

15th IALIC Conference

Intercultural Communication in Social Practice

CALL FOR ABSTRACTS

Peking University, Beijing

Nov 27-29, 2015

Co-Organizers: School of Foreign Languages, Peking University;
International Association for Languages and Intercultural Communication
(IALIC)

Host: Research Institute of Linguistics and Applied Linguistics,
School of Foreign Languages, Peking University

Sponsor: Peking University Press

Conference theme:

Intercultural Communication in Social Practice: Dialogical perspectives, future directions



Today's increasing globalization and the mobility of people have brought new challenges to repositioning Intercultural Communication and its practices. Although research in

Intercultural Communication has long been grounded in everyday communication, language classroom and communities, tensions in research frameworks remain and new questions arise with the changing global landscape: Moving away from an essentialist view of culture, what are the alternative perspectives to study language and intercultural communication in this increasingly hybrid, mobile and interrelated world? How does the “fuzzy” concept of culture remain useful when social categories such as race, ethnicity, gender, and class become interrelated and complex? How do researchers reach out from the Ivory Tower and turn their research into social actions that bring positive changes to the communities they reside in and/or investigate? How can conflicts be resolved and dialogues be facilitated between local communities, between local and international communities, between researchers and practitioners, and between the past and the present? How do individuals understand, relate, speak and act in their private, family, communal and working lives? How does web-based technology connect to and change our communication practices and facilitate the development of hybrid identities? How does the ever-changing China preserve its past, speak to the present world, and enact its new dreams in local and global arenas?

This conference, with its focus on intercultural communication in social practice, aims to explore intercultural practices in different social arenas. It welcomes research that uses dialogical perspectives to theory and practice, and especially those that bring positive social change to the communities. The conference aims to encourage greater dialogue between researchers with different theoretical and methodological frameworks, and between Chinese and non-Chinese researchers and practitioners. It seeks to open up dialogues that will lead to new and future directions in intercultural communication research.



Papers are invited in (but not limited to) any of the following sub-themes:

Intercultural communication practices in language education

Multilingual, multicultural practices and language teachers

Intercultural rhetoric and writing instruction

Verbal participation in a second/foreign language

International teaching assistants' professional development

Development of intercultural competence in English education, in teaching Chinese as a second/foreign/heritage language/lingua franca, and in language education generally

Multimodality in multilingual education

New technology and intercultural education

Intercultural conflict and conflict management in communities

Language policy and intercultural conflict

Intercultural conflict and emotional management

Power, politics and conflict negotiation

Language features in conflict management styles

Preservation and exploration of indigenous/local/native cultures

Ethnocentric bias in intercultural (competency) models

Diversity and heterogeneity in indigenous/local/native cultures

Change, fusion and recreation of local cultures

Intercultural competency models revisited in local cultural contexts

Migration and international relocation

Academic socialization of international students

Language and identity development of immigrants in various contexts, and language education policies and practices

Success and challenges in academic community participation

Professional development of foreign returnees

Intercultural communication and adaptation of international and home students

Other institutional practices

Multilingual practices in doctor-patient discourse

Intercultural communication in the workplace

Language and prejudice in the workplace

Construction of cultures in public media discourse

English and intercultural communication in the aviation industry

Translation and intercultural communication

Language, identity and international crime

Intercultural communication and identity in online communities



Submission guidelines

Abstracts for presentations should be submitted in English and should be between 250 and 300 words. The deadline for submission is **31 May, 2015**, and notifications of acceptance will be sent out by the end of June, 2015.

Please submit abstracts (including a title, five keywords, a short bio (of no more than 200 words) and contact information) to ialic2015beijing@163.com

Plenary Sessions



Adrian Holliday

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Adrian Holliday is Professor of Applied Linguistics at Canterbury Christ Church University, where he supervises doctoral research in the critical sociology of English language education and intercultural communication. He was a British Council English teacher in Iran in the 1970s; and in the 1980s he set up a language centre at Damascus University, and was involved in a national university curriculum project in Egypt. His PhD was an ethnographic study of Egyptian university classrooms. His book, *The Struggle to Teach English as an International Language*, Oxford 2005, deals with the cultural chauvinism hidden beneath English language teaching professionalism and ‘native speaker’ politics. He wrote *Doing & Writing Qualitative Research*, 2nd edition, Sage 2007, to take ownership of a postmodern methodology for understanding hidden cultural realities. His book, *Intercultural Communication & Ideology*, Sage 2011, employs a critical cosmopolitan approach to understand the Western ideologies which inhibit our understanding of the crucial, modern contribution of non-Western cultural realities. His recent book, *Understanding Intercultural Communication*, Routledge 2013, provides a detailed exploration of his ‘grammar of culture’ and explores the everyday struggle to make sense, cross boundaries, deal with prejudice, negotiate discourses, and be ourselves in intercultural settings. More details can be found at adrianholliday.com.

Bringing and learning about who we are, innovation and creativity in diverse intercultural settings

In a world where globalisation is more obvious, everyday we find ourselves in the explicitly intercultural. The intercultural has always been with us as we move through diverse settings and discourses in everyday life, from school to work, friendships and relationships. Now a more explicit intercultural, between people with globally different backgrounds, pervades many of these settings. In all cases we have the natural skills for small culture formation on the go – engaging with and creating culture on a daily basis.

We therefore possess the potentials that we need; but there are powerful discourses of culture, prejudices and power structures that get in the way. We are all brought up differently with particular national structures. Our historical narratives are enriching but also provide us with global positioning and politics that set us against each other with subtle discourses of inferiority or superiority and what can be a very destructive war of values. Knowledge of this has led us to seek understanding and tolerance of each other’s values and practices.

I feel that we need to go further than this within critical cosmopolitan and Weberian social action perspectives that both address hidden conflicts and promote a more authentic possibility for cultural travel,

engagement and creative innovation across boundaries. I will explore how the histories and cultural experiences that we bring with us have the potential to contribute positively in a number of ways if we can negotiate a way out of the destructive forces of global positioning. They give us the primary resources for intercultural engagement, and can enrich the experiences of those we interact with. By engaging with the experiences and histories of others we can enrich our own experiences, learn more about who we are, and move into new and unexpected domains. I will look at the nature of this potential and the negotiation that needs to collect around it by means of a creative non-fiction of a social event. This will take in a range of other issues such as the role of English and speakerhood, and interventions that break through boundaries.

Plenary Sessions



An Ran

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AN Ran is Professor and Dean in the School of International Education at South China University of Technology. After the completion of a PhD in multicultural education (The University of Reading, UK, 1999), she worked as a lecturer at the National Centre for Language and Literacy at The University of Reading. Since 2004, she has been Dean of the School of International Education at South China University of Technology. Professor AN is also Director of Confucius Institute at the South China University of Technology. She initiated the establishment of Confucius Institute at Lancaster University. Her main research interests are multicultural education and intercultural communication. Currently, she is the principle researcher on two projects on the intercultural adaptation and intercultural communication competence of Chinese staff at Confucius Institutes and Chinese enterprises abroad. She has published over 70 papers. She is the (co)author and (co)editor of 12 books.

Case Study: A course in intercultural communication/adaptation that includes the practical experience of intercultural communication/adaptation

The current literature on the cultural adaptation of international students is replete with examples of Chinese students' experiences in adjusting to life and study at western institutions and measures taken to assist that adjustment. This presentation provides a case study of a course of intercultural communication/adaptation in a multicultural classroom at a Chinese university. The need for such a program arose from observations of the difficulties of both Chinese and international students faced in adjusting to this 'multicultural classroom' and communication with teachers, different nationalities and community interactions.

Students from 15 countries, including Chinese students, participated in the course and undertook guided practice of intercultural communication and adaptation in and outside the classroom. Challenges to the delivery of the program

included significant differences in English language fluency amongst students, and prior intercultural experience. This affected their comprehension and confidence to engage in the ‘participatory’ nature of the program. The latter was also a challenge for Chinese and some south-east Asian students more attuned to an ‘Eastern’ classroom protocol. Initially these factors also constrained open discussion of queries that international students had about many dimensions of ‘Chinese behaviour’ and their adjustment to Chinese society. This required considerable facilitative attention to building intra-group confidence and comfort in offering two-way questions and explanations about cultural expectations and responses.

Notwithstanding these challenges, this case study demonstrates that a properly structured multicultural classroom can provide a realistic and supportive intercultural environment for students to apply and test intercultural communication theory and techniques. In particular, the course and practical activities stimulated individual reflection on cultural predispositions, encouraged mutual comparative comments on cultures, and created the opportunities for informed and effective intercultural communication. Through this program, students were able to consolidate their own cultural identity and then confidently express self-image as an intercultural identity, both in the context of a host culture and in interactions with individuals from a variety of cultures. This would help fine tune the content and presentation methodologies of similar programs and improve practical learning outcomes and positive reactions to both Chinese and international students’ experience of multicultural classroom in Chinese higher education.

Plenary Sessions



Joseph Lo Bianco

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Joseph Lo Bianco, PhD, is Professor of Language and Literacy Education at the University of Melbourne, Australia. Since 2012 he has been UNICEF Research Director, Language, Education and Social Cohesion, Malaysia, Myanmar/Burma and Thailand. In 2015 he commenced a project entitled Preparation of Peace Building National Language Policy in Myanmar, sponsored by the Ministry of Education, Myanmar, UNICEF and three state governments in Myanmar.

Facilitating Dialogue: Peace building and Language Policy in Conflict Zones in SE Asia

Since 2012 I have been directing a project investigating language and social cohesion in Malaysia, Myanmar and Thailand. Conducted under the aegis of UNICEF the project involves fieldwork research into role of Language and especially language education in conflicts in multiethnic societies, as well as experimenting with practical intervention methods to mitigate conflict, foster dialogue and, maximally, to resolve chronic causes of intercultural dispute. In some of the settings the conflict is relatively under control while in others there is considerable violence, open rebellion and dramatic loss of trust among groups.

This paper will report on the Facilitated Dialogues, a series of intensive 30-40 participant mediated exercises in which public officials and politicians, community, ethnic and indigenous populations, and academic experts are brought together to collectively produce alternative language policy settings to those found to be the cause of conflict. This language conflict negotiation practice appears to show that engagement with solutions writing can be a productive tool for fostering collaboration and new understandings of communication problems.

Plenary Sessions



Zongjie Wu

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Professor Wu Zongjie is the Director of the Institute of Cross-Cultural and Regional Studies and Principal Researcher at the Centre of Intangible Cultural Heritage Studies, Zhejiang University. He obtained his PhD degree in linguistics at Lancaster University, with interests in critical discourse and pedagogy. Returning to China, he extended his areas of interest in linguistics into cultural studies of Chinese discourse and communication, particularly for the mutual enrichment of global values and voices. The diverse range of academic inquiries in the areas of education; heritage and place study; Chinese classics; historical ethnography, and cross-cultural discourses were united and mutually enriched by the focus of the interaction of the Chinese past and the global present. He is currently Principal Investigator on a cultural heritage project funded by the Chinese National Funds of Social

Science. He has collaborated on many projects funded by local governments, industry partners and villages, and was once a World Bank consultant for Shandong Confucius Cultural Heritage Conservation Project.

Making the Past Speak Again: Practicing Heritage across Cultural Boundaries

One of the peculiar features of contemporary discourse is to differentiate the past from the present, and make it as “a foreign country” to be cherished as a heritage for cultural consumption. How could the sense of place be narrated as part of the local people’s everyday life, related to the ongoing transformation of heritage sites? In what way could the Chinese sages from the ancient speak again, not about ideas of philosophy, but as a discourse to address the local and global concerns afresh? This contribution presents a case of action research that treats heritage practice as communication situated in place, memory and local life. Since 2013, we were invited to carry out a heritage project in Confucius home place, in collaboration with local government and communities. The presentation show how we turn our research work into communicative action that embraces diverse voices as well as new genre of narrating the past. By attending communication in this way, we brought our predecessors’ mode of experiencing their past into the changing space of heritage site. Meanings from the past are activated to interweave complex matrix of cultural discourses between the past and the present, and the local and the global. Words of antiquity that once carried deep meanings regain their resonance in contemporary space and life. Language thus plays a constitutive role in making and remaking cultural heritage that is no longer fixed in a bygone age, but continuously communicates with the past as recorded in historical text, and with people who dwell on it.