



**Conference Proceedings of the
1st Virtual International Language Days
at Aschaffenburg UAS
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Keynotes

1. 23rd November 2020

Virtual Cross-Cultural Communication:

Language Issues, Communication Channels, Patterns and Habits, Cultural Concepts and Mindsets

Initially and typically, intercultural questions played a role in and were part of language teaching (including meta-levels, body language and situational aspects). Later, cross-cultural research originated from communication and behaviourism experts (Edward Hall) or sociologists like Hofstede or Trompenaars. Meanwhile, the intercultural discipline has 'emancipated' itself and increasingly become detached from language as such or a particular language like English as the dominant *lingua franca* of the global business world. Thus, the focus is often on (cultural forms of) governance, leadership and decision-making styles, corporate images or other functions in a particular area, especially business. Thus, methods and 'tools' are frequently kept separate from language issues, examples and simulations, as if they were totally disconnected from the means of communication, the respective language used. Critical incidents, in particular, are commonly presented in perfectly correct English for the identification, analysis and categorizing of cross-cultural differences, as if the situations took place in a 'neutral' sphere – not embedded in heterogeneous linguistic contexts. This, however, is a theoretical – and inappropriate – abstraction, which clouds the mixed nature of cross-cultural interaction – and miscommunication.

The International Language Days seem to be the right forum to reunite the interrelated areas of teaching. The current keynote contribution therefore concentrates on communication and language issues, especially in virtual communication settings, in connection with intercultural 'tools', which – if out of tune – can cause cross-cultural misunderstandings between the diverse cultural and societal mindsets behind the words, speech patterns, communication styles, idiomatic expressions, possible use of irony, listening habits, communication behaviours, situational factors and contexts.

Prof. em. Dr. Harald Müllich, Munich UAS/Germany

2. 24th November 2020

Intercultural Competence and Empathy

In our current world, the question of how to improve cultural cohesion in society has become an urgent inquiry. Our society faces imminent threats of intolerance, prejudice, and discrimination toward minority ethnic and religious groups. How can young people be better prepared and educated for tackling this challenge? How we can educate them toward a more inclusive society? These questions are the most fundamental ones of our time.

Intercultural competence as the ability to understand the culture of others and one`s own, and act accordingly, has been recognized as a promoter of social cohesion. Its major element, empathy, is also known for its fundamental role in human relationships. Although empathy seems to be a communist opinion, its meaning in intercultural encounters is not analysed often scientifically.

The conference keynote presentation will address the current state of research about the relationship between intercultural competence and empathy. With a focus on neuroscientific and psychological evidence, the talk will dwell into the realm of emotional encounters by circling around the questions: How can we acquire intercultural competence and what is needed for dealing with other people with empathy? And, most importantly: How can we transfer our current knowledge about intercultural competence and empathy into everyday action(s)?

In order to elevate the science into the experience level, several exercises will be demonstrated in the presentation. Participants will be invited to take part in these experimental training methods.

Prof. Dr. Ivett Guntersdorfer, Institute for Intercultural Communication, Ludwig-Maximilians-University, Munich/Germany

I. Academic Track

1. Advertising and Marketing: Challenges and Opportunities Across Cultures – A Perspective on the Middle East



Constructing a successful marketing program for optimal adjustment to today's business climate in a foreign market place is a challenge that can become even more complex in markets like the Middle East, where cultural and religion values are dominating. International Marketing in the Middle East has somehow always fallen back behind compared to the West. There are important reasons why this region has been in a persistent race with emerging trends. Although often reasoned to the conservative culture and the fear of change, it is a misleading basis that does not paint the whole picture. Despite the increasing integration of the Middle East into the global economy, there are still many pending aspects to bring to light to be able to discover the real story behind this society and better interact with its consumers.

The specific objective of this research is setting guidelines and recommendations for marketers to safely and successfully navigate the Middle Eastern marketplace. A marketing guide based on the research analysis and the findings of earlier studies was created. The theoretical framework was the main support to develop 'The Middle East Marketing Guide', a checklist tool with special focus on the best practices in the Middle Eastern region, explicitly adapted to this marketplace and its consumers.

Comparison of global marketing practices and careful exploration of consumer differences across nations highlighted the significant effect of culture on consumer behaviour and thereby the importance of assessing cultural differences for the development of suitable marketing strategies. Results have revealed an exceptionally diverse, multicultural, and heterogeneous region very different from the one exhibited in the global sphere, which is purely based on stereotypes and misinformation. Findings expose a strong influence of Islam –the primary but not the only practiced religion – in the Middle East, in which lifestyle, consumption, behaviours and beliefs are guided by religion.

Keywords: Middle East, Marketplace, Consumer Differences, Culture, International Marketing

Solange Coronel Chávez, MA, Aschaffenburg UAS/Germany

2. Global Leadership – Incidence in the Acquisition and Development of Intercultural Competencies in Students from Universities in Ecuador



Intercultural competences linked to global leadership and its possibilities for development in higher education have been studied mainly in developed countries. In emerging countries, such as Ecuador, its approach has been incipient, probably due to difficulties in its conceptualization and measurement. The main objective of this research was to evaluate, within the framework of global leadership, the influence of international mobility on the acquisition and development of intercultural skills in university students from Ecuador. For this, two mixed studies were carried out; the first one started from a qualitative phase in which through two focus groups with directors of Ecuadorian universities, they conceptualized around intercultural competences and what they hoped to develop in students with the processes of international mobility.

The results were subjected to categorical analysis. Subsequently, the quantitative phase was carried out in which the Intercultural Development Index (IDI) was applied to 311 students of first and last years of training, in order to control the development of said competences by time and not mobility. The second study began with the quantitative phase, in which a pre-test and post-test quasi-experimental design was implemented with a control group. The IDI scale was used for this experiment. Subsequently, the qualitative phase was carried out, in which focus groups were developed in order to deepen the findings obtained in the experimental and control groups. According to the results obtained, international mobility processes promote the development of intercultural competences in students, thus contributing to the formation of global leaders from the field of higher education in countries such as Ecuador.

Keywords: Global Leadership, Intercultural Competencies, Internationalisation, Higher Education

Isidro Fierro, Dean of the School of International Studies, Universidad Espíritu Santo, Guayaquil/Ecuador

3. Corporate Sustainability Communication in Incoming Tourism – An Ecuadorian-European Example



A touristic incoming agency based in Quito, Ecuador is working hard to become an outstanding example in an industry that is increasingly criticized for its negative impacts on nature, economy and society. Green and sustainable travelling is a very present topic, although the actual realization often seems to be rather problematic. *Latventure Incoming* dedicated its corporate vision and strategy to protecting the fragile Ecuadorian nature and unique culture while offering the guests a unique experience. They wish to be recognized as the pioneer and leading provider of sustainable travel in Ecuador – but do their European business customers perceive them like that? This master thesis in progress by a former intern of the agency is dedicated to the topic of sustainability communication in the B2B area of Latin-American tourism.

Based on the specific business position of *Latventure*, a communication concept is being elaborated with the objective to effectively communicate the agency's effort and policies regarding sustainability and thereby differentiate it from competitors. The network of business customers on another continent and furthermore in different Western-European countries raises the question of to which extent cultural and communication-related differences need to be considered when talking about sustainability. Are there different attitudes and understandings among the continents and countries? Might flight compensation and tree planting sound attractive and preferable to one customer group while deterrent to another one? Which communication styles, contents and channels are appropriate – especially when it comes to impersonal and virtual communication across an ocean?

This thesis aims to provide suggestions for structured and thought out communication in the field of touristic sustainability with all its aspects – including an excursus to the unprecedented situation during the COVID-19 pandemic.

Keywords: Tourism, Sustainability, Sustainability Communication, Corporate Communication, Latin America

Stefanie Frei, MA candidate, Aschaffenburg UAS/Germany

4. A Case Study of a Cultural Exchange Project among Three Countries



This presentation attempts to address an international collaboration project created and conducted by teachers from Germany, Japan, and Taiwan during the months of travel restrictions and school closures due to the corona virus pandemic. The COVID-19 crisis has posed a great challenge to instruction delivery and cultural exchange. The viral crisis has limited the opportunities for cultural exchange and interpersonal communication within the academic realm. Teachers from three different countries established a connection for students of these three nations and explored various platforms to facilitate cross-cultural communication across the continent. The teachers carefully structured a cross-cultural project with two phases: a pre-task phase and a virtual cross-cultural exchange phase. The first phase required students to prepare the introduction, their campus, and their country on a digital platform, Padlet. Students from the three countries visited the platform and learned about one another before moving on to the second phase, the virtual meetings. The virtual meetings included two synchronous meetings: one of them allowed students to familiarize themselves with students from other countries and the second meeting contained a break-out session in which three-country students had a more intimate discussion and played a cultural card game.

A survey was administered to discover students' perceptions of the project and of the learning and teaching styles from different countries. The results revealed that all three-country students liked the cross-cultural exchange project. Through this project, they were able to identify new questions and reflect on them critically. Students' written feedback yielded interesting findings including differences in learning and communication behaviours and similarities between cultures, which will be presented and discussed.

Keywords: Cross-cultural Communication, Cultural Exchange, Cultural Differences, COIL

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Prof. Dr. Renate Link, Aschaffenburg UAS/Germany

5. Motivating Americans to Prevent COVID-19 Now



Current COVID-19 public health messaging is neither motivational nor targeted to vulnerable populations in the state. We propose to develop a unique marketing campaign and individual decision-making tool to alleviate the testing burdens on community health services; complement existing messaging strategies; and reduce the spread of the COVID-19 virus by affecting individual choice and behaviour. At the beginning of the coronavirus outbreak in the US, most diagnosed COVID-19 cases were in the >65+ age group, many of whom experienced complications resulting in hospitalization. As the pandemic evolved, the diagnosed caseload transitioned to a younger age group. Today, people under the age of 40, despite being less than half of the total population of Montana, comprise 54 percent of the total case count and the age group with the largest proportion of cases is people age 20-29 [1]. Therefore, young people ages 18-40 will be identified as a target audience. Current COVID-19 messaging efforts by public health departments are primarily informational in nature and assume that audiences will make rational choices in compliance, contradicting extensive public health research indicating that individuals make lifestyle choices based on emotional, social and impulsive factors [2-4,6]. To complement the current model, we propose to use state-of-the-art marketing expertise and U.S. audience research to address specific cultural norms among Americans that will increase the likelihood of behavioural change. Once developed, these messages will be shared with existing public health, government and educational institutions for broad dissemination. By incorporating a self-monitoring decision-making tool into our message strategy, we hope to prompt more Americans to take precautions that limit individual exposure and virus transmission. A potential consequence would be reduced demand on an overburdened health care system. These messages and resources will be shared widely using print, broadcast and digital media.

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Keywords: Common Good, Well-being, Lifestyle Behaviours, COVID-19

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6. A New Type of Short-Term Mobility in a VUCA World in the Aftermath of the Pandemic



Languages and intercultural competences are important soft skills on the job market, not only from the employers' perspective (Mullholland 2013) but also from the political point of view, as EU policymakers want to enhance both personal and professional mobility and thus demand competence in at least two foreign languages (European Commission 1996). For more than three decades, for instance, the ERASMUS-programme has been a considerable driver of mobility in Europe. However, linguistic skills in general are apparently still underestimated in such settings (Kinginger 2009), and the acquisition of language skills and intercultural competence cannot be taken for granted as results from study abroad research indicate (Ehrenreich 2004).

At the same time, worldwide crises, e.g. due to political instabilities or recent pandemics like COVID-19 may hinder long-term student mobility. Furthermore, there have always been students, who could not go abroad due to personal or financial reasons. The language centre of Aschaffenburg UAS has therefore developed the short-term mobility concept of *Total Immersion Weeks*, which it intends to realize with important strategic partners in France, Sweden, Spain, and Finland from 2021 to 2024, if public funds are granted for the projects. Total Immersion Weeks comprise subject-specific courses in business administration, but also taster courses in the local languages as well as a sociocultural programme. This approach complies with research on school exchange and practice-oriented literature on excursions in secondary education (Fellmann 2015, Stolz & Feiler 2018), which emphasize the importance of a task-based approach, which is applicable to higher education as well. Accompanying research does not only assure the quality of the project, but it also enhances the evidence- as well as reflection-based establishment of a new educational setting abroad, which provides clear learning outcomes and which takes students' prerequisites into consideration.

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Keywords: Linguistic Skills, Intercultural Competence, Short-term Mobility

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Prof. Dr. Renate Link, Aschaffenburg UAS/Germany

7. Video Games in Intercultural Education. Challenges and Solutions.



The massive popularity of video games, their increasing variety, and the diversification of the player base gain attention to understand how playing video games affects the way people think and collaborate across cultures. The recent findings suggest that video games have the potential to help to acquire cultural knowledge and develop intercultural literacy, socio-cultural literacy, cultural awareness, self-awareness, and the cultural understanding of different geopolitical spaces, to reinforce or weaken stereotypes, and to some extent also to facilitate the development of intercultural skills. These findings are promising for teachers working in the field of cultural studies and intercultural communication.

However, integrating any new education technology, including video games, into the online or offline classroom is a multi-faceted affair that many teachers find overwhelming. As with any new instructional tool, there are barriers to digital game use in the classroom. Some are physical barriers, some are cultural, and some are perceptual. We will briefly go through some of them and will try to find quick fixes.

This session will be useful to scholars, researchers, teachers, and practitioners of cultural, educational and social studies.

Keywords:

Elena Shliakhovchuk, PhD, Digital Game-based Learning and Teaching Expert, Intercultural Trainer and Consultant/Ukraine & Spain

8. Designing an Experimental Game about Language Diversity in Virtual Teams



With a rapid increase in virtual teamwork the last few years, but especially months, teams have been forced to learn how to communicate and work over distances. A 2016 survey revealed that 85 % of employees were already participating in one or more virtual teams (VTs) in multinational corporations (Solomon, 2016). Existing literature has highlighted how language barriers affect communication and interactions in VTs and has provided strategies to overcome these barriers (Harzing et al., 2011). Responding to calls for research on emergent processes related to adaptation in virtual teams (Gilson et al., 2015) and in language in international business (Tenzer et al., 2017), we are designing a study aimed to explore how language diversity (or specifically language variety, one part of language diversity) influences communication and coordination strategies in VTs.

The methodological approach is a quasi-experimental serious game administered to both university students in international management and English courses and professionals looking to improve their team processes in multilingual VTs. Experimental games have been reported as more reliable for measuring actual behaviour than other methods such as self-reported surveys or interview responses (Tenzer et al., 2017). While the player improves his/her English proficiency and communicational competences, the researcher collects data regarding player choices, such as choice of language, of language complexity, of media and of interlocutor. The nonlinear nature of the game immerses the player into realistic situations and dilemmas, and the story evolves depending on the player's choices.

The findings will aim to help managers better identify effective communication and coordination strategies among team members of differing language backgrounds and proficiencies to improve teamwork and garner the strength of multilingual VTs. At the same time, the serious game is a unique learning tool for students and professionals.

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Keywords: Experimentation, Serious Game, Language Diversity, Communication, Virtual Teams

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9. Relevance of Cultural Awareness in Cross-Cultural Meetings and Negotiations – Visualised through the Animated Video ‘Business Trip to India’



According to the ninth chapter of the website <https://www.prominenceproject.eu> we elaborated and highlighted cultural differences that come across in international negotiations. Germany and India were chosen for this purpose as two countries with contrasting cultural dimensions. After watching the video, the audience should recognize that it is important to prepare for such intercultural negotiations.

In the analysis, the focus is laid on three main concepts of intercultural communication. First, the Culture Map theory by Erin Meyer and the belonging Cultural Profile of every individual is elaborated. In several categories, such as ‘hierarchy’ or ‘sense of time’, cultures are distinct. With all these aspects, every culture can be placed at a matrix, showing the willingness of confrontation or emotional expressions.

Secondly, Hofstede with his six cultural dimensions follows. Differences were large in the dimension of power distance – in India there is a high level of hierarchy whereas in Germany this is not the case. Also, the differences in the dimension of long and short-term orientation were remarkable - Germans are more long-term oriented, whereas Indians are more short-term oriented.

Finally, we had a closer look at Edward Hall’s theory about monochronic and polychronic aspects in high and low context cultures. In monochronic cultures like Germany, a linear time sequence is used. In polychronic cultures such as India, tasks are carried out parallel to each other and are often changed briefly. In high-context cultures like India feelings and thoughts are expressed implicitly. While in low-context cultures like Germany, feelings and thoughts are expressed in words and are communicated more explicitly.

Also, minor cultural aspects such as the importance of holidays and interpersonal relationships in India were considered.

Connecting the theory of chapter nine and other sources with real life business occurrences shows how important cultural awareness is for globally operating companies. Therefore, transposing the gained knowledge into a critical incident and showing the story through an animated Vyond video, is a good possibility for transmitting the relevance of cultural differences to a larger audience.

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Keywords: Cross-Cultural Meetings & Negotiations, Animation, Vyond, India

**Julia Trenner, Jannik Watermann,
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10. Evaluation of Distance English Classes Using Evercam Recordings



Introduction:

In April 2020, Evercam Recording of Freshman English classes were offered to students of the National Defense Medical Center because of COVID-19. Such practice facilitated class proceeding with students staying in dorms and not gathering in school. In this type of setting, the instructor can only provide PowerPoint slides, video materials and/or voices tutoring students. The practice demonstrates the utility of using video and audio communications. Although this does not completely fulfill all of the functions of a more traditional 'distance education' video broadcast facility, it is amazing how much practical education can be accomplished under pandemic.

Methods:

In this study, qualitative and quantitative methods were used to evaluate the overall design of the online lectures and to examine students' gains in English knowledge. In the quantitative realm, this study utilized a ratio of the participants' time used on the course to answer the question of whether or not there were significant gains in student knowledge of English language and cam recordings. In the qualitative realm, the student participants were given three evaluative questions and asked to provide verbatim answers. These questions, stated below, were given in hopes that the students could provide constructive feedback on how the cam sessions were run, and how helpful they thought the sessions were to their English learning.

1. How do you think the use of cam recordings facilitated your English learning?
2. How do you think the distance cam course could benefit your English learning?
3. Please state your basic ideas and comments on the distance English course from your own experience.

Results:

Questions	Q1	Q2	Q3
Types of Responses	<ul style="list-style-type: none"> - Feels realistic - Technology - Improvements - Interesting - Less Nervousness - Convenient - Fun - Can do it at home 	<ul style="list-style-type: none"> - No change is ok - More... ...class hours ...facility access ...textbook/classroom content incorporation ...facilitating instruction ...study skills 	<ul style="list-style-type: none"> - Need more equipment - 'New' - Video recording does not help classroom interaction - Students lack equipment at home

Discussion:

There were some clearly positive educational results with this video cam series. However, there are some improvements needed in the implementation. The following steps are suggested:

1. Create an online testing instrument for students who can justify their comprehension of the contents after viewing.
2. Cooperate with other teachers to establish students' overall usage of cam courses from a broader perspective.
3. Work with the school Computing Center to secure a more accessible and easy-to-use software environment.

Keywords: Evercam, Distance Language Learning, Cam Recording

Jung-Kuei (Heinz) Wei, PhD, Professor, National Defense Medical Center, Taipei/Taiwan

II. Practitioner Track

1. Internationalising Education – Fostering Intercultural Competence for Instructors



With the internationalisation of higher education, dealing with cultural diversity has become a daily challenge for students as well as academic professionals. The classroom has now become a global meeting point for students and academic professionals to successfully work and interact with each other.

In a culturally heterogenic classroom, the role of academic instructors goes beyond the traditional concept of imparting knowledge and expertise. Interculturally sensitive instructors encourage intercultural dialogue and linguistic diversity in their classrooms. They do not just assess the level and quality of knowledge of their students, but also take intercultural perspectives of their students into account.

Interculturally sensitive instructors prepare their students for life and work in a global environment. It is imperative therefore, that administrative staff and academic professionals become proficient in intercultural skills and well-equipped in tackling intercultural issues and challenges in a rapidly changing learning environment.

The process of internationalisation also involves coping with resistance and responding to doubts expressed by academic instructors, who still see themselves in the role of mere knowledge bearers, and are not motivated or willing to incorporate intercultural perspectives in their academic interactions. New measures and approaches are required to encourage instructors to develop their intercultural skills as an asset to professional didactic skills and to engage academic professionals in cross-cultural dialogue.

This short presentation will discuss convincing strategies and methods used to foster intercultural awareness among the academic staff. It will also include intercultural concepts best suited to meet the demands of an international learning environment. The presentation will recommend best practices and strategies employed in the author's work as research associate and trainer for intercultural competence at Fulda University of Applied Sciences with the aim to market intercultural competence as an exciting and desirable didactic skill for academic instructors.

Keywords: Cultural Diversity and Challenges for Instructors, Strategies for Adapting to an International Learning Environment, Intercultural Competence for Instructors, Internationalising Higher Education

Dr. Pritima Chainani-Barta (Univ. Mumbai), Fulda UAS/Germany

2. Edutainment for Second-Language Teaching. Going Virtual and Staying Inclusive.



Starting from March 2020, the COVID-19 pandemic has brought about important changes in the teaching of English as a Second Language (ESL) at different levels of the Spanish educational system. This proposal provides practical techniques for adapting in-class teaching to blended and online learning in the context of ESL. Its guidelines comply with teaching-centre, regional, national, and international regulations for designing motivational e-learning syllabi. Course effectiveness is determined through formative and summative assessment and by self-evaluation and peer-evaluation rubrics.

This proposal is based on findings from several case studies on formal (compulsory secondary education and university education) and non-formal education (adult corporate language courses provided through language training centres). It reviews the key features of the Spanish educational system, the challenges it faces, and possible ways of obtaining efficient outcomes through the use of new technologies in the classroom. Finally, the proposal recaps the specifics of multilingual/multicultural settings and offers practical guidelines for creating inclusive environments.

Keywords: Teaching English as a Second Language; Spanish Education System, New Technologies; Inclusive Environments

Alexia Larchen Costuchen, PhD candidate, Universitat Politècnica de València/Spain

3. Shifting the Paradigm: From Diversity to Inclusion, Belonging and Well-Being



Diversity and Inclusion (D&I) are popular topics now in society in general, and in business and academia in particular. In my presentation, I will briefly present what D&I means for us practitioners, educators or researchers around the world, and extend the paradigm. Starting from Diversity as a reality to actively create Inclusion, Belonging and, ultimately, Wellbeing. Indeed, although a valuable dual concept that generates a dynamic process, D&I is not enough to fully shape the best diverse, social and psychologically safe environment, where people can thrive and openly speak, question, act (and also make mistakes) and live a healthy life. There is more needed: shifting the classical paradigm to co-create (new) settings where the concepts of Belonging and, ultimately, Wellbeing are also fully implemented in a continuous process.

In my presentation, I will deal with situations of adaptation to and integration into a new environment. To give a framework to it I have identified nine areas that need special attention when dealing with D&I. I chose each letter of the word diversity to (largely, but not exhaustively) review many aspects of the paradigm: D.I.V.E.R.S.I.T.Y. The D of Diversity, to logically start with, the I of Intercultural, the V of Vision, the E of (new) Environment, the R of Reflection, the S of Study, the I of Inclusion, the T of Testing, and finally the Y of "YOU, go for it". This is also the interactive bit of this presentation. Finally, I will make recommendations that can serve as a framework for reflection or guidelines for actions to develop best practices daily, all of them related to the current turbulent times of COVID-19 and beyond.

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Merk, V. *Creating the new normal with the new VUCA in Corona-times* <https://www.linkedin.com/pulse/creating-new-normal-vuca-corona-times-vincent-merk/>

Keywords: Diversity & Inclusion, Belonging, Wellbeing, Process

Vincent Merk, Senior Lecturer, TU Eindhoven/Netherlands

4. Creating Effective ESP Programs for Elevating English Communicative Competency in Tourism Frontline Staff



Before the outbreak of COVID-19, global tourism had been increasing for over a decade. The tourist industry's contribution to worldwide employment could exceed a further 9% by 2025. Tourism is a large contributor to global GDP as well. Because of the international tourist influx, tourism related businesses have also surged. The increase in tourism has created new job opportunities for employees with competent, effective communication skills in English. However, many tourism employees, especially in developing countries have poor English comprehension and production skills. This results in fewer job opportunities and lower salaries. The goal of this presentation is to help hospitality educators create effective ESP programs aimed at elevating English communicative competency in tourism staff for future employment.

Keywords: English for Specific Purposes, Tourism English, English for Future Employment, English Ability in Tourism Frontline Staff

Jeffrey Stewart Morrow, PhD, Assoc. Prof., Prefectural University of Kumamoto/Japan

5. Case: English at Work 2



At Seinäjoki UAS, some degree programs are implemented entirely using Flipped Learning. The idea is that students study all topics and do written exercises before classes. In class, there is time for questions and the topics are elaborated. In language courses, the emphasis in class has been on oral exercises and discussions. The reason for this approach and model is to enable students, many working fulltime and not living in Seinäjoki, to study alongside their work.

All material needed for the course is in electronic form and available in Moodle. The course takes two months, containing three meetings with four weeks of independent studying between them. The written exam is during the last meeting. There are 34 students in two groups, taught simultaneously by two teachers. Because of COVID-19, Seinäjoki UAS has largely adopted the method of hybrid classroom. The teacher is mainly in class for those students who want to attend lessons face to face.

One goal of the presentation is to share experiences on teaching a virtual class and to describe the instances of miscommunication that teaching the course online has caused compared to teaching face to face, as last year. There have been surprising questions, misunderstandings and technical problems during the course, leading to the possible conclusion of face-to-face teaching in class being a better option, the circumstances permitting.

Another goal is to share ideas gained during the planning of the virtual class and in practice, as well as to brainstorm with colleagues and develop ideas on how to avoid virtual miscommunication and how to ensure that students understand all the information provided online.

On top of a PowerPoint presentation, our intention is to use Kahoot to collect opinions from the participants on different aspects of the virtual course.

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McMurtrie Beth. 2020. Teaching: How to Engage Students in a Hybrid Classroom. [Online article] The Chronicle of Higher Education. 2020-07-09. [Ref. 2020-10-2] Available at <https://www.chronicle.com/newsletter/teaching/2020-07-09>

Keywords: Flipped Learning, Hybrid Classroom, Virtual Class, Miscommunication

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Anne Vuokila, Senior Lecturer, Seinäjoki UAS/Finland

6. “Madam, I don’t understand...” – How to Facilitate Students’ Online Learning Experience?



The examples of the presentation are focused on the online courses *Finnish Language and Culture* (3 cr) targeted to mobility students. Originally, the course was implemented in a classroom; some students attended the lessons via Skype. Slowly, the course has been developed to an online course. It would need a pedagogical script and some critical evaluation.

The goal of the presentation is to describe some issues concerning virtual communication and instruction in a multicultural language class and compare them with participants’ experiences. Could these issues partly have cultural backgrounds?

Interactive elements: Discussion

- Learner autonomy: After several webinars, there are still students who do not have a clue where to find certain information. Autonomous learners can read instructions and follow the learning paths of the course. But not everybody is an autonomous learner. How to become an autonomous learner in a few days?
- Silent participants: There are always students whose microphones do not work. The number of students without voice is currently very high. Is this a digital literacy problem or fear of communicating online?
- Communicating with strangers: Why do so-called digital natives struggle with the idea of recording dialogues and presentations with strangers?
- Dropouts: How to avoid dropouts?
- Perfectionists or students from high power distance cultures: Avoid mistakes and use translation tools (and make even more mistakes). What kind of attitude one should have towards translation tools?

Reasons for the approach: The questions above have been bothering the author. Teachers’ goal is to communicate contents, methods and assignments of their courses. Despite multiple channels in online courses, it seems to be difficult to reach all students. Also, the teacher should facilitate students’ online learning experience but it may be challenging to give voice to all the students – especially those who wish to stay anonymous.

References:

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Sun S. 2011. *Online Language Teaching: The Pedagogical Challenges*. In: *Knowledge Management & E-Learning: An International Journal*, Vol.3, No.3. 428.

Keywords: Multicultural Online Language Class, Learner Autonomy, Spoken Exercises Online

Heli Simon, Senior Lecturer, Seinäjoki UAS/Finland

7. Project-based Online Multicultural Course: Visible Behaviours, Invisible Values and a Visible Outcome



The quest for fostering global competency has been attracting attention to multicultural co-learning at Japanese universities (Suematsu 2017). Multicultural co-learning is a designed educational environment from which both local and international students benefit by utilizing opportunities to learn from the process of accomplishing given tasks together while overcoming any potential linguistic and cultural barriers in the course of communication. Such co-learning courses demonstrate an academic-context instance of collaborative learning via Japanese as a Lingua Franca (JLF) within a mixed group of domestic (Japanese L1) undergraduates and international exchange students (with various L1) from partner universities worldwide.

This presentation describes one such project-based multicultural course, offered in the Spring of 2020 at a Japanese university, that was unexceptionally affected by the COVID-19 threat and inevitably forced to make pedagogical changes achievable through ICT. Given that unusual situation, the focus will first be on awkwardness in communication sensed mainly by international students in the zoom class and group discussion sessions, in relation to local Japanese students' "visible" behaviours such as inexpressive and uncritical attitudes. This uncomfortableness can be explained by cultural values that underlie each party's behaviours, awareness and beliefs. These factors are plausibly amplified by a virtual class mode that typically lessens nonverbal cues that should help make oneself intelligible and convey meaning and emotions effectively in lingua franca communication and build a friendly atmosphere.

The presenter will then show some attempts to successfully overcome these difficulties by clarifying "invisible" nature of cultural differences with insights from intercultural competence studies (e.g., Byram, 1997; Deardorff, 2006) and also by employing a project that aims to produce a "visible" outcome, Guidebook for Future International Students, as a resulting accomplishment of students' collaborative work and efforts through seemingly ineffective communication.

References:

Byram, M. (1997). Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters Ltd

Deardorff, D. K. (2006) . The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States." Journal of Studies in International Education, 10 (3) , 241–266.

Suematsu, K. (2018). Internationalization at Home - Enhancing Students' Intercultural Competence in "Intercultural Co-Learning Class." Conference Proceedings of the Asian Conference on Education 2018 (ACE2018), 219-228.

Keywords: Multicultural Co-learning, Project-based Learning (PBL), Japanese as a Lingua Franca (JLF), Cross-cultural Communication

Mitsuko Takei, Professor, PhD, Hiroshima Shudo University/Japan

III. Workshops

1. Exploring Clean Language for Enhanced Cross-Cultural Understanding: How the Use of David Grove's Clean Language Can Support and Resource those Working Virtually with both Individuals and Teams.



We agree it can be a challenge when working virtually with multicultural participants whose first language is often not English. In our experience Clean Language can greatly enhance online cross-cultural facilitation to achieve clarity and understanding. It is highly respectful of an individual's world view, language and cultural background. Clean Language (Grove and Panzer, 1989) is a set of 9 basic, and around 25 specialist questions, used by coaches and facilitators to engage clients in deeper thinking and change. Clean Language evolved into a process called 'Symbolic Modelling' (Tompkins and Lawley, 2000) which uses the simple questions to engage individuals in developing metaphors of change that appear to be quite universal (Chen 2010).

Our session will focus on the practical application of Clean Language methodology and key questioning techniques. Participants will explore how a 'Clean' more relational reflective style, can support all those working both remotely and internationally. Our session will also introduce Clean Space, Group Metaphors/Symbols and Symbolic Modelling

Goals:

- To introduce and show the benefits of using Clean Language in cross cultural communication. (case studies and demo)
- To practice, take away and develop key aspects of Clean language Methodology

Activities:

- Consider a framework and examples of key questions
- Breakout rooms to practice and experience Clean Language in action
- Gain useful feedback via Q & A and discussion for further study and practice

Challenges:

- Gaining confidence to 'stay with' the Clean Questions and responses
- Being in the unfamiliar place of not knowing
- Staying out of the way and allowing understanding to emerge

Keywords: Clean-Language, Clarity, Collaborative Conversations

Jackie Arnold, International ICF Certified Executive Coach & Accredited Dip Coach Supervisor/UK

Andrew A. Parsons M.Sc., PhD, Accredited Coach/UK

2. Digital Language Training and Quality Standards – a Balancing Act



The current pandemic had - and continues to have – a substantial impact on learning as well as teaching. Social distancing also forced HEIs' language trainers to walk new and often unfamiliar teaching paths, moving away from classical training scenarios and plunging into the digital world. For many of us, it was the first time to teach courses entirely online without much or sometimes any time to prepare for this situation. The challenges met are manifold, ranging from trying to give technical support to students in setting up their systems while facing technical problems ourselves or having to deal with bad quality of headsets to classical issues like coming late or motivating our students (now remotely) to participate in activities. Many of us may agree that assessing written exams certainly was one of the hardest parts. “*I've never had so many C1 texts in an A1 course.*” is a sentence uttered by many trainers irrespective of the language.

This workshop is about the challenges of embracing the digital dimensions dealt with, cumulating in balancing the assessment of written exams. Breakout Rooms will offer the opportunity to exchange our experiences and to discuss best practices of language training and testing in digital times. This may render helpful suggestions how to tackle encountered issues in the future since digital teaching and testing will continue – with or without COVID-19. On an individual level, the collected ideas may contribute to future digital teaching skills. On a community level, they may support sustaining HEIs' quality standards and set an impulse in establishing common codes of practice.

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Burchard, Amory (2020): *Umfragen zu Online-Lehre in Corona-Zeiten. „Ein weiteres Semester dieser Art bereitet mir große Angst“.* (<https://www.tagesspiegel.de/wissen/umfragen-zu-online-lehre-in-corona-zeiten-ein-weiteres-semester-dieser-art-bereitet-mir-grosse-angst/26186658.html>)

Traus, Anna; Höffken, Katharina; Thomas, Severine; Mangold, Katharina; Schröder, Wolfgang (2020): *Stu.di.Co. – Studieren digital in Zeiten von Corona. Erste Ergebnisse der bundesweiten Studie Stu.di.Co.* (<https://dx.doi.org/10.18442/150>)

Keywords: Digital Language Testing, Test Assessment, Plagiarism, Cheating, Academic Misconduct

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3. The Virtual Mediation Workshop



Not being in the same physical place or even cultural sphere, especially in COVID-19 times, means lacking context, hence communication is somehow crippled. Cross-linguistic mediation and plurilingual comprehension is more important than ever. In this sense, mediators create bridges and help to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). Focusing on the role of language in processes, the aim is to create the space and conditions for communicating and/or learning, to collaborate in order to construct new meaning and to pass on new information of various contexts in an appropriate form.

Mediators need to have a well-developed emotional intelligence, or an openness to develop it, in order to have sufficient empathy for the viewpoints and emotional states of others in the communicative situation. Mediation is also used to describe a social and cultural process of creating conditions for communication and cooperation, facing and hopefully defusing any delicate situations and tensions that may arise. With regard to cross-linguistic mediation, this also involves social and cultural competence as well as plurilingual competence.

In this workshop, we will deal with different categories of mediation to complement reception, interaction and production. The CEFR Companion Volume with New Descriptors presents mediation in three groups: reflecting the way in which mediation tends to occur.

- Mediating a text
- Mediating concepts
- Mediating communication

The aim of this workshop is to train the sixth competence in order to bridge the communicative and cultural gaps.

Keywords: Speech Act, Mediation, Cross-linguistic, Culture, Communication, Critical Incidents

Anna Chita, PhD, Assis. Prof., National and Kapodistrian University of Athens/Greece

4. “When cultures clash, wine flows and tongues unleash in the virtual world.” In Vino Veritas: An Online International Business Simulation



The aim of this workshop is to share with other teaching practitioners an engaging online international business meeting simulation suitable for English native speaker students or trainees and for EFL students with advanced English skills.

During the first part of the workshop participants will be introduced to and participate in the simulation, which was created and tested by Grazia Ghellini in March 2020 and developed and implemented further last June in collaboration with Bettina Gehrke for American Global Business visiting business students in France and international students studying at the Milan Fashion Institute respectively to explore the impact that cultural differences can have on global business negotiations and the repercussions that these can have in an online setting. In this simulation participants will role-play international businessmen or consultants participating in a virtual meeting during which an American, a French and an Italian wine-maker must decide with their colleagues and advisers whether to go ahead with a joint venture project which started before the COVID-19 pandemic but has come to a standstill. They will also have to make other important decisions in a particularly adverse and unprecedented economic and social context all the while faced with cultural differences. And, as wine flows in the virtual space, things will become more complicated but also embarrassingly fun.

The workshop will end with a debrief of the simulation activity, during which Grazia Ghellini and Bettina Gehrke will unfold lessons learnt from their implementations of this activity, and will highlight its strengths and limits.

Keywords: Global Business Venture, Online Meetings, Intercultural Communication

Bettina Gehrke, PhD, Professor, Bocconi School of Management (SDA), Università L. Bocconi/Italy

Grazia Ghellini, PhD, Montpellier Business School & Intercultural Communication and Management and Diversity Trainer/France

5. Riding the Waves of Feelings across Cultures in the Virtual World Playing the Virtual Space Game of Feelings



What is the impact of feelings and physical sensations on our way of working and interacting with others in the often intimidating, globalised virtual space in COVID-19 times? In this fun and engaging workshop, participants will be able to explore this often-ignored universe fully, as they will be introduced to and play in break-out rooms The Virtual Space Game of Feelings. This board game, which can be played face to face with a computer or a tablet, as well as online using Zoom or Microsoft Teams, was inspired by Barbara Schaetti's methodology of two principles and six personal practices (Personal Leadership: Making a World of Difference, 2008), and has been conceived to promote international students' and businessmen's intercultural communication and personal leadership skills. It can also be used as a fun team-builder in a company or community centre setting.

The main aim of the game and of this session is to increase awareness of our feelings and physical sensations while working, studying or interacting with others virtually, what triggers them and how they impact us, our lives, our perception, our judgments, and our relationship with others, in view of managing them in a positive way. It also aims at making players consider how culture partly shapes the way in which we express, perceive, control, and respond to our and others' emotions, sometimes generating miscommunication and misunderstandings. The game also aims to develop active listening, empathy, curiosity of others and other cultures, which are essential ingredients for effective communication across cultures, especially in an online setting. At the end of the session, attendees will be invited to reflect collectively on their experience of playing the game, and will share the insights they will have gained from it. They will also be asked to provide feedback on the strengths and drawbacks of playing the game online and with players from different cultures, in the intercultural or English classroom, and possible measures to take for a successful playing session.

Keywords: Virtual Space, Intercultural Communication, Personal Leadership

Grazia Ghellini, PhD, Montpellier Business School & Intercultural Communication and Management and Diversity Trainer/France

6. CATAPULT Workshop for LSP Teachers



LSP teachers or any teachers have probably had to deal with switching to online teaching due to the pandemic. We all have probably been wondering how to best engage our students in an online learning environment and what other teachers do, which tools and activities work and which do not. The goal of this workshop is:

- To give hands-on tips and tools for online teaching
- To share and exchange experiences and good practices of online teaching and engaging students
- To get practical experience on one tool introduced in the CATAPULT MOOC.
- To exchange best online teaching practices and experiences on student engagement as well as discuss the lessons learnt

The presenters have extensive experience in online teaching and e-pedagogical development. They have been involved in several EU-funded projects developing pedagogical solutions and materials applicable to online teaching. The workshop will present *Teaching LSPs MOOC*. The MOOC is part of the Erasmus+ funded CATAPULT project (Computer-Assisted Training And Platforms to Upskill Language for Specific Purposes) coordinated by the Sorbonne University. The CATAPULT MOOC is a free open course with materials on how to teach languages in professional and vocational contexts.

Keywords: Online Teaching, LSP, Student Engagement, MOOC, Good Practices

Marjatta Rännäli, Senior Lecturer, Turku UAS/Finland

Poppy Skarli, Senior Lecturer, Turku UAS/Finland

Katriina Vesänen, Senior Lecturer, Turku UAS/Finland

7. Comparison of Negotiation Styles and Relational Rationality in Different Cultures



In this session, we will analyse how culture influences negotiation styles in business negotiation settings. In particular, the role of interpersonal relationships and its importance to understand the actions of the negotiation partner are highlighted.

Therefore, various empirical findings based on the “Lemon Car Game” by Hofstede, in which one person tries to sell a second-hand car, are summarized and statistically examined after demonstrating the game to the audience. The actual performance of the game in a virtual environment might influence the results and personal experience as participants will not see each other’s body language. The virtual environment may also enhance the personal experience as participant could play the game unobserved in break-out sessions.

Empirical results show that economic rationality often fails to explain negotiation outcomes, however, within cultural groups, a correlation between relational factors and the Hofstede cultural dimensions exists for sellers. This result is then used to illustrate typical negotiation styles.

In the final discussion, all participants can share their own experience and their perspective to deepen the understanding of each negotiation style.

Keywords: Negotiation Strategies, Relational Rationality, Lemon Car Game, Cultural Dimensions, Longterm Orientation

Marcel Rother, Lecturer, Aschaffenburg UAS/Germany & PhD candidate, University of Vaasa/Finland

8. Using Intercultural Games in Cultural and Language Classes



This workshop invites the conference participants to explore a variety of intercultural games that can be universally and successfully applied in intercultural and language classes, both offline and online. The workshop includes sample playing of the “Just Don’t Say NO” game online.

The games to be presented are created to develop cultural sensitivity and communication style adaptability so they have a lot to do with learning language. Therefore, the workshop may be of interest for intercultural and language educators who would like to enhance and diversify their teaching/training methodology with practical edutainment tools.

Keywords: Edutainment, Intercultural Communication for Language Classes

Maria Todosiychuk, Intercultural Trainer and Game Designer/Russia