development of these attributes.

This presentation will focus on a comparative project looking at the student experience of study abroad that was undertaken by Monash University (Australia) and the University of Warwick (UK) in 2011 - 2012. The study took place within the framework of increasing collaboration between the institutions, which has now been formalized into a global alliance. Through a variety of methodologies it examined the experience of cohorts of Warwick and Monash students undertaking study in Italy where the two universities have well-established study centres in Venice and Prato respectively. We will discuss the key findings of the study as well as outlining the subsequent initiatives being developed by two institutions in response.

2) **Monika Zasowska and Andrzej Lyda** (University of Silesia, Poland) *Synesthesia through a Cultural Filter* and *This Finding was Perhaps Surprising: Emotive Lexis in Ethnic Perspective* **[Room: Gardenie]**

Experienced by few but examined by many, synesthesia is a phenomenon in which two or more of the five senses that are generally experienced separately blend and overlap in an automatic and involuntary manner. The major findings on synesthesia come from the research undertaken from the neurological and/or cognitive perspectives (Cytowic 2002, 2009; Eaglemann 2011; Hubbard 2007; Ramachandran 2005; Grossenbacher 2001). Among different forms and types that synesthesia may take, the grapheme-into-color type is reported to be the most common one. It is experienced when a visual representation evokes a perception of a particular color (including its hue, saturation or tone). As Biggam (2012) reports, research on color vocabulary and color semantics has been influenced by the Sapir-Wolf hypothesis, i.e. the theory of linguistic determinism. The theory assumes that every language reflects a different world-view. Hence, color and color vocabulary is influenced (or determined) by general perception of world that each culture possesses.

The following paper aims to report on our findings in a corpus of English texts of different genres examined in terms of color vocabulary and color-based synesthesia. The English language data have been compared against the parallel Polish corpus. The preliminary analysis shows differences in the representation of synesthetic metaphors, which we attribute to cultural and linguistic differences between the source and target languages. We believe that the findings may be instrumental in providing a better understanding of the translation process in general and a phenomenon of color-based synesthesia in particular.

Session 2 : This Finding was Perhaps Surprising: Emotive Lexis in Ethnic Perspective
In spite of the still widespread concept of academic discourse as neutral and objective, one of the perennial questions arising in an almost natural way in the process of writing an academic text, concerns the place of interpersonal meanings and their construal in various academic disciplines. Although 20 years have passed since Elbow reflecting in academic discourse wrote: "I can't tell my students whether academic discourse means using lots of structural signposts or leaving them out, bringing in their feelings and personal reactions or leaving them out [...]," the question of the presence of the emotive meaning in academic discourse is still partially answered. Much research has been done that shows that interpersonal meaning is a characteristic feature of oral academic discourse and that the imperative of impersonality is only illusory in many written academic genres, including the paragon of scholarly activity, i.e., the research article, when seen from a cross-disciplinary perspective. From a cross-cultural perspective, the question of emotivity as a manifestation of interpersonality becomes even more challenging when we consider various traditions and styles of writing in different language communities.

The recent changes in the system of academic research evaluation in Poland has put these academic writing traditions to the test of time and has induced many scholars to write in English or have their texts translated into English. And whether these are the original authors themselves or translators, they both are confronted with the dilemma of "leaving" and "bringing in".

This study examines the use of emotive expressions in two comparable corpora of research papers from the domain of language and communication in Polish and English and attempts to show the extent to which emotions are conventionally lexicalized in allegedly objective and neutral academic texts. At the same time it poses a question whether publishing in a foreign language requires abandoning conventions that are so characteristic of one's native culture and academic style.

3) Katharina Vajta (University of Gothenburg, Sweden) *Travelling Discourse and National Imaginary as Intercultural Competence?* **[Room: Margherita]**

The last decades' emphasis on (inter-)cultural competence in the Swedish curriculum has led to a stress on culture in language textbooks, usually according to the criteria in the Common European Framework for Languages. However, this also seems to have resulted in a more mechanical view of teaching culture, implying that intercultural competence easily is understood as knowledge about stereotypical characteristics and national features and emblems.

Hence, drawing on the notion of discourses that travel (Blommaert 2005), this communication will discuss how current language textbooks in French exhibit cultural knowledge as linked to France and a French national imaginary. First, we will outline how French culture is displayed in today's textbooks, and compare it to how textbooks from the eighties deal with it. Then, we will argue that the intercultural competence which the textbooks aim at can be seen as a decontextualised and recontextualised national discourse whose indexicality looses in value and meaning, and extends into a process of commodification of culture. We will also discuss possible implications. Finally, we will consider whether the approach chosen in the older textbooks could be seen as more "intercultural" than the one displayed today, if we understand intercultural issues as simply human issues, thus opening up intercultural competence to dealing with difference in general, be it national, religious, cultural or political.

4) Marco Croci (Concerto Consulting/Università degli Studi di Milano, Italy) *Concepts of Time* **[Room: Mimose Interna]**

This presentation has two objectives:

1.   *To illustrate historical, economic and religious circumstances that determined genesis and evolution of different concepts of Time, in different phases of human history.* For thousands of years, in agriculture-based cultures, Time was conceived as a cyclic sequence of events, periodically recurring with minor differences. Specific myths, rites and customs were developed to reassure communities that the future Time would be the continuation of what had transpired in the past. From the eighteenth century to the end of the second millennium, a different concept of Time spread in industrialized countries: a linear, endless path towards the future, wherein human beings could fulfill their dreams, or live out their fate. It can be measured very precisely, divided into parts, sold and bought, lost and gained. Time became an individual resource, not a collective event anymore.

2.   *To identify specific features characterizing the current concept of Time in Western cultures (Europe and North America) and to reflect on the impact on our current "global culture".* During the last two decades, the concept of Time underwent major changes, due to globalization, urbanization, the "death of distance", new communication tools, and the increased availability of unlimited quantities of information at a minimum cost. More importantly, the present has become a "proactive container" that continuously acquires large amounts of information (through internet, media and social networks), combines them with individual data, memories, expectations and emotions, then immediately feeds the environment with new, enriched inputs. This cultural mutation creates a "Time 2.0", where each individual is an active node in a global system, incessantly producing signs, symbols, and unexpected opportunities.

5) Michael Joseph Ennis (Free University of Bozen-Bolzano, Italy) *Developing Intercultural Competence in the Foreign Language Classroom* **[Room: Mimose Esterna]**

In theory, language and culture form a dynamic whole. In praxis, however, the teaching of foreign languages and cultures often compete for educational resources due to the separate treatment of language and culture in school and university curricula: foreign languages are best taught in the target language, while foreign cultures and intercultural competence are typically taught in the students' native language. In an attempt to more adequately meet the challenge of fostering inclusive multicultural and multilingual societies, the workshop briefly outlines an integrated model of teaching both communicative competence in L2 and intercultural competence in the foreign language classroom. By aligning Bennett's Developmental Model of Intercultural Sensitivity to the CEFR and ACTFL language proficiency standards and combining insights from the fields of Second Language Acquisition, Foreign Language Pedagogy and Intercultural Communication, the model serves as a guideline for fully integrating tasks designed to develop intercultural competence into traditional task-based, communicative language teaching. The workshop will focus on engaging the audience with several examples of such tasks to demonstrate how foreign language teaching at all proficiency levels can become the core of intercultural education, without sacrificing the established need to develop communicative and linguistic competence in the target language. The accompanying paper presents the model in more detail and summarises its theoretical and methodological foundation.

3:25-3:45pm Coffee Break

3:45-4:15pm **Recap concurrent sessions – Plenary meeting**

4:15-5:15pm Plenary 2 **Darla Deardorff – Keynote (Duke University, USA)** *Exploring Perspectives, Trends and Issues in Intercultural Competence* **[Room: Camellie]**

There have been over five decades of scholarly work on the concept of intercultural competence, although that has long been dominated by US and European perspectives. What are some of the current trends and issues on intercultural competence emerging from different disciplines and world regions and cultures? This talk will explore different perspectives on intercultural competence, as well as some emerging issues and trends in intercultural competence, including that of assessment.

5:30-6:30pm Optional meeting for Researchers of Intercultural Competence

8:45pm Optional Premier of the Documentary "Yo me quedo aqui" by Carlo Tozzi at Cinema Pendola

Tuesday, October 8th -

9:00-10:00am Plenary 3 **Andrew Furco and Kristin Lockhart (University of Minnesota, USA)** *Building a University-wide Agenda for Advancing Intercultural Competence: Lessons Learned from the University of Minnesota* **[Room: Camellie]**

Furthering intercultural competence in higher education requires colleges and universities to establish an intentional and strategic plan that embeds intercultural understanding and practice across the academy's work. To secure broad-based buy-in and support, this plan needs to consider the various ways that different units within the academy define and interpret intercultural work. For large, complex and multi-faceted colleges and universities, building this plan can prove daunting as different parts of the institution will ascribe different meanings, purposes, and intentions to intercultural advancement.

In this plenary session, administrators from the University of Minnesota, who represent units that are highly engaged in intercultural competence work, will share some of their struggles and lessons learned in their effort to build a comprehensive, campus-wide strategic plan to advance intercultural competence. The administrators initiated this campus-wide strategic work following their attendance at the 2011 Intercultural Horizons's "Best Practices in Intercultural Competence Development" conference in Siena.

In this session, the administrators will offer a set of recommendations for building a common university-wide framework and comprehensive plan for institutional competence advancement. The presentation will also include a discussion on how the cultivation of a relationship with another institution -University of the Free State, in Bloemfontein, South Africa - has helped further the University of Minnesota's intercultural competence agenda.

10:00-10:20am Coffee Break

10:20-11:20am **Concurrent Sessions 3 (60 min x 5)**

1) Hannah Covert (Tulane University, USA) *Intercultural Competence vs Cultural Competence: What Can International Education Learn from Healthcare and Vice Versa?* **[Room: Margherita]**

In the U.S. healthcare field, cultural competence is used as a means to provide care to an increasingly diverse patient population. Theories of cultural competence, lists of necessary competencies for healthcare practitioners, and training approaches are plentiful; much like with the field intercultural competence, a term often used by international educators. Is cultural competence the same as intercultural competence or are there differences in the theories that support these two efforts to successfully interact with the Other; i.e. those with different cultural beliefs, values and experiences? What can the two approaches learn from each other about improving the ways that individuals communicate across cultures? And to play devil's advocate, if the healthcare field is successful in training practitioners without international study experiences to gain cultural competence, why is intercultural competence so often stressed as an important and unique learning outcome of studying abroad? Can our students gain the same knowledge, skills, and attitudes necessary for cross-cultural communication from within our own borders?

2) Maja Brala Vukanovic and Irena Vodopija-Krstanovic (University of Rijeka, Croatia) *Developing Intercultural Competence at an English Department in Croatia: Identifying Current Status, Challenges and Opportunities* **[Room: Mimose Interna]**

Departing from the position that it is the educational institution's responsibility to play a central role in preparing young people for the challenges of interacting in a world which is culturally, linguistically and ethnically diverse (Deardorff, 2009), this paper aims to investigate the perception of the status of Intercultural Competence (IC)

development at an English Department in a Croatian University (Rijeka) from the lecturers' and students' perspectives. For this purpose a survey was conducted, aimed at exploring knowledge, attitudes, awareness, and skills (Fantini, 2012) that are significant for the development of Intercultural Competence. We also examine whether these four dimensions of IC are developed within the above academic context. The issues looked at include: a) the understanding of Intercultural Competence (IC); b) the degree to which IC is developed through the current curriculum; b) the views about the degree to which IC should be developed through the curriculum; c) suggestions for IC status improvement. Our results indicate that there exists a substantial gap between the current and desired situation, but also a worrying lack of awareness of theoretical developments in the IC field. This seem to point to a need to reconceptualise language (teacher) education relative to IC topics.Deardorff, D.K. 2009. (ed.) The Sage Handbook of Intercultural Competence. Thousand Oaks: Sage Publications.

Fantini, A. 2012. Language: An essential component of intercultural communicative competence. In J. Jackson (ed). The Routledge Handbook of Language and Intercultural Communication. New York: Routledge, 263-278.

3) Elena Cellai and Antonella Filippone (International Center for Intercultural Exchange, Italy), *Exporting the FICCS Approach: the EUFICCS Project* **[Room: Gardenie]**

EUFICCS stands for "European Use of Full-Immersion, Culture, Content, Service approach for Language Learning" and is a project developed by a European consortium made up of Associazione Culturale Ulisse (Siena, Italy), Siena Italian Studies (Siena, Italy), Universidade Fernando Pessoa (Porto, Portugal) and Centro de Lengua y Educaciòn Intercultural (Granada, Spain). The project has been co-financed by the European Union through the Lifelong Learning Programme - (Key Activity 2 Languages), and will be implemented for three years (November 2011 - October 2014). It aims at enhancing the motivation and capacity of language learners to study a foreign language with the use of an innovative common methodology that will be elaborated by the consortium and applied to the learning of Italian, Spanish and Portuguese as second languages by students, interns, workers and other young people or adults going to Italy, Spain and Portugal for a study, training or working experience.
The presentation will highlight initial results from the experimentation and illustrate challenges and opportunities that the experience has provided in the three participating institutions.

4) Maura di Mauro (Maura di Mauro Consulting, Italy) *Today's Extension of Intercultural Competence, Intercultural Concepts and their Applications* **[Room: Camellie]**

Intercultural competence is not something abstract and separate from the contexts of its applications. Indeed, also the concept of IC and of intercultural have been developed in the US context, with an efficiencies bias, which has often been, and still is often exported by intercultural studies and intercultural applications in a de-contextualized manner, as a toolkit to be used, even without the appropriate reflection about if that tool is the right tool in that particular context.Nowadays, even if the conception of IC related to knowledge and capabilities (which allows managers and professionals to be appropriate and effective) is still current, this perspective is no longer the only dominant one. In fact, the phenomenon of globalization and its effects require increasingly reflective people, able to listen, to recognize and to integrate news and alternative perspectives that interactions with "differences" bring to the table.

This second IC and concept of Intercultural, more connected with active listening and dialogic capabilities, leads also to different contents and to a different approach to intercultural applications and to intercultural training. One of the applications of this second IC perspective is connected with the development of management skills for being able to realize sustainable and socially responsible projects and policies. During this session we will examine the differences among at least two major concepts of IC and intercultural, and their applications in applied professions, and we will try to answer the following questions: What are the characteristics of intercultural training? What do we need more of?

5) Susan Gonzalez and Susanne Bifano (Queensboro Community College, USA) *Expressive Arts Therapy for Intercultural Understanding: Bridging Gaps between Support Service Providers and the Poor Client in the Urban Setting* **[Room: Mimose Esterna]**

The United States continues to face many challenges in accommodating diverse ethnicities in the provision of services and education due to the variety of cultures and shifting patterns of immigrant groups. In the face of fast growing globalization, increasing technological advances and increasing reliance on technologies one thing remains consistent; the impact of the visual image. Images on electronic screens, video, photographs, paintings, or prints are powerful communicators of information, that may affect or elicit opinions, beliefs and ideas. A current example of such can be seen in the increased and constant use of social networking, photo and video sharing.

The expressive arts therapies offer a myriad of options and advantages for the working professional in a multitude of settings and in a variety of situations. Art is a practical tool in finding a common ground when working with someone coming from a different context such as socio-economic status. The authors demonstrate through case vignettes and applied expressive arts exercises the use of art and creative expression as an introduction to developing a working relationship with individuals and groups residing in urban poverty. Applying the theories of Jung and pioneers of art therapy, Edith Kramer and Margaret Naumberg, the universal language of art becomes the platform for humans with diverse backgrounds to unite. The Authors have designed a curriculum for expressive therapy programs and social support agencies to enhance understanding, knowledge and applications for working within impoverished communities.

11:30-12:30pm **Concurrent Session 4 (60 min x 5)**

1) Annemarie Profanter (Free University of Bolzen-Bolzano, Italy) *Tradition and Modernity: A Global Shaking of Muslim Family Traditions? (Documentary screening and discussion)* **[Room: Camellie]**

There is a need to understand the societal and cultural traditions of Muslim immigrant groups in order to foster understanding and mutual comprehension. The vibrant and rapidly developing countries of the Arabian Peninsula present a visual mélange reflecting shifting marital confluences with strong Islamic polygyny. Polygyny is plural marriage that is limited to 1 male and as many as 4 females at any time and dependent upon one's ability to provide for, be just to and care for your wives. In many other Arab states polygyny exists today as a viable marital choice and familial standard. This visual ethnography *Polygyny in Oman* by Prof. Profanter et al. presents insights into intimate spaces and practices in the Sultanate of Oman, familial traditions and emerging perspectives centered around an age old practice closely associated with both the region and Islam. Due to the changing state of women's education and the current economic climate there exist stressors today that were not present as little as 20 years ago: through globalization and urbanization family life is changing, also in the most remote parts of the world. This film shows the difficulties of families coping with global changes and yet being members of a very traditional society in the Arabian Gulf. Through a visual medium we are able to offer a glimpse into an age old lifestyle and the reasons for its continuity and shifting pathways from an insiders' view with wives, children and husbands providing unique perspectives.

2) Shared Session: [Room: Gardenie]

Shawn Simpson (Agence Iter France) *The Intercultural Learning Curve: New Developments in International Organizational Experimentation*

After 7 years of existence, the Intercultural & Language Program of the Agence Iter France has trained over 2000 people since 2006. This program was created and is organized to meet the expatriate needs of the ITER Organization, the largest international and scientific project in the world today, based in the South of France.
The aim of the ITER Organization is to demonstrate the feasibility of fusion energy for future generations and involves over 1000 scientists, engineers and support staff from 34 different countries.

The Intercultural & Language Program, which received the European Label for Languages in 2008 for its innovation and quality, has been under constant development since its inception and this presentation focuses on the observations made on the "intercultural learning curve". This intercultural learning curve can be defined as a relatively new concept in the sense that, although learning curves are well-known and measurable in several

13

areas of learning, there is still a lack of information on the time and methods needed to acquire intercultural skills and competence. The typical profile of the participant to this program is that of an expatriate relocating to France, with or without their family, who needs to acquire the language for survival purposes but also the intercultural competence required to be successful in a multicultural working environment. This presentation will provide the analysis made over 7 years on the acquisition of language and intercultural skills, the challenges involved and recommendations for best practices.

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Sylvia Manchen (University of Applied Science, Chur, Switzerland) *Communication of moderators in linguistically and culturally diverse teams: Results of two field studies in international companies in Switzerland*

Due to the immigration into Switzerland, Swiss companies today employ on all hierarchy levels people with different mother tongues and cultural backgrounds. Thus, multicultural teams are becoming more common. These teams often use English or German as "lingua franca", which for many team members is a foreign or second language. So far, research has paid too little attention to the linguistic challenges multicultural teams face and to the strategies they employ to efficiently master their leadership and communicative tasks.

Research questions: How do team leaders moderate meetings of multicultural teams efficiently? Which problems occur for the moderators caused by the diversity of the team?

Methods: The investigation combines qualitative and quantitative *linguistic and socio-scientific methods.* The design is based on a case study approach in the field with two companies which are compared in a contrastive design.

Results: The multicultural teams can partly not master communicative challenges appropriately. Language policy and linguistic strategies (e.g. German as compulsory language, repetition to ensure comprehension), communicative leadership behavior (inconsiderate use of verbs, paraphrasing of orders) have unexpected impacts on communication (misunderstandings, passiveness, communicative tasks without the requirement to cooperate) and make the communication in the teams more difficult, inefficient and hinder participation. Instructions for instance have to be issued very explicitly, because the moderators cannot rely on a common sense of leadership. Because of different cultural backgrounds indistinct instructions are interpreted differently. Furthermore female moderators experience role conflicts due to the gender role in their culture.

3) Roberto Ruffino (Intercultura, Italy) *Intercultural Schools and Individual Pupils' Mobility* **[Room: Margherita]**

Pupils' mobility and intercultural education have been high on the agenda of the European institutions since the Seventies and today a large EU budget is devoted to educational exchanges with the purpose of creating a "Europe of the citizens". Researches have been conducted to assess the relevance of pupils' mobility to promote intercultural learning and special attention will be given by the presenter to Dr. Grove's research in 1983 and Dr. Hammer's research in 2005. Although much progress has been made to acknowledge the worth of pupils' mobility, difficulties still remain within the schools to assess the "results" of an educational experience abroad.

4) Joanne Maddux (Fairfield University Florence, Italy) and **Laura Boynton Hauerwas** (Providence College, Italy) *Intercultural Competence in the Classroom: The Impact of Educational Field Experience* **[Room: Mimose Interna]**

How do we prepare educators who can work with diverse students whose beliefs, cultures and languages are different from their own? Teacher education students tend to be cross-culturally inexperienced making it difficult for them to effectively address the differentiated needs in today's classrooms. Accreditation agencies highlight the need to meet diversity standards and teacher education programs stress the importance of preparing teacher candidates who can meet the range of needs present in today's schools, including culturally and linguistically diverse needs. Yet finding opportunities for pre-service teachers to experience firsthand this diversity in meaningful ways, while building their cross-cultural competence and pedagogical skills, continues to be a challenge. One option that has been considered is to provide supervised field placements for pre-service

teachers in equivalent K-12 schools abroad. It is thought that immersing the teacher candidates in another culture to live and teach, particularly a non English speaking culture, will enable the teacher candidates to experience being the "outsiders" and to become more culturally and linguistically sensitive to the challenges faced daily by many children and their families in our nation's schools. Do these experiences enhance pre-service teachers' cultural competence more than placements in culturally and linguistically diverse schools locally? What program components need to be present to optimize these learning opportunities? To answer these questions we will share our experiences developing a semester long education field experience abroad that addresses accreditation standards, integrates curriculum in our merged elementary special education program and builds on current thinking about the essential components of study aboard experiences to maximize learning; and 2) share our findings regarding the impact of a study abroad practicum experience on our merged elementary special education teacher candidates' personally and professionally; and 3) We will conclude with an examination of the impact of the experience on the Italian pupils and a discussion of the benefits and challenges of this program. We will share recommendations for next steps for continued research.

Participant Outcomes:
This session is designed to provide participants with the opportunity to:
• Identify key components of successful study abroad experiences that prepare pre-service teachers to meet the needs of diverse students and their families
• Identify implementation challenges and some strategies to effectively integrate international experiences within teacher education programs
• Consider the personal and professional impact of experiences in diverse US schools compared to experiences in schools abroad
• Consider the impact of the teacher training program on prescribed learning outcomes of the Italian pupils.

5) Wenhong Huang (China Foreign Affairs University, China) *Using a Cultural Portfolio Project to Develop Intercultural and Linguistic Competence in Intensive Reading Classes in Mainland China* **[Room: Mimose Esterna]**

This presentation illustrates a step-by-step implementation of a cultural portfolio project that is consistent with constructivist pedagogies and the perception of culture learning as a process of discovery. The purposes of the cultural portfolio project were to: 1) enhance students English language proficiency; 2) promote overall intercultural competence by researching the target culture and constructing knowledge instead of memorizing cultural facts.

The participants were two groups of students registered in an English intensive reading course taught by the same teacher in a university in mainland China. One was the experimental group with the cultural portfolio project and the other was the comparison group without using the cultural portfolio project. Each student in the experimental group identified a hypothesis about the cultures of inner circle English-speaking countries and their own, conducted open-ended investigations (online search, library search, interviewing native speakers and so on), and finally accepted, modified or rejected their initial hypothesis. In order to demonstrate the students' thinking process, they were asked to compile a portfolio, including journal reports or interview reflections they wrote every two weeks, a final paper and a presentation on what they learned. Data were collected by questionnaire, English proficiency test, classroom observation, oral and written reports. The results showed that there was a significant increase in the linguistic proficiency of the experimental students as compared to comparison students. In addition, most students in the experimental group showed significant enhancement of intercultural competence by moving from an ethnocentric view to respecting cultural differences.

12:30-2:00pm Lunch

2:00-3:00pm **Concurrent Sessions 5 (60 min x 5)**

1) Sabine Pirchio (La Sapienza Università di Roma, Italy), *The Role of the Teacher-Parent Relationship in the Social Integration of Immigrant Children: The SOFT Project* **[Room: Margherita]**

In the last years the number of immigrant children attending Italian schools increased and became very representative in kindergarten and primary school. The school irregularity of the immigrant children is reinforced

by the lack of knowledge of the language and of social integration. This is influenced by multiple individual and social factors, such as the teacher - parent relationship. Home and school contexts are in reciprocal influence and children's development and integration at school is related to the characteristics of each context and to their interaction. We formulate the hypothesis that parents' and teachers' educational style and personality and their reciprocal relationship play an important role in parent- and teacher-child relationships and in children's social behaviour in the classroom modifying the social climate of the class. If a positive contact among children of different cultures is favoured by the classroom social climate, social integration will be enhanced. The SOFT (School and Family together for the integration of immigrant children) LLP project aims to improve children social integration by interventions on parents and teachers considering the role of different factors: parents' and teachers' attitudes toward immigration, educational and personality styles and child's temperament and attitudes towards immigrant children. A programme of teacher training and coaching of teacher-parent activities, as well as tutoring in classroom activities is foreseen. Considering the two main life contexts of the children and the variables influencing their development may help to plan effective interventions.

2) Hannah Taieb (Council on International Educational Exchange/CIEE, France), **Rosie McDowell** (University of Notre Dame, USA), **Gregory Spear** (Rutgers University, USA) **, Isabelle Jaffe (**School for International Training SIT- Toulouse, France) **and Senzeni Steingruber** (CIEE, Spain) *Civic Engagement in Multicultural Europe: American Students and Europeans in Dialogue* **[Room: Camellie]**

This session focuses on innovative civic engagement projects in today's multicultural Europe - projects based on dialogue rather than a unidirectional "service." How can such projects work towards equal relations between US students and Europeans, and lead to fruitful exchange drawing on the rich context of multicultural Europe? How can program design seek to overcome and problematize class as well as cultural differences? Speakers will present five projects: CIEE-Paris' "Diplomats of Diversity" project, which links U.S. "volunteers" long-term with a youth club in a low-income, extremely diverse neighborhood, and includes community discussions about solidarity, diversity and race on both sides of the Atlantic; Notre Dame's community-based learning course in which students' study of Irish history is deepened through weekly placements in community organizations in Dublin; the upcoming Rutgers ISL class in which American students will work with an immigrant-rights group and explore multicultural identity in the U.S. and Italy; CIEE-Madrid's "Digital Pen-Pal" project linking Madrid and Minneapolis-area high school students with study-abroad students as facilitators; and SIT-Toulouse's Community Service Projects led by students who support local communities while developing language, cultural and integration skills.

3) Jules Martin Bella Owona and Lavinia Bracci (International Center for Intercultural Exchange, Italy) *Reflective Intercultural Competence Assessment Model: Assessing Reflective Intercultural Competence through Student Reflective Writing Journals* **[Room: Mimose Esterna]**

From the general observation of the high level of intercultural sensitivity developed by students participating in service-learning, in 2004 the faculty of the International Center for Intercultural Exchange developed an instructional approach called Full-immersion: Culture, Content, Service (FICCS) (Bracci & Filippone 2009). In 2008 the IC faculty designed the Reflective Intercultural Assessment Model (RICA) (Biagi et al. 2012) to measure the unique competence resulting from the use of the FICCS approach: Reflective Intercultural Competence, or RIC (idem). RIC is a competence gained through a structured and guided reflection process; it implies a conscious elaboration of intercultural encounters thus allowing a full engagement of the student. Reflection is a step that is necessary in developing an intercultural sensitivity and the reflective writing course provides the means for students to understand and slowly absorb the C2 in a deep and lasting way through continuous observation, comparison and reflection aimed at intercultural communication. In the reflective writing course students must submit weekly entries (concerning both their studies and their overall experience) and share them as much as possible with their peers during reflective writing sessions. These sessions represent a moment when all intercultural encounters come to light, with the aim of transforming the clash with a second culture into a more complicated but richer perspective. The goal is to develop a reflective consciousness that leads to a deeper engagement and understanding of the host community. This process is monitored through the RICA model. The workshop we propose has the ambition of actively involving the audience as RICA practitioners who will evaluate the development of students' RIC using anonymous student journals and to which they will assign a RIC level. The core levels of the RICA model are:

1. Pre-contact
2. Contact
3. Culture Shock
4. Superficial Understanding
5. Deep understanding
6. Social Acting
7. Glocal Acting

4) Shared Session [Room: Gardenie]

Maria Rebeca Gutierrez Estrada (University of Sonora, Mexico) *Representation and Identity in Bilingual Intercultural Education in Northwestern Mexico: A Case Study of a Mayo School*

All European cities, in recent years, experience migrations. This depends on the effects of globalization and technological innovation, that have changed the traditional type of job and modified professions, the structure and the traditional roles of the European society.

The paper intends to analyse some of the different problems connected to the massive phenomenon of immigration in European cities and to suggest a strategic planning model with an intercultural logic.
The problem is not only the numerical impact of immigration but also the integration of international and local, of modernity and tradition, of social divisions and multi-culture, of marketing and identity.
But the most important problem, in the cities, derives from the different use of the urban space. This produces some conflicts.

For this reason strategic planning must be based on plans answering the necessities of the people, it must be also the combination of the infrastructural plan with the value plans for a city where the differences can cohabitate and be confronted. The principal policies, in all cities of Europe, are directed to resolve the urban problems and propose some indications to resolve conflicts.

It is necessary to elaborate, first of all, new conceptual frameworks and to adopt other schemes of thought that testify the aptitude towards a multi dimensional reflection and the ability of reinterpreting past experience in a rapidly changing context. New ethics, certainly not economic, are necessary for the city; urban governance and democracy therefore become the base on which to found the idea of "becoming urban".

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Fernando Teillier Coronado (Universidad de Concepción, Chile) *Intercultural Competence and the Epistemology of the Speaker*

Intercultural competence must be understood as a communicative comprehension between diverse symbolic expressions of the world. Each culture consists of a communicative consensus based on the schemes of distinction of their members, which emerges as a language. Thus, language consists of an operational closure of world comprehension where the world represents a cultural embodiment whose substrate is the symbolic communication that is only achieved in and from the usage ambits that it contains. In this context, intercultural competence arises as the capacity of understanding the schemes of distinction of one culture from the schemes of distinction of another culture. These distinction schemes represent a communicative consensus that are expressed from the language in its own reality, and this reality emerges from the symbolic interactions that are used by a culture as limits of reality. This limit is conceptually dealt from the construction of speaker epistemology, which recognizes that a) the known world is constituted as a possibility of communicative consensus, meaning social construction, b) the usage of language produces the social reality that emerges from the limits of self-comprehension that makes it up as a world (culture), c) who experiences the language knows the world of the language, and d) the world for intervention is the world for the speaker and not the speaker's world. In this sense, speaker epistemology potentiates intercultural competence by establishing communicative/comprehensive feedback dynamics between diverse cultures as from the context of the experiential usage of a language and not only as static processes of conceptual translation. These topics will be

examined in the context of the usage of Mapudungun, the language of the Mapuche people, which is an ethnic group with a relevant demographic presence in Chile.

5) Raffaele Furno and Vicky Kynourgiopoulou (Arcadia University Rome Campus, Italy) *Cross Cultural Education, Experiential Learning and Cognitive Processing in the Visual and Performing Arts* **[Room: Mimose Interna]**

The notion of cultural authenticity is constantly at stake when people from different backgrounds interact. The classroom setting also puts under scrutiny the relationship between learner and teacher, outer-directed and inner-created understanding of national identity markers, and the value of original cultural traits. Where does effective cross-cultural learning reside? How can students operate outside of the classroom as informed messengers of this complex interaction, hence making the most out of their study abroad experience and also leaving a visible mark in the host country?

In this paper we argue that experiential learning becomes the medium for cross-cultural communication as it provides students with a number of acute and ongoing challenges, notably in terms of social cohesion and identity construction. The courses that we teach at The College of Global Studies, at Arcadia University, Rome campus, require students to produce a museum exhibit or a stage performance, bridging theory and practice, and putting them in conversation with an audience comprised of other study-abroad students, the University's faculty and staff, and a general spectatorship. Using examples from specific case studies, we argue that active or experiential learning is seen as part of the acculturation process. During this process the politics of exclusion and inclusion, the role of the student as the "foreigner" in the host culture and cognitive processing play a fundamental role in cross-cultural communication. Experiential learning is examined as it increases student awareness to culturally different modes of behaviour while it recognises the various cultural patterns at work. Experiential learning changes the way students interact with foreign cultures and facilitates cross cultural pedagogy to prepare them for globalised environments while sharpening their formative vocational and intercultural skills.

3:10-3:40pm **Recap Concurrent Sessions** – Plenary meeting

3:40-4:40 Plenary 4 **Alvino E. Fantini (SIT Graduate Institute, USA)** *Exploring the Multiple Dimensions of Intercultural Competence: Conceptualizations, Development & Assessment* **[Room: Camellie]**

In today's world, the development and relevance of intercultural communicative competence (ICC) toward ensuring "effective and appropriate" interactions and behaviors when dealing with people from other cultures, is widely acknowledged. Happily, developments in the intercultural field are providing new insights of importance and relevance for international, intercultural educational exchange programs. One such development is increasing clarity regarding concepts of ICC – what it is, how to foster its development, and ways to monitor and measure outcomes.

A recent extensive international research effort conducted by the Federation EIL (Experiment in International Living) has contributed significantly toward this understanding. This presentation grows out of that study: it identifies indicators of intercultural success and explores the multiple dimensions of ICC -- definitions, characteristics, components, developmental levels, and the significance of second language proficiency for success during intercultural sojourns. Together, these components comprise a range of abilities essential for transcending one's native language, culture, and worldview for success in another.
Finally, this session explores implications of these developments for exchange programs, administrators, educators, trainers, academic leaders, and local community representatives, all in positions to help foster the development of intercultural competence through their collective efforts during orientation, the in-country experience, and beyond – for both sojourners and their hosts

4:40-6:00pm Coffee Break and Poster Sessions

Poster Sessions:

Edlira Troplini (University Aleksander Moisiu, Albania) *The Role of Language in Resolving Socio-Cultural Problems*

Language in general (and official language in particular) isn't the only means of communication, but is also an important institution in a community's life. In some social circles, some individuals have attributions just because they can communicate "successfully", meanwhile some other individuals are prejudged, because their speech gives you a wrong impression. In the conditions of today's Albanian and with today's evolution of Albanian because of globalization, the model of successful speech sometimes is in conflict with the official norm. So, that creates "a compelling bilingualism" of the society which then creates a deficit in linguistic behavior of the individuals and causes prejudice.

Often language is even an evaluation parameter. But an opinion based only on the speech can be wrong. In this situation of language evolution, is important to improve linguistic politics. So, official language must have a unifying role not only in educational institutions. Official language must eliminate all communicative imparities of the speech and must control all the registers of the speech. Official language must be also "the social norm", because linguistic structures are connected with social structures. So we must analyze every connection between language and culture, language and thinking, language and socializing and all the other external circumstances that interfere in somebody's speech. Only in this way we can achieve a successful process of communication.

Patrycja Rozbicka and Leszek Pulka (University of Wroclaw, Poland) *A City after City. Between the Expansion and the Atrophy of the Mediatized Culture of the City*

In our understanding of the city, based on Georg Herbert Mead's contrastive model of the individual's concept, a city's inhabitants could be divided into groups with numerous methods, based on activities, behaviors, affiliations or rituals. It should be taken into account that any individual's commitment (social, cultural or religious) in a heterogeneous culture could cause changes impossible to predict.

This research covers the suburbs and one of the satellite towns of the capitol of Lower Silesia - Wroclaw. The studies' goal is to answer- culturally, anthropologically and socio-culturally- the following question: how far and how strongly do the cultural matrices of a big Polish city reach? And, more importantly, can the borders of this spreading culture be determined? The main aim of the research is to reconstruct the process of image creation of the city and its inhabitants in "the metropolis" and then the transmission of those images to the suburban reality.
The results of the research will be very useful for politicians, sociologists, culture experts and historians. They will also allow us to gain practical knowledge about the paradigmatic function of culture in a big city and about the level to which these paradigms exist in local (suburban) communities. Another attribute of the studies will be to determine their continuity in both areas.

Bruna Inglese and Silvia Ferrari (Scuola Media Statale G. Plana (Voghera PV), Italy) *An Italian School Facing the Intercultural Storm*

Italian public schools have witnessed a constant increase in foreign student enrolment following the general upward trend in immigration. This poster session illustrates how a middle school in the province of Pavia, Lombardy (the G. Plana State Middle School in Voghera) is coping with this wave of immigration and how much still needs to be done. Over 10 per cent of the total town population are foreign citizens, and there is often an even higher percentage of foreign students enrolled in this middle school every year. The challenge originates both in the number and in the diversity of the school's foreign population: twenty-three countries were represented in the last school year. The school tries to meet the challenge in different ways. The dwindling funds it receives from the region are mostly used to finance both Italian crash courses for very recent immigrants and consolidation courses to help foreign students refine their linguistic abilities. A small part of the funds support activities aimed at the integration of the students' families (multilingual brochures, parent-teacher meetings with the presence of an interpreter). Finally, the school administration and teaching staff have established a protocol to help integrate foreign students and allow for personalized evaluation procedures. The school's response to the problem is barely sufficient to cope with emergency situations and is not yet capable of fostering a real multicultural environment where diversity can become an asset and the integration process can be extended to the broader community.

Marta Milani (Università degli Studi di Verona, Italy) *The Center for Intercultural Studies: Developing Intercultural Competences through its Activities*

The main aim of the Centre for Intercultural Studies, established at the Department of Educational Science at the University of Verona in 1998 and directed by Professor Agostino Portera, is to promote scientific researches mainly in the field of education in a pluralist and multicultural society. The distinctive goals of the Centre include research and support in the field of intercultural education, teacher training, counselling, intercultural communication, developing intercultural competences, management and mediation, conflict management, not only in schools, but also in the field business, healthcare, social work and law. In order to achieve its goals, the Centre operates in collaboration with several institutions and associations, both national and international, and with well known scholars. It also cooperates closely with the IAIE (International Association for Intercultural Education), NAME (National Association of Multicultural Education), UNESCO and other organisations. The Centre has also promoted several conferences, workshops, seminaries and international (action) research projects. Among the most significant projects are: "*Intercultural Competence in Different Social Contexts*" developed within the National Interest Research Project (PRIN 2010-2012); "*The Intercultural Competences: Theoretical Models and Training Methodologies*"; the Comenius Project (2010-2013) "*RICK'S Cafè: Recreating Inter-cultural and International Competences and Knowledge Spaces*", in which we are working on an assessment tool to determine cultural readiness for intercultural change at the organizational level in schools (Readiness for Intercultural Change Model - RICM). Finally, for many years the Centre has been organizing an E-learning one-year Master's degree in Intercultural Competence and Conflict Management catering to the educational, business, health care and mass media sectors and in cooperation with different Italian and foreign institutions.

Theresa Ennis and Clyde Bagley (Tennessee Technological University, USA) *Developing "Volun-tourism" Through Service-Learning Travel Abroad Experiences*

Tennessee Technological University (TTU) is developing a broad and multifaceted travel-abroad program for student engagement with other cultures. Of the 8 - 10 travel-abroad groups this year at TTU, one is focused specifically on service-learning. Two professors and 28 students traveled to Dominican Republic for 11 days from January 1- 11, 2013, to conduct a service-learning project with an orphanage and expose TTU students to "volun-tourism." Names, clothes, and shoe sizes of male orphans were provided to students prior to travel. Students brought items specific for "their" orphan, plus school supplies, toys, games and food items. Additionally, paint and paint supplies were purchased, funded by Rotary International, a large service organization, and much of the inside and exterior of the orphanage was painted by TTU students and later on by the older orphans. A pre- and post-travel 33 item questionnaire plus 4 open responses were administered. Results show the experience had significant impact on numerous variables. Of the 28 TTU travelers, 27 filed both questionnaires. Selected post-travel comments included: "the kids had very little, but yet they had everything because they really loved each other;" and "I am going to do all I can to help others just by volunteering and getting involved more in community projects and things." While most travel-abroad trips have difficulty having the minimum number of 15 students to sign-up, we had over 60 requests for applications and took 28 students. Current plans are to work through Rotary in Lima, Peru for next January in another vloun-tourism.

Ghaffaryan, Susan (University of Kashan, Iran) *A Cross-Cultural Prototypical Metaphor Analysis Towards the "Self"*

This study investigates cultural prototypical metaphors of both Persian EFL and native English students toward the concept of "self." In this regard both groups of students were required to suggest their own (cultural) conceptual metaphor toward "self" in a prompt such as "self is like …" data were analyzed according to the Prototype theory of Lakoff (1987) but since Lakoff did not offer a tangible and practical technique for an in-depth analysis of students' conceptual metaphors the researcher used Grounded theory to support firmer data analysis and results. Thus the results indicated that cultural prototypical metaphors of Persian EFL and native English students were almost opposite each other in the way that Persian EFL students became grounded in a vertical

(authority-obedient) culture while native English students became grounded in a horizontal culture, proving this claim that Persian EFL students grew up in a collectivist society and native English students in an individualistic society.

Augustina Zinovieva (State University of Management, Russia) *The Communicative Balance of Intercultural Institutional Managerial Competence*

Nowadays the main institutional sphere of rapprochement of cultures lies within the professional activity of people. Cultural misunderstanding and cultural conflicts painfully interfere with business and professional communication and hit its participants. The task of researchers is to present modern approaches to business and intercultural professional communication in the aspect of rapprochement of cultures, to offer innovative models of such communication. The paper highlights the main types and forms of communication management and the ways for forming linguistic and communicative institutional balance in the process of efficient realization of intercultural managerial competence. It is hardly possible to overestimate the importance as well as necessity of foreign language expertise in the modern multipolar, multicultural and multilingual world. New challenges of the modern global economy require foreign language expertise among politicians, economists and businessmen and provide for effective cooperation and at the same time make it possible to protect the interests of one's own business and country as well as to compete effectively.

We assume that the Russian academic interest is caused by determining a new educational position in the process of forming a new managerial generation, which is ready to communicate and manage efficiently in open economics and develop direct business contacts with international companies.

Larissa Bukovskaya (State University of Management, Russia) *A Connotative Aura of Terminology*

Last period of time a humanitarian approach to technical education has become very actual. More and more humanitarian disciplines are being introduced into the teaching of high schools. The Language for Special Purposes is being developed as well. Philology, fiction, and literary criticism are essential components of human knowledge, a large stock of spiritual mankind's experience. But if in linguistics studying we have successful results there is much to be done in literary criticism. Can our specialists speak in English about art? Nevertheless, every philologist should speak the language of literary criticism, should know its terminology as the most essential part of its language, and should teach it to our students. The terminology of literary criticism is a specific lexical part of the English language, bearing rich historical and cultural information. And it is possible to evaluate meanings and overtones of literary terms even if you take into account various factors of a language development. One of the essential aspects of this problem deals with studying the connotative character of a literary-critical term. And it is an important aspect of terminological research that has not yet been properly investigated.

It is generally assumed that terms unlike words of the general language are unemotional linguistic units deprived by definition of all emotional-evaluative overtones. This sweeping generalization cannot however be allowed to include, without reservation, the terms of humanitarian sciences.
The conclusion has required a complete reorientation of terminological research: it is no longer the exact scientific content of terms that comes first but the specific connotative aura which so clearly comes to the fore the moment we turn to the functional aspect of our material.

Paola Cascinelli (Arcadia University Rome Campus, Italy) *Facilitating Intercultural Learning through the Active Discovery of Non-standardized Cases of Economic Success*

Reports about the impact of globalization usually start form the macro picture of pressures toward an international single market and predict that companies will have to imitate the successful models, ending up converging on a set of common organizational patterns and best practices. On the contrary, on the micro level it is possible to find great and lasting diversity and see that the way in which companies compete depends on a stock of material resources, experiences, skills, human talents, organizational capabilities and institutional memory.

An international manager should be aware of the importance of these contextual factors in a globalized environment. This paper would like to describe the way in which at The College of Global Studies, at Arcadia University, Rome campus, we facilitate the experience of these concepts through direct visits to Italian companies that are far from the standard successful models. They do not compete setting up an inevitable race to the bottom in wages, working conditions and environmental standards in economic and social systems in which allocation and coordination of resources take place mainly through market. On the contrary, these companies are able to keep good jobs in high wage countries focusing on their knowledge, tradition and social connections in economic and social systems in which negotiation, long-term relationship and other nonmarket mechanisms are used to resolve the major issues. The students, being exposed to successful strategies not in line with the ones thought in standard business class, experience a cognitive dissonance, starting point of the expansion of their comfort zone.

Judit Vegh (ELTE University, Hungary) *The Center for Intercultural Psychology and Education: MA Program in Psychology and Education*

The Center for Intercultural Psychology and Education (CIPE) was founded in 2005 as an independent institute of the Faculty of Education and Psychology at ELTE University (Budapest, Hungary), engaged in both education and interdisciplinary research. Its goal is to study multi- and intercultural issues and to promote the integration of research findings into the training and education of students. Multi / intercultural issues have become increasingly significant in political, social, cultural and everyday life due to processes related to globalization, continuous social changes and the changing cultural and educational scene. Cultural awareness has become an essential part of being a true professional. To meet the need for experts, the Center launched its first MA Program in Intercultural Psychology and Education in 2009, in English from 2013.

The Program provides knowledge about the multifaceted nature of intercultural issues and multi/interculturalism by means of multidisciplinary approach, including anthropology, sociology, psychology and education. Courses are based on the latest researches, and students are given opportunities to test and apply their theoretical knowledge in practical situations. The Program prepares students to understand, and effectively work with, culturally diverse populations in different institutions and in different settings, ranging from small communities to multinational corporations.

Current research of the Center: Identity at the crossroads of culture (Lan Anh Nguyen Luu CSc) - seeks for the association between acculturation and age, success in school, quality of peer relationships and ethnic identity.Teachers intercultural views and their influence on classroom management (János Győri Ph.D.) – aims to show whether teachers' interculturality related beliefs are reflected, and how are these beliefs manifested in their classroom practices.

Fabio Converti (Secondo Università di Napoli, Italy) *Cohousing: New Opportunities for Multiculturalism*

Nowadays the global city concept as an evolving system with its networks, exchanges, internal divisions and external connections, highlights the discussion on multiculturalism, referring to relations among groups of people from various contexts, in particular minorities, residing in the same place, but keeping peculiarities of their own group.

The modern city becomes a container of new relationships, where differences are constantly negotiated and outlined, reflecting the unequal power involved, where everyone brings their own history, while offering opportunities for identification or exclusion in the context of fluid and dynamic social conflict.

Urban tissue is increasingly focused on interactions among people from several cultures living together while maintaining their own identity. At the same time, social tissue appears no more as an individuals' community, but better as a union of communities, where there are problems of coexistence, disruption, displacement and racism on hybrid and fragmented territories where individual is in a state of absolute need of identification, communion and sense of belonging.

Such a view observation shows all criticisms resulting from standardization process of different cultures and lack of people's integration. Through the analysis of existing examples, the objective of this research is to propose

new forms of multicultural cohabitation based on rules of Co-Housing, the phenomenon developed in Scandinavia in the Sixties, then spread in Denmark, Sweden, the Netherlands, England, United States, Canada, Australia, Japan and more recently in Italy.

7:30pm Dinner and museum visit for speakers and participants at the Contrada della Selva (Participants should meet directly at the Fonte Gaia in Piazza del Campo at 7:00pm where staff members will guide you to the Contrada)

Wednesday, October 9th

9:00-10:00am Plenary 5 **Martyn Barrett (University of Surrey, UK) – Keynote** *Intercultural Competence: A Psychological Perspective* **[Room: Camellie]**

Many current conceptualisations of intercultural competence are somewhat narrow, with the primary focus being on intercultural communicative competence. They also often underestimate the complexity of culture. I will argue that a broader understanding of intercultural competence is required to capture the type of competence that is needed for individuals to live together harmoniously within culturally diverse societies in a spirit of mutual understanding, tolerance and respect. I will also argue that we need to move to a more complex conceptualisation of culture, one which captures the notions that all people participate in multiple cultures, that the ways in which people participate in their various cultures is context-dependent and fluid, that people's multiple cultural affiliations intersect and interact with each other, and that all cultures are internally variable, diverse and heterogeneous. The implications of such a view of culture will be explored in this talk. In particular, it will be suggested that intercultural competence needs to be defined in psychological terms. I will discuss the conditions under which cultural differences become perceptually salient to individuals, and the psychological and behavioural resources which are required for understanding and respecting people who are perceived to be culturally different from oneself and for establishing positive and constructive relationships with such people. I will offer some reflections on the implications of this psychological perspective on intercultural competence, outline some of the research challenges which it presents, comment on how educational systems need to be harnessed to equip citizens with this competence, and explore how psychological research can contribute to this goal.

10-10:15am Coffee Break

10:15-11:15am **Concurrent Sessions 6 (60 min x 5)**

1) Giulia Isabella Grosso (Università per Stranieri di Siena/Associazione Culturale "La Corte dei Miracoli," Italy) and **Ida Ferrari** (CET A.P. Siena/Associazione Culturale "La Corte dei Miracoli," Italy) *Social Inclusion of Young Immigrants: Italian L2 and Socialization through Artistic Activities* **[Room: Camellie]**

In the first part of our talk, we present "Prime Persone: racconti di altri mondi in terra di Siena" a project for the social inclusion of young immigrants which has been carried out in Siena since 2010/2011 from cultural associations "La Corte dei Miracoli" and "Paesaggi di Famiglia".

One of the main goals of the project is to intervene in the sense of "social uprootedness" which can negatively interfere with the development of capabilities of young immigrants and to favor relations both with peers and with social agents of the territory. The project has enhanced L2 competences through artistic activities (movie, photo, rap, and break dance) and it has offered to young immigrants and natives the possibility to wide their expressive abilities and to live and organize their own "social space".

As a matter of fact, Italian L2 competence of young immigrants should go beyond both BICS and CALP insofar as language represents one of the main means of achieving social relations, as well as having access to "equal opportunities". It represents one tool for defining one's own identity, which, starting from monolingual and monocultural, becomes complex and multifaceted.
In the second part of the talk, we comment some of the products realized during the labs (multilingual song, video clip and short movie) and we present as they can be further used in Italian L2 study abroad programs to enhance

both linguistic competence and socio cultural knowledge of the L2 Country. Samples of didactics materials will be shown and commented.

2) Cristina Volpi (SIETAR Italia, Italy) *Welcoming across Cultures: A Literary Tool for Intercultural Understanding* **[Room: Margherita]**

The objective of this workshop is to allow participants to experience how a "normal" gesture can change across different cultures (therefore difficult to understand outside the culture itself) by using a piece of literature to approach this subject in training or consultancy situations. The tools will be pieces of literature and the storytelling approach.

The participants will be given text telling a story of welcoming, taken from a literature masterpiece. The participants will read it (a couple of pages) and each of them will tell how he/she welcomes a new person. E.g. in which room, how many people, expressing feelings or not, shortly or not, in a specific daytime or not, doing and telling what, in a private or in a public situation, using which kind of language or tools, which kind of rituals, which dress code, etc. Through the differences we'll explain cultures and the use of literature as a tool to make them come to light.

Literature pieces are selected from the booklet prepared by Sietar Italia as a tool for trainers.

3) Alfonso Casella (International Center for Intercultural Exchange, Italy) *European Legislation and Migration Phenomena: How an Extra-Communitarian Becomes a Nonperson* **[Room: Mimose Esterna]**

In the era of Globalization the trade of goods and capitals can freely cross national borders without any bureaucratic or physical obstacles. On the contrary people undergo a variety of restrictions. The Schengen Treaty, the international agreement established for non-communitarian citizens, dictates rigid entry rules in order to protect the continental borders, defined as a sort of *Fortress Europe* in which only Europeans can freely circulate. This has created a huge disparity between communitarian and extra communitarian citizens with a significant sociological transformation in terms of language and European mentality. A new cultural dichotomy has been generated between *citizen* and *foreigner*, *European* and *non-European*, legal and illegal, *person* and *non-person*, ethnocentrism versus ethnorelativism. In Italy for instance, the current informal expression *extracomunitario* (non communitarian citizen) means essentially not only one from outside the European borders but a black migrant coming from North Africa: namely poor, miserable, tribal, inferior. The paper will analyse how a restrictive legislation can transform linguistic expressions and words. On the contrary, the Gospel of Consumerism spreading all over the world as a universal religion preaches a neoliberal freedom of commercial goods or virtual capitals beyond any national border with unlimited access in any market. Therefore, while neo-liberalism with its fiscal and commercial advantages, enables trade to have a quiet and smooth life, for human beings the worse forms of protectionism have been applied. Who are the immigrants? Are they really intruders? Are they non-persons?

This paper will explore the controversial fight of living people versus commercial goods, solid-strict borders versus liquid-soft borders, local versus global, wealthy populations versus poor countries, intercultural winners versus intercultural losers. This paper will also explore the original sin of the Schengen Treaty, the root of European Union ambiguity: a market community before being converted in a vaguely defined multilevel political entity with an improvised currency. Is the multicultural European dream of *Unity in Diversity* declining before its kick off?

4) Wes Kennison, Glenn McClure and Sam Cardamone (State University of New York Geneseo, USA) *On the Road with Great Books* **[Room: Gardenie]**

SUNY Geneseo Humanities professors Wes Kennison and Glenn McClure explore intercultural competence through reading great books of the Western tradition around the world. What do we learn by reading a book in its indigenous location? For example, what do we learn by reading Sophocles' **Antigone** in the Athenian theater of Dionysius? What do we learn by reading a book from a completely different cultural perspective? For example,

what happens when we read Alexis de Tocqueville's Democracy in America in country like Ghana? Like Tocqueville's America of 1831, today's Ghana is a young democracy that declared its independence from England about 50 years ago. This presentation will explore the strategies, challenges and pedagogical benefits of intercultural readings of great books in both study abroad settings and globally networked instructional environment.

5) Joellen Coryell (Texas State University, USA) *International Adult Education, Cosmopolitanism, and Graduate/Professional Study Abroad* **[Room: Mimosa Interna]**

With today's global socio-political and economic interdependence, universities and professional learning organizations are including internationalization and intercultural competence in their mission statements and strategic plans. As such, educators are reshaping learning experiences to prepare adult professional students for cross-cultural collaboration and socially responsible careers. Framed through cosmopolitanism (Appiah, 2006), this study aimed to investigate participants' sense and development of global citizenship through engagement in an innovative European itinerant master's degree program. This professional program was organized around a unique educational formula that included international students, practicing professionals, professors, and tutors interacting in collaborative workshops across multiple international locations. The examination of participant experiences and cultural-educational contexts of this program's community of practice provides important insight into adult global citizenship development and cosmopolitan, intercultural instruction. Our session will first describe the program, research project, and findings. Subsequently, we will discuss how intercultural education and training can facilitate adult learning to develop global citizenship, to value and design for the relational and physical nature of cross-cultural study abroad, and to build comparative and collaborative professional skills and production into cosmopolitan graduate and professional programs.

11:30-11:45am **Recap Concurrent Sessions – Plenary meeting**

11:45-12:45pm Closing Plenary **Wes Kennison** (State University of New York Geneseo, USA) *A Look Ahead: Intercultural Horizons 2014 and the Tenth Anniversary of Siena Italian Studies* **[Room: Camellie]**