

**10th International Language Week
including Intercultural Communication**

**“The Role of Global Citizenship for Foreign
Language and Intercultural Education”**

**Aschaffenburg UAS, Germany
December 1-5, 2025**



Abstract Booklet

Abbot, Paul
Frankfurt University of Applied Sciences, Germany
paul.abbott@fra-uas.de

Seit 2022 Fachlehrer für Englisch, Frankfurt University of Applied Sciences; 2021-22 Fachlehrer für Englisch, Goethe Gymnasium Frankfurt am Main; 2011-21, Lehrkraft für EAP, Goethe Universität Frankfurt; BA Philosophy, University of Massachusetts/Amherst; MBA, Europa Institut/Universität des Saarlandes.

A Sustainable Post-AI Role for Foreign Language Teachers

Today, many students learn foreign languages with the help of virtual task partners, called chatbots or conversational AI. These typically function as both a one-on-one teacher and a perpetual conversation partner. Recent studies (Sahin Kizil et al. 2025) confirm the benefits they can offer to the decontextualized learning of vocabulary, grammar, prosody and pronunciation.

In this workshop, I balance the current enthusiasm for chatbots with the proposition that human language teachers in face-to-face classrooms have an opportunity to provide a unique service. Davis (2022) distinguished between contextualized and decontextualized tasks and found that students while wanting to address grammar and vocabulary deficits also want to contextualize their learning and thereby acquire deeper competencies. Accordingly, I argue that, in higher education, the design and moderation of face-to-face, team-based, contextualized tasks offers a sustainable post-AI role for foreign language teachers.

We have an opportunity to position ourselves distinctly as creators of non-digital frameworks in an increasingly hybrid educational environment. By expertly identifying relevant topics and developing appropriate material, we offer university students an opportunity to work with unique focus to improve foreign language skills in the affective power of an analog human group. Contextualized tasks for higher education have and exploit an authentic and sustained interactive potential. They are bundled in projects, for example to simulate the founding of a nonprofit, or to conduct research and report on results, or to design and implement a technical solution. As moderators we guide users of our designs, direct them to relevant resources, including those provided by AI, motivate and, when appropriate, evaluate them.

This workshop provides further examples of contextualized tasks for higher education, a guide to their creation and evaluation, and an invitation to participants to develop and pilot one of their own. In today's screen-obsessed world, students may want in-person group participation more than anything else.

Conversational AI, contextualized tasks, non-digital frameworks, post-AI role, sustained interactive potential, affective power, team-based projects

Ahlsén, Elisabeth
University of Gothenburg, Sweden
elisabeth@allwood.se

Elisabeth Ahlsén is professor of neurolinguistics at the University of Gothenburg, since 1997 and has a background in linguistics, speech pathology, pedagogy and English. Her main research areas are neurolinguistics and aphasiology, pragmatics, multimodal and embodied communication, spoken face-to-face interaction, corpus linguistics, communication disorders, information and communication technology, intercultural communication and social signal processing. She has been teaching linguistics, speech pathology, communication studies, and cognitive science. She is also affiliated with of the Immigrant Institute and Marston Hill Intercultural Center.

The Integration Debate in Sweden and Language Teaching

The official attitude to immigration has turned from very open and free of demands to very closed and with strict requirements and duties for immigrants.

Formal teaching of Swedish for immigrants started in the 1960s and SFI (Swedish for Immigrants), officially launched in 1991, is since 2016 part of local adult education. It is free of charge and the purpose is to give immigrants basic proficiency in Swedish and literacy. From 2018 it is obligatory for getting social support arriving in Sweden. There are rising demands for proficiency in Swedish for employment, e.g. as a preschool teacher or in the care of elderly. In the 1960s, home language (the language spoken by at least one of the parents and/or in the country where the child was born), was introduced in Swedish schools. Since 1977 it is compulsory for schools to offer. At first, this was seen as a problem to be addressed. The general idea was that immigrant children would not be able to grasp all of what they were taught in Swedish and therefore had to keep and improve also their first language. Home language teaching grew in importance and with the growing globalization, there was an emphasis on the need for society to promote the bilingual competence of immigrant children, as an asset for enhancing international communication in cooperation, especially in trade. With an increasing number of immigrants with a multitude of home languages and growing integration problems and segregation, however, a change has taken place. Promoting home language has been replaced by promoting Swedish as the unifying language for tool integration and national identity. Increasing concerns that “parallel societies”, where Swedish is not spoken or even known, are growing is one reason for this.

Integration debate, home language teaching, Swedish for immigrants

Allwood, Jens

SSKKII interdisciplinary Center, University of Gothenburg, Strömstad Akademi, Immigrant Institutet, Marston Hill Intercultural Center, Sweden

jens@allwood.se

Jens Allwood is active as a researcher and professor emeritus, in projects at the University of Gothenburg. He is also part owner of the company "Communication Development". He is the director of Marston Hill Intercultural Center for Quality of Life, chairman of the board of the Immigrant Institute and has been the editor in chief of the Journal of Intercultural Communication (on-line, open access) for 23 years. He has coordinated and participated in a large number of national and international research project in semantics, pragmatics, corpus linguistics, studies of spoken language, multimodal communication, intercultural communication and development of research and research education and has more than 280 publications.

A Tension in Going Toward Global Citizenship – On the Tension between the Normative Goals of Culture Preservation and Global Mutual Understanding in Going Toward Global Citizenship (MID-WEEK KEYNOTE)

On the basis of Allwood (2023) and a survey of literature, some of which is listed below, I will discuss one of the difficult issues related to global citizenship. The problem can be described as follows. Many people on Earth have the following two normative goals:

1. We want to preserve the roughly 6800 languages and cultures on Earth. This leads to efforts and initiatives aimed at sustaining linguistic and cultural diversity but it also leads to problems of understanding between the people who use the languages and live in the cultures.
2. We also want to work toward and if possible sustain global intercultural and inter-linguistic understanding, in order to facilitate international peace and cooperation between people in the different language and culture groups.

At first glance it seems as if these two goals are incompatible but are they totally incompatible? If not – how can the tension between them be mitigated? This paper discusses some of the possible mitigating factors.

Allwood, J. (2023). On Reaching Reciprocal Universal Understanding (Chinese translation). In Shan, B. (Ed.) Intercultural Communication Studies, Vol. 6., pp. 41-54. Beijing: Communication University of China Press.

Global citizenship, global mutual understanding, linguistic and cultural diversity, language and culture preservation, linguistic and cultural universals

On the Wider Cultural Content of Language Teaching (CLOSING KEYNOTE)

Some of the themes I will address are:

For global citizenship, we need more multilingual, communicatively and multiculturally competent inhabitants of our planet. In order to achieve these goals we have to give more thought to the non-linguistic cultural side in language training and more thought to the linguistic side in multicultural training.

What is the relation between language and culture? Language is a convention-based system for communication and thinking which integrates physical, biological, psychological and socio-cultural aspects. Culture is also a convention-based system integrating cognition, behavior, artifacts and other features of nature mostly in combined forms.

However, Language and culture are mutually dependent. Language may be the single most important feature in constituting different distinct human subcultures. Similarly non-linguistic parts of culture are continuously presupposed in the development and maintenance of language as well as in language use (especially in "linguaging"). We need to continuously discuss and understand these relations more deeply both for theoretical and practical purposes.

I will focus more on the nonlinguistic cultural supplement to language than on the way in which language strengthens the non-linguistic side of culture. I will do this by giving some suggestions for how language and culture should be linked in language teaching. Firstly, the topic of what might be called "background cultural information" is addressed. Secondly, the difficult but essential area of attitudes and values is discussed. Thirdly, a suggestion is made that an overriding guide-line for an integrated teaching of language and culture is captured under the heading "learning by doing" which includes a discussion of the problem of how to teach aspects of cultural and linguistic competence which have a high degree of automaticity and are characterized by a low level of awareness.

Language teaching, cultural content, cultural attitudes and values, communicative skills, background information

Ambekar, Rucha
TransCompass, Germany
transcompass.training@gmail.com

Expert for Intercultural Management & India-Germany collaborations.

Rucha Ambekar was born in Mumbai & educated in Pune, India. She has worked with a German automotive company in Bangalore. She is living in Germany since 2010, after having completed her Masters from the University of Kassel. She is a certified intercultural trainer. The core focus of her work lies in intercultural training, leadership coaching, and team-building for India-Germany teams. She supports organizations in developing culturally aware, high-performing teams across borders. She helps companies navigate cultural complexity, align team dynamics, and implement effective communication and leadership strategies for sustainable international success.

Integration Concept for German Institutions as a Key to Sustainable (India-Germany) Skilled Workforce Migration: Why & How: A Lecture Presentation with Lessons Learnt & Experience Sharing by Key Stakeholders

India is becoming an increasingly important partner in the course of globalization. The world's largest democracy with its economic growth of around 7% offers an ideal market and is also extremely attractive in terms of skilled workforce migration to Germany.

The main goal of the presentation is to make lessons learnt available to interested participants involved into making intercultural collaborations successful.

It will also enable the participants to pay attention to the most important key factor which is often ignored or underestimated, making sure, a start to end integration concept is in place by the German counterpart.

Globalization, India, integration, workforce migration

Angress, Alexandra
Aschaffenburg University of Applied Sciences, Germany
alexandra.angress@th-ab.de

Alexandra Angress is Professor of Business English and Intercultural Communication and International Coordinator in the Faculty of Business and Law at Aschaffenburg University of Applied Sciences. Her teaching and research concentrate on European integration, democratic citizenship, and negotiation in multicultural and multilingual (environments, prioritizing experiential and intercultural learning. Her primary focus is the internationalisation of higher education and associated EU policies and programmes. She is deeply involved in various EU funded HE projects and a regular expert in the area of higher education and EU studies for the EU/ DAAD. Alexandra holds a PhD on EU education policies and an M.A. (Cantab.) in European Studies (UK). Her first degree is in foreign languages with a postgraduate EU integration at the bilingual College of Europe. At AUAS, she coordinates the Global Master School and the transnational MA programme Mercuri and represents the academic network Dukenet. She is also a founding member of the Institute for Intercultural Communication.

Rother, Marcel
Aschaffenburg University of Applied Sciences, Germany
marcel.rother@th-ab.de

Marcel Rother is lecturer at Aschaffenburg University of Applied Sciences and PhD student at the University of Vaasa (Finland). His thesis topic "The Possibility of a Free Trade Agreement between the EU and Taiwan", combines the areas of business, politics and law. His research is practically oriented and was presented at different conferences like the Multidisciplinary International Social Networks Conference. His recent publication on the issue "Exploring Awareness in Social Media Regarding Europe (EU) and Taiwan Relations" highlights this interdisciplinary approach.

Embedding global citizenship in intercultural education contexts: Case Study EU negotiated simulation game and EU study trip to Brussels

Across selected studies, global and European citizenship are described as dynamic, multifaceted identities shaped by intercultural contact, socialization, and reflective learning. Theoretical frameworks of participative or experiential learning on one hand and studies on the other report a trend toward conceptualizing citizenship as extending beyond national boundaries, incorporating elements of intercultural awareness, social responsibility, and democratic participation.

The paper seeks to examine the role of simulation-based learning, specifically through EU negotiation games in the context of an immersive EU study trip experience to foster global democratic citizenship.

Simulation games are recognized as effective tools for active learning, especially in teaching complex, multi-level governance topics like EU politics (Oberle et al., 2020; Grave & Huggins, 2024; Usherwood 2013). EU simulations, particularly when combined with direct exposure to the EU's operational environment, effectively create immersive environments that expose the intrinsically bargained nature of EU integration. They foster social interaction, contribute to cohort spirit and intercultural educational settings, and serve as a valuable tool for engaging students as active citizens in a globalized world.

The study uses a mixed-methods approach drawing insights from small-scale surveys and reflection reports from students.

Participative and experiential learning approaches, as implemented in our EU study trip module can contribute to enhancing engagement and active citizenship. Preliminary findings indicate a significant increase in students' knowledge of EU institutions and decision-making processes, enhanced understanding of negotiation dynamics, and improved intercultural competence. In this context so called educator-facilitators are seen as central to fostering global citizenship of students.

Global citizenship, experiential learning, EU simulations, intercultural competence

Anioł, Eryka

University of Amsterdam, The Netherlands / SIETAR Polska, Poland
wika.aniol@interia.pl

Wiśniewska, Lidia M.

Pontificia Universidad Católica del Peru, Peru / SIETAR Polska, Poland / SIETAR France, France
lidiauwis@icloud.com

Eryka Anioł is a recent graduate in culture psychology masters at the University of Amsterdam. She is currently a member of SIETAR Poland, where she contributes with research and communication. She is currently part of SIETAR Polska communication and research team and is involved in interdisciplinary research projects. Her primary interests focus on the intersections of cultural and social psychology, as well as intercultural education and cultural anthropology. She committed to social issues and intercultural understanding, which she actively integrates into her academic and professional efforts.

Dr. Lidia M. Wiśniewska is a research professor, international educator, and International Doctor of Science in Education from the University of Granada, Spain. Born in Poland and based in Paris, she serves as president of SIETAR Polska and vice-president of SIETAR France. An Erasmus MUNDUS alumna, her interdisciplinary doctoral research connected education and dentistry across mythical universities in Spain, South Korea, France, Italy, and the USA. With a background in history and philosophy, she specializes in evaluating the internationalization of education, intercultural competence, and the links between education, culture, and context in South Korea, the Indo-Pacific, Europe, and globally.

Interculturalists' Priorities and Ethical Aspirations: Insights from the SIETAR Polska Community

As global citizenship becomes increasingly central to language and intercultural education, it is essential to understand the priorities driving those active in intercultural professional associations. We would love to share findings from a 2025 study conducted within the Society for Intercultural Education, Training and Research Poland (SIETAR Polska), designed to explore member motivations, ethical visions and expectations for the organization. Drawing on qualitative data from 30+ members, the study reveals a strong emphasis on ethics, cooperation and flexibility. Participants seek diverse learning formats, personal development and an inclusive, responsive environment. Their responses reflect a need for organizational cultures that integrate intercultural awareness with social responsibility. During a 20-minute presentation of our findings, we would like to invite participants to reflect on:

1. What interculturalists expect from associations as for 2025
2. How organizational ethics can align with global shifts in citizenship education
3. How community values can guide intercultural learning environments

Intercultural education, global citizenship, organizational values, SIETAR, ethics, member engagement

Cultural Disclosure of Conflict of Interests: A Proposal for Transparency in Intercultural Research and Practice

As intercultural education intersects more deeply with commercialized DEI frameworks, ethical concerns around ideological neutrality and credibility arise. This presentation introduces the concept of Cultural Disclosure of Conflict of Interests, developed by Dr. Lidia M. Wiśniewska as a practical and ethical tool for increasing transparency in intercultural fields. The concept proposes that educators and researchers include a brief “disclosure slide” at the start of any presentation or publication—stating their cultural background, disciplinary lens, institutional affiliations and any commercial or ideological entanglements. This fosters reflective engagement and critical reception of proposed findings. In our presentation, we would discuss:

1. How commercial or ideological enmeshment risks bias in intercultural research reception
2. How this tool can support critical thinking, ethical transparency and audience trust
3. Examples of implementation across corporate, academic and educational settings
4. Participant perspectives on the concept

Intercultural ethics, transparency, DEI, authorship, reflexivity, global education

Batsalia, Friederike
National und Kapodistrias Universität (NKUA) Athen, Griechenland
fbatsal@gs.uoa.gr

Friederiki Batsalia ist em.-Professorin für Deutsche Linguistik. Nach ihrem Studium an der Universität Hamburg (1981: Magister Artium, 1985: Dr. Phil.) lehrte sie 1981/82 am Zentrum für Übersetzen und Dolmetschen auf Korfu und von 1984-1988 am Fachbereich Fremdsprachen, Übersetzen und Dolmetschen der Ionischen Universität (Korfu). 1986-2023 hielt sie die Professur Deutsche Linguistik am Fachbereich für Deutsche Sprache und Literatur der Nationalen und Kapodistrias Universität Athen (N.K.U.A.), wo sie auch jahrelang die Fachbereichsleitung hatte. Ihre Themenschwerpunkte sind u.a. Pragmatik, Soziolinguistik, konfrontative Linguistik, Bilingualismus und Erst-, Zweit- und Fremdspracherwerb, sowie Übersetzung. Sie ist als Mitglied vieler wissenschaftlicher Komitees sowie als Vizepräsidentin und Gründerin der Greek Society for Translation Studies aktiv. Sie wirkt in nationalen und internationalen Konferenzen mit und veröffentlicht im In- und Ausland.

Pragmatik ermöglicht Teilhabe: Sprachhandlungsfähigkeit in der Lehrerfortbildung als Beitrag zu Global Citizenship

Kommunikation ist weit mehr als Informationsaustausch – sie ist ein sozialer Handlungsprozess, der durch kulturelle Kontexte, Erwartungen und Rollen geprägt ist. Gerade im Fremdsprachenunterricht ist die kommunikativ-pragmatische Kompetenz entscheidend, um Missverständnisse zu vermeiden und interkulturelle Verständigung zu fördern. Der Beitrag zeigt, wie dieser Aspekt systematisch in der Lehrerfortbildung berücksichtigt werden kann. Ausgehend von konkreten Beispielen aus Lehrwerken des Deutschen als Fremdsprache, die in Griechenland eingesetzt werden, soll aufgezeigt werden, wie Aufgabenstellungen oft nicht mit dem sozialen Handlungsrahmen der Lernenden korrelieren und dadurch sprachliche Teilhabe einschränken. Das vorgestellte Fortbildungskonzept setzt auf die Verbindung von wissenschaftlicher Fundierung, praktischer Reflexion und emanzipatorischer Didaktik. So wird Pragmatik nicht nur zum Mittel erfolgreicher Kommunikation, sondern auch zur Schlüsselkompetenz für Global Citizenship Education, die Sprachunterricht mit Werten wie Empathie, Verantwortung und Inklusion verbindet.

Pragmatik, Lehrerfortbildung, Sprachhandeln, Global Citizenship

Bender, Michael
Tilburg University, Tilburg, The Netherlands
m.bender@tilburguniversity.edu

Brinkmann, Ursula
Intercultural Business Improvement, Hilversum, The Netherlands
ursula@ibinet.nl

Strewe, Bettina
InterKultOST Potsdam, Germany
b@strewe.de

Michael Bender is a social/cross-cultural psychologist working as an Associate Professor at the Department of Social Psychology at Tilburg University, the Netherlands, and Honorary Professor at the School of Psychology at Gratia Christian College, Hong Kong. He works on culture, particularly acculturation, identity, inter-group contact, threat, and memory, as well as the methodological appropriateness of our empirical tools. He is the editor of the Open Access Journal of the IACCP, the ORPC (Online Readings in Psychology and Culture), Fellow of the IAIR, and board member of the Committee 'Culture and Diversity' of the Dutch institute for Psychologists (NIP).

Ursula Brinkmann is co-founder and director of Intercultural Business Improvement. After her studies of psychology at the Ruprecht Karls University in Heidelberg, she conducted her doctoral research at the Max Planck Institute for Psycholinguistics in Nijmegen, where she also graduated. She is responsible for certification programs for the Intercultural Readiness Check and research on intercultural competences. She was a board member of SIETAR Netherlands and president from 2015 to 2017. Ursula was responsible for IBI's roles in the Erasmus+ projects CIT4VET –Catalogue of Intercultural Tools for Vocational Education and Training (2018-2020) and ECILP-European Certificate for Intercultural Learning Professionals (2020-2023).

Bettina Strewe: Dr. phil., studied Slavic Studies, Romance Studies, Linguistics, Educational Sciences and Adult Education. Teaching and research at German universities; worked for many years in education management, adult education and development co-operation in Eastern and South-Eastern Europe and Central Asia. Since 2003 teaching intercultural competences at universities and in adult education, also German language in integration classes. Special interest: communication in intercultural encounters, intercultural learning, quality standards in intercultural learning activities. Numerous publications on the subject. Member of IKS and chair of SIETAR Germany. <https://bettina.strewe.de>

Intercultural Communication with ECILP: A Competence Framework for Europe

Global and international communication has been increasing in all areas of society and business for years. Accordingly, the requirements for teaching intercultural communication have changed significantly. Due to the increasing differentiation of the definition(s) of interculturality and the diversification of facilitating activities such as training, coaching, counselling, etc., far more is expected in practice than just the teaching of cognitive aspects of communication; categories such as target group-specific communication, situational communication behaviour, practical skills, (self-)reflection and much more are also taught and learned.

The scientific view of culture(s) as dynamic and changeable structures (e.g. Bolten 'Fuzzy cultures'; Baumann-Montecinos et al. 'Cultural Complexity', Nazarkiewicz 'Kulturreflexivität' etc.) is now also being put into practice, which is reflected in a large number and variety of possible approaches and methods for teaching intercultural communication in training courses and workshops.

As a consequence, professionals working in an intercultural context should have a broad range of communication skills that encompass the above-mentioned aspects. Teachers and trainers of intercultural communication topics in particular should master a wide range of cognitive, affective and behavioural skills and be able to convey these in a target group-oriented manner. The ECILP (European Certificate for Intercultural Learning Professionals) certification framework identifies and visualises the relevant communication skills. With this instrument, trainers, coaches and others working in university and adult education can record and reflect on their communication skills in order to update or expand them where necessary and thus meet the increasing demands of their work in multicultural contexts in any sector.

This workshop will first introduce the aims and main elements of the ECILP certification framework. Afterwards, participants will have the opportunity to try out ECILP for themselves and test their own communication skills. <https://assessment.ecilp.eu>.

Certificate, European, intercultural, communication, professionals

Børhaug, Frédérique Brossard
VID Specialized University, Norway
frederique.borhaug@vid.no

Frédérique Brossard Børhaug is a Professor of Education at VID Specialized University in Stavanger, Norway. She holds a Ph.D. in education from the University of Oslo. Frédérique conducts research on intercultural education and didactics across various educational contexts. Her research focuses on antiracist values in French and Norwegian curricula, the Human Development and Capability Approach (HDCA), and the inclusion of minority youth, as well as VaKE-didactics (Values and Knowledge Education) in intercultural teaching, bilingual learning, and education in the Anthropocene. Her teaching profile includes topics such as ecological transition and biocultural diversity, research methodology and values, competences for democratic culture, and intercultural didactics.

Convivialist Multilingual Education: Some Theoretical and Practical Suggestions

The lecture is based on a research article exploring the use of multilingual education to build a convivialist society (Brossard Børhaug & Manral, 2024). The lecture suggests exploring an expanded theoretical frame for convivialist multilingual education: how to combine convivialist education (Convivialist International, 2020) and multilingual education (Cummins, 2000; 2009). Today's hyperdiversity in society faces a dual challenge in accelerating and unsettling climate change. The convivialist manifesto entails five key principles namely: common naturality where humans are interdependent with nature; common humanity which must be respected in each person beyond any identity differences; common sociality, based on long-lasting and rich relationships in various human communities; legitimate individuation where the singularity of the person contributes to the common good; and eventually, creative opposition where conflicts are dealt with in a fertile, peaceful and deliberative manner. These key principles are additionally subordinated to the need to control human desire for hubris and never-ending possession, which represents a political alternative to material growth ideology (Convivialist International, 2020).

The lecture argues for the interdependence of language, culture and nature and promotes the concept of biocultural diversity (Maffi, 2018). Convivialist multilingual education is a valuable framework for dealing with the double challenge of losing biological and cultural diversity (UNESCO, 2003) and addressing SDG 4, Education goal, especially 4.7 (UN, 2015).

Further, the concept of intertwining convivialist education and multilingual education is illustrated through a case study [Master dissertation] in a Norwegian school context focusing on the significance of mother tongue education in the school curriculum for mitigating climate change (Manral, 2022). The data for the case study were gathered by conducting focus group discussions with three mother tongue teachers and two Norwegian language teachers working in a language school for newly arrived immigrant pupils in Norway. The findings identified the limitations of the Norwegian section 2-8, lacunas in the bilingual learning curricula, and argued for the need to strengthen mother tongue education and the role of mother tongue teachers in promoting sustainable development in the school curriculum. The lecture will also include a background picture of Norwegian research on bilingual education for minority students, arguing for the need to promote and strengthen bilingual education in Norway (e.g., Brossard Børhaug & Helleve, 2021; Dewilde, 2013; Jortveit, 2014; Nes & Nordahl, 2015; Øzerk, 2009, 2013).

Based on contextual findings in Norway and theoretical perspectives combining convivialist and multilingual education, the lecture infers that promoting multilingual education in schools can help mitigate climate change, promote biocultural diversity, and build a more convivialist society.

Camerer, Rudi
elc – European Language Competence, Germany
r.camerer@elc-consult.com

English as a Lingua Franca: How CULTURES come in

Dr. Rudi Camerer worked in adult education for over 30 years, e.g. as director of Hamburg's Adult Education Centre. As CEO of Weiterbildungs-Testsysteme GmbH he represented telc-The European Language Certificates at a European level. In 2005, he established elc-European Language Competence, a private consultancy serving ministries, chambers of commerce, companies, higher education institutions in Germany and abroad. Rudi is the author of several methodology books and academic articles on the training of intercultural competence. He is one of the two official translators of the Council of Europe's new Companion Volume to the Common European Framework of Reference for Languages (2020) into German.

Two frameworks published by the Council of Europe, the RFCDC (2013) and the CEFR-CV (2020), complement each other in a meaningful way. Both emphasise intercultural competence and mutual understanding, and together they specify the primary aim of European education policies, namely to promote social cohesion in a culturally diverse EU.

However, translating such goals into pedagogical practice remains a challenge. In recent decades, two parallel strands of academic research have developed largely in parallel: Psychology-based Concepts of intercultural competence (Hofstede; Trompenaars/Hampden-Turner; Thomas, Globe; Schwartz etc.) and discourse-based Pragmatics of intercultural interaction (Kramsch; Byram; Kiesling; Scollon; Sharifian; House, Kádár, Spencer-Oatey etc.). "At present, there is little mutual awareness of each other's research. This is unfortunate, as there are clear synergies between the two, suggesting that each could benefit considerably from the insights of the other". [i]. Instead, there is a "widening gap between research and [educational] practice" [ii].

Using the example of English as a lingua franca, this talk will attempt to bridge this gap. How culture-based values, norms, schemas, etc. can be expressed in a variety of Englishes [plural!] [iii] has been the focus of much research. How to enable learners to deal with cultural diversity in English and how to put this into pedagogical practice will be the guiding questions of this presentation.

[i] Helen Spencer-Oatey (2010). Intercultural competence and pragmatics research: Examining the interface through studies of intercultural business discourse. In: Trosborg, A. (2010) Pragmatics across Languages and Cultures. p. 211

[ii] Christine S. Sing (2017). English as a lingua franca in international business contexts: Pedagogical implications for the teaching of English for Specific Purposes. In: Mautner, G. / Rainer, F. (eds.) 2017). Handbook of Business Communication. Linguistic Approaches. p. 347

[iii] cf. among many others: David Crystal (2003). English as a Global Language. 2nd ed., p. 168

English, lingua franca, CEFR, intercultural competence, social cohesion

Campos Cardoso, C. Luis Miguel
Universidad Central “Marta Abreu” de Las Villas, Cuba
lmcampos@uclv.edu.cu

*Dr. C. Luis Miguel Campos Cardoso: Full Professor of English as a Foreign Language. Language Center. Faculty of Humanities. Full Professor of International Public Relations and Event Tourism. Department of Tourism. Faculty of Economics (undergraduate studies). Full Professor of Intercultural Communication in the Master's Program in Communication Management. Department of Journalism and Social Communication, Faculty of Humanities. Member of the Academic Committee and Full Professor of Communication and Intercultural Competence in the Master's Program in Tourism Management. Department of Tourism, Faculty of Economics. Member of the Academic Committee of the Master's Program in English Language and Linguistics in the Department of Foreign Languages, Faculty of Education (master's degree programs). Member of the Academic Committee of the PhD in Communication and Linguistics at the Faculty of Humanities. Member of the Academic Committee and thesis advisor on the topic of interculturality for the PhD in Educational Sciences. Faculty of Education (doctoral studies). Universidad Central “Marta Abreu” de Las Villas. ORCID : 0000-0002-1079-3230
LinkedIn profile: <https://www.linkedin.com/in/prof-dr-luis-miguel-campos-cardoso-79019081/>*

The Internationalization of the Curriculum and the Development of Intercultural Communicative Competence at the International Colloquium ‘DFE’ (ONLINE)

The main objective of this research is to present a case study on how the internationalization of the curriculum contributes to the development of Intercultural Communicative Competence (ICC) in university students participating in the International Colloquium "Defining Future Economies" (DFE) of an international project funded by the DAAD where students from Germany, Cuba, Ecuador, Vietnam and Ghana participated, as well as professors from these countries, including professors from Colombia, Ukraine, Spain, and Kosovo. The aim is to demonstrate the importance of integrating content and pedagogical strategies that foster intercultural attitudes, knowledge, and skills, essential for effective interaction in globalized and sustainable contexts. The research is based on contemporary theories of ICC, highlighting the importance of critical awareness and cultural reflection for the development of global citizens. A qualitative assessment was conducted with students at the Universidad Central "Marta Abreu" de Las Villas (UCLV) to identify needs and levels of intercultural competence. The results reveal that curricular internationalization, supported by reflective activities and multimedia resources, enhances intercultural sensitivity and a commitment to lifelong learning. This study provides a theoretical and practical framework for incorporating ICC into business studies programs using English (EMI - English as a Medium of Instruction), emphasizing its role in sustainability and preparation for multicultural work environments.

Curriculum internationalization, intercultural communicative competence, sustainability

Carbonel, Josilú

Independent Consultant, Lima, Peru / Universitat Politècnica de Catalunya, Barcelona, Spain

josicarbonel@yahoo.com

Sallán, José María

Universidad Peruana de Ciencias Aplicadas (UPC), Lima, Peru

jose.maria.sallan@upc.edu

Sicoli, Claudia

Universidad Peruana de Ciencias Aplicadas (UPC), Lima, Peru

claudia.sicoli@upc.pe

A true Third Culture Kid (TCK) and world traveler, she has lived in 11 countries and feels at home everywhere, and nowhere. She is an Independent Consultant and a PhD candidate in Business Administration and Management at the Universitat Politècnica de Catalunya in Barcelona, where she also earned her Master in Advanced Research in Business Administration. Her career spans leadership roles in international education, including Director of the International Office at Universidad Peruana de Ciencias Aplicadas and Academic Program Director for International Business and International Relations at Universidad San Ignacio de Loyola in Peru. Her professional experience also includes positions at WorldatWork, Best Western International, and Santander Investment Securities. She holds a Master in International Management with a specialization in Brand Management from Thunderbird School of Global Management and a B.A. in International Studies with a specialization in Political Science from Pepperdine University. She also studied in Paris, France, and Florence, Italy. Passionate about intercultural communication, internationalization of higher education, and global learning, she spends her free time scuba diving, snorkeling, hiking, reading, and no surprise, exploring the world.

Participants' Self-Assessment of Emotional Intelligence Prior to Participation in a Summer Work and Travel Program

The objective of this study is to evaluate the self-perception of emotional intelligence among higher education students prior to their participation in the Universal Student Exchange Summer Work and Travel program. The survey, administered using a Likert-scale instrument, measured participants' baseline perceptions across the four dimensions of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. The findings reveal the initial emotional intelligence profile of the participant group, highlighting emerging trends associated with gender, academic major, university of origin, and nationality. These descriptive results establish a reference point for subsequent comparative analysis, which will incorporate post-program data to evaluate potential changes over time. The observed baseline insights contribute to a deeper understanding of the emotional competencies students possess prior to engaging in an international cultural exchange experience. Future analysis will examine whether participation in such programs facilitates assessable growth in emotional intelligence, thereby testing the hypothesis that cultural immersion enhances students' emotional development.

Emotional intelligence, summer work and travel, longitudinal study

Catling, Elizabeth
Aschaffenburg University of Applied Sciences, Germany
dozent25002@th-ab.de

Elizabeth Catling, Ph.D is an associate lecturer in Business & Legal English and Intercultural Communication at AUAS. A UK-qualified MFL teacher, she has worked in schools and universities in England, Germany and Austria for over 25 years. She has extensive experience in curriculum development and committee work for the Bavarian Ministry of Education. As a qualified and published translator, she has worked on numerous commercial and literary translation projects and is an active member of the German Translators Association (BDÜ).

Exploring Interculturality and ‘Britishness’ in Zadie Smith’s London NW

For over a decade, celebrated author Zadie Smith’s writing on the British capital has been embraced by English faculties on the continent, primarily in terms of her contribution to post-colonialist literature. Significantly less well-documented, however, is the value of her oeuvre in fostering intercultural awareness, as carried out in the classroom setting.

In Germany each federal state steers its own education system and a recent curriculum change in various MFL programmes in Bavaria has been the upgrading of intercultural competence, thereby recognizing its importance as a skill. This workshop-style session draws on original course materials devised in response to the new requirements. At present, this UK course element is still evolving and, in particular, methods of student assessment in the age of AI are being refined as a matter of urgency.

This teaching sequence comprises three strands to immerse learners in the London milieu, combining traditional teaching methodologies with digital technology. Firstly, a traditional literary analysis of cultural terms and references guides advanced learners towards a better grasp of so-called Britishness and what is important to Britons today. A second strand is the evaluation of published translations of Smith’s original, paying special attention to translation strategies and problems around British cultural terms. Finally, employing techniques from the digital classroom can bring an authentic sense of place to learners from outside the United Kingdom and an appreciation of London as a multicultural city.

The model can be readily applied to other European and world cities, and manipulated into differentiated tasks for learners at all levels of English proficiency. An extension task on the cultural significance of the Grenfell Tower tragedy (2012), prompting further engagement with historical patterns of migration and intercultural life in London today completes the sequence.

Interculturality, Britishness, intercultural awareness, MFL, digital technology

Chinyama, Cliff
VID Specialized University, Norway
cliff.chinyama@vid.no

Cliff Chinyama is a doctoral student at VID Specialized University, Norway. He is part of a research project called TranCit (Transloyalties in Citizenship Education) that seeks to explore loyalties and transloyalties in contexts with colonial backgrounds. His doctoral research focuses on how citizenship, loyalty, and skills develop through history teaching in South Africa. He has a background in education with experience teaching in secondary schools, designing teaching and learning resources for secondary school teachers, and implementing lesson study sessions for teachers. His research interests are comparative education, intercultural education, citizenship education, and action research.

Integrating Global Citizenship Awareness in Multicultural Schools: What are the Opportunities and Challenges for Teachers and Learners in South Africa?

How can teachers and learners approach issues of global concern while also paying enough attention to challenges in their local contexts? What is it like to teach and learn in a multicultural society that still returns traces of a polarised society? How does learning using a language that is not your first language, and which reflects colonial legacy, impact the acquisition of global citizenship skills? These questions are particularly relevant to the South African context. South Africa has been described as the Rainbow Nation due to its diverse cultural and socio-economic background. For example, South Africa has twelve official languages. After the fall of apartheid, a new South Africa was envisaged where multiculturalism and co-existence would prevail. However, there have been challenges in dealing with social issues entrenched in the apartheid legacy. Sporadic xenophobic attacks on immigrants, high crime rates, and socioeconomic inequality still characterise contemporary South African societies. This paper aims to answer the question: how can education be utilised to develop learners with critical thinking skills and the capacity to navigate loyalties for local and global citizenship? Additionally, the paper offers a reflection on the importance of having teachers who are aware of the interconnectedness of the world; this awareness can then be leveraged to help learners develop global citizenship values. Learners and teachers need to create new and nuanced conceptualisations of citizenship that reflect local contexts while being mindful of regional and global imperatives. The data were collected from interviews with learners and teachers in South African high schools. Preliminary findings indicate that the South African education system still requires adjustments in intercultural awareness and competence, which can, in turn, facilitate progress in discourses on global citizenship.

Global citizenship, global citizenship education, intercultural competence, multiculturalism, loyalty

Chita, Anna

Nationale und Kapodistrias Universität Athen (NKUA), Griechenland

achita@gs.uoa.gr

Anna Chita hat „Deutsche Philologie unter besonderer Berücksichtigung des Deutschen als Fremd- und Zweitsprache und deren Didaktik“ an der Universität Augsburg studiert, wo sie 2009 die Doktorwürde erlangte. Ihre Themenschwerpunkte sind u.a. angewandte Linguistik, interkulturelle Kommunikation, Pragmatik, Translation, Sprachmittlung und Testentwicklung. Seit Februar 2019 hat sie am Fachbereich für deutsche Sprache und Literatur der Nationalen und Kapodistrias Universität Athen (N.K.U.A.) die Professur Angewandte Linguistik und DaF-Didaktik. Sie leitet zudem zum Fachbereich gehörende Institut für Multimedia und Sprachanwendungen. Sie wirkt bei nationalen und internationalen Konferenzen mit und veröffentlicht im In- und Ausland.

Zeichen verstehen – gemeinsam handeln: Ein inklusives semiotisches Kommunikationsmodell für den Fremdsprachenunterricht

In interkulturell und sprachlich heterogenen Lerngruppen ist das Verstehen von Zeichen, Bedeutungen und Ausdrucksformen keine Selbstverständlichkeit – es ist ein gemeinschaftlicher Aushandlungsprozess, der Inklusion ebenso wie Verantwortung erfordert. Der Beitrag stellt ein inklusives semiotisches Kommunikationsmodell vor, das Lehrenden im Fremdsprachenunterricht konkrete Wege aufzeigt, wie sie barrierearme und gemeinschaftlich getragene Verständigungsräume schaffen können.

Ausgangspunkt ist die Überzeugung, dass Zeichen und ihre Bedeutungen nicht neutral, sondern kulturell geprägt und oft normativ reguliert sind. Das Modell bietet praxisorientierte Impulse für die Gestaltung eines Unterrichts, der mehrperspektivisch, machtsensibel und partizipativ ist – etwa durch visuelle und multimodale Vermittlungsformen, alternative Textzugänge oder dialogische Aufgabenformate. So wird das gemeinsame Verstehen zum Ausgangspunkt ethisch reflektierten Handelns im Sinne von Global Citizenship.

Das vorgestellte Modell versteht Zeichenprozesse als Zugang zu sozialer Teilhabe, kritischem Denken und gemeinschaftlichem Handeln – und leistet damit einen praxisnahen Beitrag zur Umsetzung von Global Citizenship im Fremdsprachenunterricht.

Anhand konkreter Unterrichtssituationen und -beispiele zeigt der Beitrag, wie inklusives und gemeinschaftliches Handeln im Sprachunterricht gefördert werden kann – als Beitrag zu sozialer Teilhabe, interkulturellem Verständnis und verantwortungsvoller Bildungspraxis.

Inklusive Semiotik, Fremdsprachenunterricht, barrierearme Kommunikation, Global Citizenship

Denis-Delacour, Christopher
RMIT University Vietnam
christopher.delacour@rmit.edu.vn

Christopher Denis-Delacour is a lecturer in the School of Communication & Design at RMIT Vietnam. His teaching and research focus on intercultural communication, global citizenship education, and colonial media history. He coordinates the Intercultural Communication course, where he integrates sustainability, empathy, and global competence into learning and assessment practices. He is also involved in international collaboration initiatives and curriculum development.

Local Realities, Global Goals: Assessing Intercultural and Sustainability Competence in Vietnam's Higher Education

In the face of pressing global challenges, higher education must not only transmit knowledge but also cultivate competencies that foster empathy, ethical awareness, and sustainable action. This presentation explores an innovative approach to assessing global competence in the Vietnamese context, drawing on practice-based insights from the Intercultural Communication course at RMIT Vietnam. Designed around UNESCO's four dimensions of global competence and the UN Sustainable Development Goals, the course equips students with intercultural sensitivity, critical reflection, and communicative confidence through experiential, project-based learning.

In this session, I intend to discuss how assessment strategies – ranging from reflective writing and portfolio evaluation to collaborative sustainability storytelling and digital artefact creation— are used to evaluate learners' progress in three interrelated domains: intercultural communication, sustainability awareness, and global citizenship skills. Drawing on student voices, rubrics aligned with Byram's model of intercultural competence, and course outcomes, I will highlight both successes and challenges in measuring intangible competences within a rapidly developing Southeast Asian educational landscape.

Particular attention is given to the cultural and institutional factors that shape student engagement with global themes in Vietnam, a country undergoing dynamic socio-economic transformation. The talk invites discussion on how meaningful assessment can not only measure but also amplify students' capacity to act as culturally competent and sustainability-oriented global citizens.

This case study aims to be a contribution to the broader conversation about assessment for global competence by grounding theoretical frameworks in real-world educational practice in the Global South. It provides tools, reflections, and inspiration for educators aiming to foster lifelong learning, critical global awareness, and ethical engagement in language and intercultural education.

intercultural competence, global citizenship, sustainability education, Vietnam, assessment for learning

Julie Ciano
Westcliff University, California, USA
julieciano@westcliff.edu

Dr. Julie Ciano has published numerous articles and conducted professional development workshops around the world. She completed her master's in Applied Linguistics and Ph.D. in Social Psychology from the University of Brasilia (UnB), Brazil. She also holds an MBA in International Business from California State University. Through the United States State Department Bureau of Educational and Cultural Affairs, she was a Senior English Language Fellow in India, an English Language Specialist in India and Venezuela, and a Fulbright Scholar in Spain. She is currently the Chief International Officer (CIO) and Vice President and Dean of Global Engagement at Westcliff University.

From Language Learners to Global Changemakers: Reimagining Language and Intercultural Education for a Sustainable Future (OPENING KEYNOTE II)

As global challenges intensify – from geopolitical conflicts to currency devaluations – the need for education that empowers individuals to act as responsible, empathetic global citizens has never been more urgent. Language and intercultural education are uniquely positioned to cultivate these competencies, yet they are often underleveraged in the broader discourse on sustainability and global engagement.

This keynote explores how language education can evolve from a tool of communication into a transformative force for global change. It calls for a reimagining of curricula, pedagogies, and institutional mindsets to align language learning with the principles of global citizenship and the United Nations Sustainable Development Goals (SDGs). Through the development of intercultural awareness, critical thinking, and multilingual competence, learners can become equipped not only to navigate diverse societies but to challenge injustice, foster inclusion, and contribute meaningfully to sustainable futures.

Drawing on real-world examples, emerging research, and innovative practices from diverse educational contexts – including Westcliff University's REAL program (Reimagining English as an Additional Language) – the speech offers a vision of language education as a dynamic space for fostering global empathy and action. It also highlights the roles of digital literacy, student agency, and interdisciplinary collaboration in amplifying the impact of language classrooms far beyond linguistic proficiency.

Ultimately, the most profound outcome of language education is not simply fluent speakers—but engaged, informed, and courageous changemakers ready to co-create a more just and sustainable world.

Language and intercultural education, sustainable future, global citizens, intercultural awareness, global empathy

Deschner-Warner, Jill C.
Mittweida University of Applied Sciences, Germany
deschner@hs-mittweida.de

Jill Deschner-Warner is an Academic Assistant and Lecturer at the Mittweida University of Applied Sciences in Mittweida, Germany, where she has taught since 2018. Holding master's degrees in Rehabilitation Counseling, Educational Counseling, and Leadership, she is currently pursuing a PhD focusing on intercultural competency and the sustainability of multicultural workplaces. With over 20 years of experience working in counseling, leadership, and higher education, she brings deep practical insight to her teaching of BA and MA programs, including International Management, Organizational Psychology, and Global Corporate Culture.

From Insight to Action: Integrating Intercultural Competency into Higher Education for Sustainable Global Engagement

Although today's students live in a world shaped by global travel, digital connectivity, and international exchange, many still enter the workforce without the intercultural awareness necessary for meaningful engagement in diverse professional settings. This presentation explores the importance of intentionally integrating intercultural competency into higher education – not as an optional topic, but as a foundational skill for responsible global citizenship and sustainable collaboration.

This topic is grounded in the first phase of an ongoing PhD research project – “Exploring the Role of Intercultural Competency in Employee Engagement and Sustainability within Multicultural Workplaces.” Through qualitative interviews with experts across a range of industries, several participants shared that new employees would benefit from prior exposure to intercultural concepts and practices before joining their organizations. One participant remarked, “If we had applicants who already had this foundation, we could focus more on building collaboration rather than fixing misunderstandings.”

As a university educator in organizational psychology, intercultural communication, and co-educator in global corporate culture, I believe that language and communication programs have a critical role to play. In this session, I will share examples of how I incorporate intercultural competency into my bachelor's and master's teaching, as well as insights from co-developing a pre-arrival course for international students on intercultural readiness.

Rather than treating intercultural competency as a theoretical module, I advocate for experiential, reflective, and practice-based approaches that foster empathy, adaptability, and ethical thinking. Equipping students with these capabilities is not only essential for their personal growth, but also for their ability to contribute to sustainable, inclusive, and globally connected communities.

Intercultural competency, global citizenship, higher education, sustainability, experiential learning

Dobronyi, Eszter
University of Miskolc, Hungary
eszter.dobronyi@uni-miskolc.hu

Varga, Orsolya Nagyné
University of Miskolc, Hungary
orsolya.nagyne.varga@uni-miskolc.hu

Eszter Dobronyi has been working as a teacher of English as a Foreign Language at the Language Teaching Centre of the University of Miskolc since 2000. She teaches both general and professional English across all faculties, including mechanical engineering & IT, materials engineering, law, health sciences, economics, music, and humanities. Her responsibilities also include coordinating and implementing the assessment and development of foreign language competencies for students from five faculties – an area closely aligned with her extensive experience in language testing as she has been an active examiner for three accredited foreign language examination systems for the past 15 years.

Orsolya Nagyné Varga has been working as a teacher of English as a Foreign Language since 2003, initially focusing on general English in primary and secondary schools. During this period, she also gained some experience with ESP, which sparked her long-term interest in the field. Since 2017, she has been teaching both ESL and ESP at the Language Teaching Centre of the University of Miskolc, working with students from various faculties including engineering, law, health sciences, and economics. She is also involved in language assessment and serves as an examiner in accredited examination systems.

Gamifying Global Awareness: Role-Plays and Simulations in the ESL-Classroom

In today's increasingly interconnected world, fostering global citizenship in language education requires more than textbook learning - it requires engaging, value-centred, and immersive classroom experiences. This workshop will present practical gamified activities designed to focus students' attention in the English as a Second Language (ESL) classroom on global issues such as sustainability, ethical decision-making and intercultural communication.

Drawing on experiences working with Hungarian university students in the language classroom, the workshop will present a series of role-playing games, simulations and other engaging exercises that promote both language development and global thinking. Participants will be involved in selected games, such as discussing the future of a fictional threatened environment; a role-playing game involving intercultural workplace dilemmas, etc.

This workshop aims to encourage language teachers to come up with student-centred approaches that merge language learning and global citizenship education through play, discussion, and active involvement.

Gamification, ESL, global citizenship, role-play, classroom engagement

Dovramadjiev, Tihomir
Technical University of Varna (TUV), Bulgaria
dr.tihomir.dovramadjiev@gmail.com

Tihomir Dovramadjiev is a professor associated at the Technical University of Varna (TUV), Bulgaria. He is the President of the Bulgarian Association of Ergonomics and Human Factors (BAEHF), affiliated with the International Ergonomics Association (IEA) and the Federation of European Ergonomics Societies (FEES). He has PhD in Ergonomics and Industrial Design. He has contributed to around 100 scientific publications-articles and books. In the academic field, he is a lead lecturer in disciplines such as “Advanced Technologies in Design” and “Eco-Design,” and he mentors PhD, bachelor’s and master’s students. He participates in a number of editorial boards and scientific conference committees.

Increasing Educational and Language Opportunities Through the Implementation of International Experience from Project and Scientific Activities

Effective international collaboration requires a solid educational, scientific, and pedagogical foundation, particularly within the framework of European-led programs like Erasmus+ and Horizon Europe that target Higher Education and Vocational Education and Training (VET). It is highly recommended to form international consortia with proven specialists and experts on current European priorities. The projects developed by these consortia should be presented in an illustrative manner, create as many open-access resources as possible, and be translated into multiple languages. This approach significantly enhances comprehension for trainees, students, and all stakeholders. This summary aims to present a successfully realized experience through internationally recognized projects. For instance, all results from the transnational projects HEDY and ErgoDesign have been translated into a wide array of languages. HEDY, a notable AI & Society European project spanning five countries across Eastern, Western, and Central Europe, has translated its outputs into seven languages: German, English, Hungarian, Bulgarian, Spanish, Portuguese, and Catalan. Similarly, the healthcare-focused transnational project ErgoDesign, "Improving digital skills for ergonomics and bioengineering innovations for inclusive health care," is available in English, Greek, Hungarian, Italian, Polish, Slovak, and Bulgarian. This transnational project experience (exemplified by HEDY, ErgoDesign, SAFE-D, and ErgoAI) acts as a bridge between international societies, delivering new knowledge and scientific expertise. This methodology is vital for improving public understanding of critical societal topics and for disseminating state-of-the-art innovations in AI, Cybersecurity, Healthcare, and Workplace Safety within the context of Society 5.0 and Industry 4.0 & 5.0. When supported by other public initiatives like Summer Schools, Workshops, and Webinars, and complemented by work on international scientific articles and books, this model adds a more solid foundation to the provided experience. The implementation of numerous languages within this framework increases stakeholder preparedness and pushes educational content forward, ensuring broader impact and accessibility.

International projects, education, science, society 5.0, language

El Maamri, Ouidad
Université Ibn Tofail-Kénitra, Le Maroc
ouidad.elmaamri@uit.ac.ma

Maître de conférences HDR de langue et littérature françaises, titulaire d'un doctorat en didactique des langues et TICE et spécialisée en ingénierie pédagogique. Conceptrice et coordinatrice de projets de formation en ligne.

Vers un Dispositif de Formation en Ligne à la Citoyenneté Mondiale; Retour d'Expérience et Perspectives Techno-Pédagogiques dans l'Enseignement de l'Interculturel

Dans un monde globalisé et hyperconnecté, de nouveaux profils d'apprenants et de professionnels émergent, notamment ceux engagés dans le nomadisme digital, conjuguant aspirations personnelles et activités professionnelles. Des métiers à distance se déploient et la demande de la gig economy s'accroît en quête de profils créatifs et indépendants. Dans cette conjoncture de mobilité réelle ou connectée, choisie ou forcée, des changements d'échelle en termes de constructions à la fois identitaires et citoyennes sont à prendre en considération pour former des citoyens capables de vivre non seulement en communauté mais de mieux habiter le monde. La formation à la citoyenneté mondiale devient alors un enjeu central pour l'enseignement supérieur et doit traverser toute formation universitaire.

Cette communication s'appuie sur une étude longitudinale menée auprès d'étudiants de l'université Ibn Tofail (Kénitra, Maroc), ayant suivi un module hybride intitulé Introduction à l'interculturel et participé à un programme de mobilité en tant que auxiliaires de langue française en Espagne, afin d'évaluer l'impact de cette formation sur leur compétence interculturelle. Le cours, en forme de classe inversée, vise à favoriser la compréhension de l'altérité, tout en accompagnant les étudiants dans la construction de leur identité professionnelle et citoyenne.

Les résultats de l'expérimentation du dispositif ainsi que les données qualitatives recueillies nous ont permis de réfléchir sur les conditions pédagogiques et technologiques nécessaires pour qu'une formation en ligne à la citoyenneté mondiale soit véritablement formatrice et inclusive. Ils montrent aussi que ces dispositifs contribuent au développement de l'empathie interculturelle (Bennett, 2009) et gagneraient en efficacité en intégrant la mobilité virtuelle. Conçus de manière à favoriser la prise de conscience des enjeux interculturels, la décentration et l'engagement éthique envers l'Autre (Byram, 2008; Helm, 2020), ils agissent en tant qu'espace de médiation et contribuent au développement de compétences transversales essentielles, telles que l'empathie interculturelle, la réflexivité, et l'engagement citoyen.

Mobilité virtuelle, citoyenneté mondiale, empathie interculturelle, dispositif de formation en ligne.

Elzawawy, Hagar
Freelancer, Egypt
hagarelzawawy905@gmail.com

Hagar Elzawawy is a marketing strategist and language enthusiast from Egypt with experience in digital content creation, intercultural communication, and youth education. I have worked on interdisciplinary projects linking business storytelling with global citizenship and sustainability. Currently, I am pursuing professional development in digital transformation and education innovation.

Telling Sustainability Stories: Social Media as a Tool for Global Citizenship in Language Learning

Today, many students learn about the world and their place in it through what they see online. Social media is where opinions are formed, identities take shape, and global issues become part of everyday conversations. This session looks at how we can bring that same digital space into language learning, using it as a tool to build students' global awareness and sense of responsibility.

Based on my work in digital marketing and my interest in how language connects people across cultures, I'll share practical ways to use social media storytelling in the classroom. The idea is simple: help students use the language they're learning not just to practice grammar, but to say something meaningful about issues that matter, like climate change, inclusion, or ethical living.

We'll explore how platforms like TikTok, Instagram Reels, and YouTube Shorts can be used to encourage students to create short, thoughtful content about sustainability topics. The focus will be on helping them find the right tone, language, and message for their audience, just like real content creators do. It's about turning everyday tools into learning spaces that are ethical, creative, and culturally aware.

I'll also share examples, content ideas, and easy-to-apply templates that teachers can adapt to different age groups or levels. We'll discuss how to guide students through digital storytelling without needing fancy tools, just curiosity, empathy, and a willingness to listen to different perspectives.

In the end, this session is about helping students use language with purpose. To not only speak clearly, but to speak for something. And to see that their voices, when shared with care, can make a difference.

Sustainability, social media, global citizenship, language learning, digital marketing

Ezzahra, Mouassine Fatima

School of Arts and Humanities, Moulay Ismail University of Meknes, Morocco

fatimzahraemouassine@gmail.com

Mounya, Mrabti

School of Arts and Humanities, Moulay Ismail University of Meknes, Morocco

mrabti.mounya@gmail.com

Fatima Ezzahra MOUASSINE: A Doctoral Student in Applied Linguistics. She received her BA degree in Literature and her MA degree in Applied language Studies from Moulay Ismail University, Meknes, Morocco. She is also a part-time professor at the department of English studies at the school of Arts and Humanities, Meknes. Her research interests are linked to Applied Linguistics, Gender Studies, language and culture pedagogy as well as postgraduate research supervision.

Mounya M'RABTI. A doctoral candidate in Applied Linguistics. She received her MA in Applied language Studies from Moulay Ismail University, Meknes, Morocco. She works as a part-time professor at the department of English studies at the school of Arts and Humanities. Her major fields of interest are applied linguistics, sustainable development, culture education, and ecolinguistics.

Higher Education in the Age of AI: Pedagogical Transformations and Professional Perspectives from Moroccan Faculties of Letters and Human Sciences

The integration of artificial intelligence (AI) in higher education has become a major avenue in reshaping pedagogical practices, particularly in instructional strategies and student engagement. This study investigates the impact of AI-powered assistance on teachers' content creation and lectures in Moroccan faculties of letters and human sciences, focusing on their experiences, attitudes, and instructional practices. A mixed-methods approach is employed to capture both quantitative and qualitative insights. The quantitative phase consists of a survey questionnaire distributed to 47 lecturers, incorporating Likert-scale items to assess their perceptions of AI tools, chatbots, and AI-driven teaching support. Descriptive statistics and inferential analyses are used to evaluate trends and relationships in AI adoption. The qualitative phase includes semi-structured interviews with 12 purposefully selected lecturers to explore their experiences, challenges, and pedagogical transformations. The findings aim to provide a comprehensive understanding of how AI-powered tools influence academic content creation and lecture delivery in Moroccan higher education. Specifically, this research highlights the potential of AI to enhance efficiency, engagement, and instructional design while also addressing concerns related to academic integrity, over-reliance, and the deskilling of technology. This context-specific case study provides empirical insights into the opportunities and limitations of AI in human sciences education. It also contributes to the global conversation on responsible innovation and offers actionable recommendations for policymakers, educators, and institutions aiming to integrate AI responsibly into higher education curricula and foster a more linguistically and ethically prepared generation of learners.

AI, AI-powered teaching, higher education, content creation, lecturing, Moroccan universities

Furtado, Marco

Porto Accounting and Business School – Polytechnic Institute of Porto, Portugal

mfurtado@iscap.ipp.pt

Marco Furtado has a University Degree by the Faculty of Arts of the University of Porto, Portugal. He has finished his Master's Degree in Bilingual and Intercultural German-Portuguese Studies at Minho University, Braga, Portugal, and holds a PhD Degree in Interpreting Studies by Vigo University, Spain. He is currently an Associate Professor at the Porto Accounting and Business School. His research work is mainly focused on Interpreting Studies. Furthermore, he is developing additional research work on Intercultural Studies, German Contemporary History and Culture, and German Culture for Business. He is in charge of the CEI's (ISCAP Research Centre for Intercultural Studies) Research Line in "Intercultural Studies in Business".

Virtuell Fliegen, (Inter-)Kulturell Erkunden

Die Anzahl von Videospielen, die auf kulturellem Erbe basieren und in denen dieses Konzept eine bedeutende Rolle spielt, hat in den letzten Jahren erheblich zugenommen. Sowohl technische, grafische Merkmale als auch erzählerische Inhalte ermöglichen es, verschiedene Spielkategorien voneinander abzugrenzen. Ziel des vorliegenden Beitrags ist es, das Potenzial der neuen Version des Microsoft Flight Simulator (MSFS 2024) als Serious-Game-Plattform und Werkzeug zur Erkundung kulturellen Erbes und historischer Stätten zwecks didaktischer Aspekte bzw. touristischer Förderung zu erörtern.

Der Fortschritt digitaler Technologien und immersiver Simulationsspiele bietet neue Möglichkeiten, Kulturerbe-Stätten virtuell zu erkunden, wobei MSFS 2024 für dessen realistisch virtuelle Umgebungen auf einer global umfangreichen, geografischen Abdeckung bekannt ist. Die Entwicklung zu einer vielversprechenden Plattform für solche Erkundungen wird auch insbesondere von Softwareentwicklungsunternehmen unterstützt, die in der Erstellung detaillierter und immersiver Szenerie-Addons (Sehenswürdigkeiten, Flughäfen, usw.) tätig und darauf konzentriert sind, visuelle Merkmale und Aspekte des Fliegens im Simulator zu verbessern und somit das Simulationserlebnis für virtuelle Piloten zu steigern.

MSFS 2024 wird als hochmoderne Simulationsplattform vorgestellt, die es Benutzern ermöglicht, reale Orte mit einzigartiger Detailtreue virtuell zu durchqueren. Dank seiner auf Satellitenbildern beruhenden hochentwickelten Grafik und zum Einsatz kommender realistischer Flugverfahren bietet der Simulator ein immersives Erlebnis, in dem reale Umgebungen originalgetreu widerspiegelt werden. Anhand ausgewählter Kulturerbe-Stätten soll die Wirksamkeit des MSFS 2024 und das Potenzial zur Vermittlung der historischen, architektonischen, landschaftlichen und kulturellen Bedeutung dieser Orte ausgewertet werden, ohne dabei die Wichtigkeit bezüglich der Erhaltung dieser Stätten zu vernachlässigen. Ferner ist Schwerpunkt auf die mögliche Integration weiterer Funktionen im MSFS 2024 zu legen wie beispielsweise die Einblendung historischer bzw. kultureller Informationen oder interaktive Elemente wie AI-gesteuerte, virtuelle Reiseleiter, die Erläuterungen zu Sehenswürdigkeiten geben, sowie diverse Flugmissionen, in denen virtuelle Piloten weltbekannte Kulturstätten bzw. Denkmäler fotografieren können. Auch diese Funktionen optimieren sich außerhalb des Simulators im Rahmen innovativer Lernstrategien und Bildungszwecke, durch welche sich die Wertschätzung von Kulturerbe-Stätten und nachhaltigere, verantwortungsbewusstere Tourismuspraktiken fördern lassen.

MSFS 2024; virtuelles Kulturerbe; Serious-Game-Plattformen; Authentizität; innovative Didaktik; nachhaltiger Tourismus

Gil-Fichtel, Cintia
Universidad de Grenoble, Francia
cintiagilq@gmail.com

Actualmente Profesora de Espanol en Rose College, Sprachen & Training. Betreuerin an der Grundschule Haibach. Mitarbeiterin des Online-Magazins Eje Globla zum Thema „Internationale Politik in Deutschland und Frankreich“. Ich habe kürzlich eine Ausbildung zur interkulturellen Mentorin absolviert und mache eine Ausbildung als Sprach- und Kulturmittlerin in Aschaffenburg, Deutschland.

La ciudadanía global, el aprendizaje de idiomas y la adquisición de un pensamiento crítico, empático y con conciencia global

La ciudadanía global es una dimensión práctica y dinámica que ha sido adaptada para las estrategias de comunicación y ahora está inmersa en el aprendizaje lingüístico. Así el enfoque de ciudadanía global tiene como objetivo una dimensión de apertura y diversidad para el desarrollo de la comunicación intercultural a través de habilidades como el habla, la escucha, la lectura, la comunicación etc. El propósito de este artículo es analizar la comprensión de las competencias de comunicación adquiridas al aprender un idioma, además poner énfasis en la importancia que tiene integrar la cultura en un programa de estudio lingüístico que va más allá del idioma, con el objetivo de que los estudiantes puedan adquirir habilidades de pensamiento crítico, social, y con ello se puedan involucrar en un enfoque educativo con competencias globales para interactuar de manera amplia y al mismo tiempo estar preparados para las sociedades cada vez más diversas. El aprendizaje del idioma se revela como un pilar fundamental en este proceso, actuando como una herramienta de comunicación intercultural al facilitar a los estudiantes la inmersión en cosmovisiones diversas, el dominio de lenguas extranjeras como el español permite acceder, interpretar y apreciar significados culturales complejos de aquí que es importante prepararlos con un pensamiento crítico sobre las diferentes realidades, además de proporcionarles una conciencia global e empática de lo que sucede en otros ámbitos sociales. En este sentido las habilidades de la ciudadanía global son adquiridas mientras los estudiantes se involucran a través de la experiencia, los métodos y las dimensiones que el programa lingüístico ofrece. La adquisición lingüística se convierte entonces en un puente cognitivo esencial para ciudadanos con conciencia global.

Ciudadanía global, aprendizaje de idiomas, pensamiento crítico, conciencia global, competencia Intercultural, educación linguistica

Heininger, Nina
Technische Hochschule Aschaffenburg, Deutschland
dozent21006@th-ab.de

Nina Heininger promoviert im kooperativen Promotionsprogramm der Universität Bayreuth und der Technischen Hochschule Aschaffenburg im Bereich Deutsch als Fremdsprache. In ihrer Dissertation untersucht sie die Integration von KI-basierten Tools – insbesondere ChatGPT – im Hochschulunterricht. Ihr Forschungsinteresse gilt den didaktischen Chancen und Herausforderungen generativer KI im Sprachunterricht. Sie verfügt über praktische Lehrerfahrung in internationalen DaF-Kursen und engagiert sich in der Entwicklung digitaler Lernmaterialien für den universitären Kontext.

ChatGPT und andere KI-Tools im Hochschulkontext: Anwendungsmöglichkeiten im Deutsch als Fremdsprache Unterricht

Seit der Einführung von ChatGPT (OpenAI, 2022) hat das KI gestützte Sprachmodell rasch Eingang in den Hochschulunterricht gefunden. Die vorliegende Studie untersucht Einsatzmöglichkeiten, wahrgenommene Vorteile und Risiken von ChatGPT im Deutsch als Fremdsprache (DaF) Kontext. Grundlage ist eine Umfrage unter Studierenden eines DaF Kurses sowie eine Analyse konkreter Unterrichtsszenarien.

Die Ergebnisse bestätigen zahlreiche Potenziale: individuelle Binnendifferenzierung, Schreib- und Grammatikübungen, Prompt gestützte Wortschatzerweiterung und gesteigerte Lernmotivation. Gleichzeitig zeigen sich Herausforderungen wie eingeschränkte kulturelle Nuancen, mögliche Fehlinformationen, Datenschutzfragen und die Gefahr der technologischen Abhängigkeit.

Auf Basis der Befunde werden didaktische Handlungsempfehlungen formuliert, etwa der gezielte Aufbau von „KI Literacy“, transparente Prompt-Dokumentation und klare Leitlinien zur Qualitätssicherung. Der Beitrag trägt damit zur aktuellen Diskussion über den verantwortungsvollen Einsatz generativer KI im Fremdsprachenunterricht bei.

ChatGPT, Deutsch als Fremdsprache, KI gestützter Unterricht, Chancen und Risiken, Hochschuldidaktik

Herrera Orsi, Iván
Universidad Peruana de Ciencias Aplicadas (UPC), Lima, Peru
ivan.herrera@upc.pe

Iván Herrera Orsi (Lima, Peru, 1979) is a full-time professor at the Department of Humanities of the Universidad Peruana de Ciencias Aplicadas (UPC). He studied Journalism at UPC and holds a master's degree in Digital Publishing from the University of Alcalá (Spain) and a master's degree in Corporate Communication Management from UPC. He coordinates and teaches the course Globalization: Cultural and Economic Approach, where he has pioneered the use of the COIL methodology within the university. He also teaches in UPC's Faculty of Communications and the Graduate School.

Interculturality in Action: Building Global Competence through COIL Projects in a Latin American Classroom

This presentation explores the impact of two Collaborative Online International Learning (COIL) projects implemented in a university course on cultural and economic globalization at the Universidad Peruana de Ciencias Aplicadas (UPC) in Lima, Peru. Both experiences aim to foster intercultural competence and a strong ethical engagement with global challenges through structured cooperation between students from different national and linguistic backgrounds.

The first project brings together UPC students with peers from various Ibero-American universities to collaboratively analyze a global social issue — such as misinformation, climate change, or inequality — and examine how the issue manifests in each local context. Students engage in intercultural dialogue through video calls and work in small international teams to propose digital technology-based solutions.

The second project connects UPC students with a cohort from the Berlin School of Economics and Law (Hochschule für Wirtschaft und Recht Berlin), through a series of online mirror classes held in English. Over four weeks, students engage in guided discussions and joint workshops on key globalization topics such as populist migration discourses, surveillance capitalism, precarious labor in the digital economy, and the evolution of global cultural industries.

These COIL projects promote active global citizenship and context-sensitive awareness of shared challenges through intercultural and multilingual collaboration. The presentation argues that this methodology not only strengthens students' intercultural and foreign language skills, but also builds a deeper ethical understanding of the world, preparing participants to become globally minded professionals committed to more inclusive and sustainable communities.

Intercultural competence, COIL, sustainable education, global citizenship

Jakosz, Mariusz
Schlesische Universität Kattowitz, Polen
mariuszjakosz@interia.pl

Mariusz Jakosz, Univ.-Prof. Dr., wissenschaftlich-didaktischer Mitarbeiter am Institut für Sprachwissenschaft (Fachrichtung: Germanische Philologie) an der Schlesischen Universität Katowice (Polen). Forschungsschwerpunkte: Stereotype und Vorurteile in der deutsch-polnischen Wahrnehmung, Politolinguistik, Medienlinguistik, Diskurslinguistik, Phraseologie und frühes Fremdsprachenlernen.

Zur Effizienz des narrativen Ansatzes im frühen Fremdsprachenunterricht aus der Sicht der interkulturellen Erziehung

Interkulturelle Aspekte sollten im frühen Fremdsprachenunterricht im Vordergrund stehen, da die Voraussetzungen für deren Vermittlung in diesem Alter besonders günstig sind. Kinder bis zum Alter von etwa zehn Jahren zeichnen sich durch eine affektive Unvoreingenommenheit aus. Diese äußert sich in einer hohen Aufnahmebereitschaft und Toleranz gegenüber interkulturellen Unterschieden sowie in der Fähigkeit zur mühelosen Rollenübernahme, was eine spontane Identifikation mit fremdsprachlichen Charakteren (Protagonisten) erleichtert. Diese entwicklungsbedingten Dispositionen, die für den späteren Erfolg beim Fremdsprachenlernen von großer Bedeutung sind, sollten gezielt genutzt, gefördert und aufrechterhalten werden.

Im Vortrag wird auf die Effizienz des narrativen Ansatzes im frühen Fremdsprachenunterricht eingegangen, indem die Ergebnisse eines didaktischen Experiments vorgestellt und kommentiert werden. Rund 100 Kindern in drei Kindergärten und einer Grundschule wurden Sprachkurse angeboten, in denen Deutsch als Fremdsprache nach den Prinzipien des narrativen Ansatzes unterrichtet wurde. Zunächst werden die eingesetzte Unterrichtsform dargestellt und die detaillierten Testergebnisse diskutiert. Anschließend wird der Einfluss des narrativen Lehransatzes auf die beobachtete Haltung der Kinder gegenüber der gelernten Fremdsprache und der Zielkultur beschrieben. Geschichten – sei es in Form von Alltagserzählungen oder Märchen – tragen in erster Linie dazu bei, das eigenkulturelle Weltbild aufzubauen. Begreift man Geschichten und ihre bildende und erzieherische Rolle in diesem Sinne, so kommt ihnen auch für die Entwicklung des interkulturellen Verstehens eine bedeutende Rolle zu. Erzählte Geschichten in der Fremdsprache erweitern das eigene Weltbild auf wirksame Weise. Dies gelingt insbesondere durch Geschichten in einer fremden Sprache, die Kinder emotional und ästhetisch ansprechen, sie einbinden, Alltagsbezüge erkennen lassen, ihre Empathie für positive Protagonisten aus der fremden Welt fördern und ihnen ermöglichen, die fremdsprachliche Atmosphäre zu genießen, in der die Geschichten erzählt werden. Die beim Zuhören entstehende Emotionalität erleichtert den Zugang zur Fremdsprache und deren Kultur und wirkt dadurch stark motivierend.

Narrativer Ansatz, Fremdsprachen, interkulturelles Lernen, Geschichten

Jimarkon, Pattamawan
University of Stavanger, Norway
pattamawan.jimarkon@uis.no

Andrade, Rosa Cam
University of Stavanger, Norway
rosa.c.andrade@uis.no

Pattamawan Jimakon is an associate professor in higher education pedagogies with expertise in language and intercultural studies. She has published work in discourse analysis, English language teaching, and intercultural communication. Her research explores intercultural pedagogies, focusing on language, identity, and communication within university settings. Currently, Pattamawan works in university pedagogy at the University of Stavanger, Norway, where she designs and teaches pedagogical courses for university teachers.

Rosa Cam Andrade is an HR Advisor at the University of Stavanger's Division of Organisation and Infrastructure and a member of the university's Equality and Diversity (LIM) Committee. Her work centers on practical inclusion, with a focus on language and international staff, and on strengthening leadership for diverse, inclusive workplaces.

Shifting the Lens: International Staff Perspectives on Power and Policy in Norwegian Academia

This presentation explores the complexities of perceived and actual power among academic staff in Norwegian higher education institutions, with a particular focus on international staff. While institutional policies are designed to be transparent and participatory, their practical implications and embedded cultural nuances often remain obscure to those unfamiliar with Norwegian social norms, particularly Janteloven, the ethos of flat hierarchy, and indirect communication styles. These culturally specific codes, while largely invisible to many local staff, can pose significant barriers to inclusion for those from different academic and cultural backgrounds. International staff frequently report feeling unheard, uninformed, and disempowered despite the existence of formal mechanisms for participation, such as drøftingsmøter (discussion meetings). This disconnect suggests that while policies may be structurally open, they often lack intercultural accessibility, meaning the ability to be understood, trusted, and acted upon across cultural differences.

The presentation draws on survey data from international staff, including a score of 3.5 on medvirkning og informasjonsflyt (participation and information flow), as well as qualitative feedback, to examine how power is perceived, communicated, and enacted within a culturally diverse academic environment. It critically assesses whether the “one-recipe-fits-all” approach truly serves the needs of a multicultural institution. A key question raised is whether institutional norms and values are unconsciously treated as universal, thereby sidelining diverse epistemologies, communication styles, and understandings of inclusion and authority. By foregrounding intercultural competence as a necessary component of institutional design, this presentation calls for a shift from merely inclusive structures to inclusively navigable ones, structures that recognise cultural complexity as a strength rather than a challenge in the governance of higher education.

Intercultural accessibility, power dynamics, institutional inclusion, international staff perspectives

Johannessen, Øystein Lund
VID Specialized University, Stavanger, Norway
oystein.johannessen@vid.no

Børhaug, Frederique Brossard
VID Specialized University, Stavanger, Norway
frederiquebrossard.borhaug@vid.no

Yallappa, Marie Sophie Lafleur
VID Specialized University, Stavanger, Norway
marie.yallappa@vid.no

Chinyama, Cliff
VID Specialized University, Stavanger, Norway
cliff.chinyama@vid.no

Øystein Lund Johannessen (Corresponding author) is Professor of Intercultural Education (Emeritus) at VID Specialized University, Stavanger, Norway. Throughout his career as a researcher, he has been project leader in diverse collaborative research and practice development projects, particularly in schools and kindergartens. His main research interest has been collaborative research with religious education and history education teachers working in culturally diverse classrooms. Over the last years Johannessen has been involved in international research on the inclusion of newly arrived migrant students in public schools. In a broader sense, his research evolves around intercultural and interreligious relations in school and communities and intercultural competence, diversity awareness and inclusion in education.

Frédérique Brossard Børhaug is a Professor of Education at VID Specialized University in Stavanger, Norway. She holds a Ph.D. in education from the University of Oslo. Frédérique conducts research on intercultural education and didactics across various educational contexts. Her research focuses on antiracist values in French and Norwegian curricula, the Human Development and Capability Approach (HDCA), and the inclusion of minority youth, as well as VaKE-didactics (Values and Knowledge Education) in intercultural teaching, bilingual learning, and education in the Anthropocene. Her teaching profile includes topics such as ecological transition and biocultural diversity, research methodology and values, competences for democratic culture, and intercultural didactics.

Marie Sophie Caroline Lafleur-Yallappa is a PhD candidate at Vid Specialized University. She is part of the Transloyalties in Citizenship Education project (TranCit). Her primary interests are focused on educational development and practices. Her areas of research focus on language issues, identity construction, and nationhood.

Cliff Chinyama is a doctoral student at VID Specialized University, Norway. He is part of a research project called TranCit (Transloyalties in Citizenship Education) that seeks to explore loyalties and transloyalties in contexts with colonial backgrounds. His doctoral research focuses on how citizenship, loyalty, and skills develop through history teaching in South Africa. He has a background in education with experience teaching in secondary schools, designing teaching and learning resources for secondary school teachers, and implementing lesson study sessions for teachers. His research interests are comparative education, intercultural education, citizenship education, and action research.

Action Research in Practitioners and Researchers Learning in Citizenship Education, History Education and Intercultural Education

The lecture is based on action research conducted through VID Specialized University, Norway in 1) a master course on intercultural didactics and sustainability, and 2) PhD students' fieldwork in a multi-national research project (TranCit) on citizenship education within history education.

Action research as methodology and designs has been important in our work, with AR's epistemological, pedagogical and practical foundation inspiring our pedagogical thinking and didactical planning and practice (Brossard Børhaug & Dansholm, 2025; Husebø, Johannessen, & Skeie, 2021; Johannessen, 2015; Rosnes, Sikveland, & Johannessen, 2022). AR builds on theories from emancipatory pedagogy and participatory research by Paulo Freire and Fals Borda (Fals Borda & Rahman, 1991), and also from critical action research (e.g. Carr and Kemmis, 1986; Zuber-Skerritt, 1996). For example, PAR involves cyclical self-reflection: planning a change, intervening in one's own practice, observation and documentation, reflecting on processes and consequences, new adjustments, and reflecting again (Kemmis & McTaggart, 2005; Zuber-Skerritt, 1996).

We will give examples of how AR can be used in raising awareness and developing sustainable practices among welfare sector professional students through intercultural reflective practices. This includes lecturers' /teacher-researchers' and students' voices from the master course Intercultural didactics and sustainability.

Further, examples will be drawn from the TranCit project (Transloyalties in Citizenship Education) which problematises citizenship education as educating for nation-state loyalty (Andreotti & de Souza, 2012; Banks, 2016; Osler, 2011). Through the concept transloyalty (Ludwig et al., 2024), we highlight that loyalties are often multiple and conflicting. By working with schoolteachers on transloyalties in citizenship education within history teaching in Madagascar, Mauritius, Norway, and South Africa, AR lends itself to establishing communities of practice (CoP) both within and across countries (Lave & Wenger 1991; Wenger 1998). We will show how integrating AR has influenced both PhD students' research experiences and researchers' experiences as supervisors.

Action research, citizenship education, history education, intercultural education, sustainability

Katsumata, Eriko
Aoyama Gakuin University, Japan
katsumata@aoyamagakuin.jp

Tomioka, Jiro
Aarhus University, Denmark
asijitomioka@cas.au.dk

*Eriko Katsumata is a Professor of International Communication at Aoyama Gakuin University in Tokyo, Japan. She teaches intercultural communication and multicultural education. She graduated from Claremont Graduate University & San Diego State University, with a Ph.D. in Education. Her research interests include intercultural communication, active learning, COIL, and intercultural training. She is a former vice president of SIETAR Japan. She is also a member of iEARN and project leader of "Machinto – Hiroshima/Nagasaki for Peace" and "GOMI on Earth." Her most recent publication is *The Voice of Women in Higher Education in Women's Empowerment for a Sustainable Future* (2023, Springer).*

Jiro Tomioka received his Master's degree in intercultural communication from San Francisco State University. He is currently teaching the Japanese language and culture at Aarhus University in Denmark as an associate professor. As a bilingual intercultural trainer, he has conducted seminars and workshops at universities and companies in France, Germany, Japan, as well as in Denmark. His field of expertise is cultural awareness training and managing the dark side of interpersonal communication. He is currently a vice-chair of the Association of Japanese Language Teachers in Europe.

Enhancing Intercultural Competence through COIL: A Japan-Denmark Student Collaboration

This research investigates a Collaborative Online International Learning (COIL) project involving Japanese students enrolled in an Academic Presentation class at a university in Japan and Danish students studying Japanese at a university in Denmark. The project seeks to cultivate intercultural competence and enhance language skills through structured virtual exchanges, addressing the critical need for authentic intercultural dialogue in modern language education. Over the course of three online sessions, students engage in discussions on mutually agreed-upon themes, with a mandatory rotation between Japanese and English during each session to ensure equitable language practice and exposure. The primary goal is to nurture global citizenship by fostering cross-cultural understanding and improving linguistic proficiency. As a culminating activity, Danish students deliver a 7-minute speech in Japanese about Japanese culture, society, and history, while Japanese students present a 7-minute speech in English about Danish culture. This task challenges participants to apply their language abilities and cultural insights in a formal academic context, promoting empathy, mutual respect, and heightened global awareness. The COIL project utilizes digital platforms to bridge geographical distances, aligning with sustainable education practices. Furthermore, this initiative explores how virtual collaboration can reduce the environmental impact of traditional study-abroad programs while still providing meaningful international experiences. By integrating technology, the project also addresses digital literacy, preparing students for a globally connected future. The outcomes will be evaluated based on students' ability to communicate effectively across cultures and their personal reflections on the collaborative process. Additionally, qualitative feedback from participants will be analyzed to identify areas for improvement and scalability in future iterations. This COIL project serves as a replicable model for embedding global citizenship into language curricula, contributing to innovative and inclusive pedagogical strategies in intercultural education by offering a scalable framework for other institutions to adopt.

This COIL project serves as a replicable model for embedding global citizenship into language curricula, contributing to innovative and inclusive pedagogical strategies in intercultural education.

COIL, intercultural competence, global citizenship, language education

Koç, Nur Emine
İstanbul Aydın University, Turkey
nurkoc@aydin.edu.tr

She has a BA and MA degree in English Literature. She completed her PhD in Communication Studies. In 2010, she continued her career as a lecturer at İstanbul Aydın University. After receiving her degree as an assistant professor in 2016, she has not only taught various types of courses for BA, MA, and PhD students. Still, she has also taken on many administrative tasks. After numerous studies in the field of new media, Koç has been the head of New Media for BA and MA students since 2020. She received her Associate's Professor degree in Communication Sciences in March 2022.

Sustainable Digital Citizenship: Participatory Culture, New Media, and Ethical Transformation

Digital citizenship refers not only to individuals' use of digital technologies but also to their critical, ethical, and productive participation in social, cultural, and political processes through these technologies. By 2025, this concept is linked to both individual rights and responsibilities, as well as building a sustainable digital ecosystem, in line with the rise of digitalization.

By this context, "sustainable digital citizenship" refers to an approach that encourages individuals to use platforms in an ethical, fair, accessible, and secure manner, taking into account the long-term social, environmental, and cultural impacts of their activities in digital environments. Topics such as digital literacy, data security, and digital environmental footprint (e.g., energy consumption of NFTs and artificial intelligence applications) are important components of the concept of sustainable digital citizenship.

Henry Jenkins' participatory culture model highlights that individuals are not merely content consumers but also responsible digital producers. New media environments require individuals to develop digital behaviors and pass them through generations.

In this study, Ribble and Bailey's nine-component Digital Citizenship Model is reinterpreted through the lens of "sustainability":

Digital access: Access equality and reducing the digital divide,

Digital communication: Inclusive, cross-cultural dialogue,

Digital literacy: Critical media literacy and data awareness,

Digital ethics: Online responsibility and digital carbon footprint,

Digital security: Long-term individual and collective digital protection.

Furthermore, semi-structured interviews with 16 individuals (8 women and 8 men) from the Y and Z generations in Turkey are analyzed to examine how the perception of digital citizenship is shaped from the national to the international level, as well as the awareness of the sustainability dimension.

Sustainable digital citizenship, participatory culture, digital ethics, digital environmental footprint, new media, digital literacy, digital justice

Koukouraki, Kyriaki
King's College London, UK
Kyriaki.koukouraki@kcl.ac.uk

Dr Kyriaki Koukouraki is a Lecturer in English for Academic Purposes and Cultural Competence (CC) at King's College London and the programme lead for CC staff development. She holds a PhD in Intercultural Relations from the Johannes-Gutenberg University of Mainz, Germany and is a Senior Fellow of Higher Education Academy. As an expert in intercultural matters, Dr Koukouraki is the coordinator of the ICC&Faculty working group at the World Council on Intercultural and Global Competence and sits on the scientific committee of the UNESCO Chair on Threats to the Cultural Heritage and Related Activities at the Ionian University, Greece. Since 2024 she is also the Country Director for the United Kingdom of The Society of Transnational Academic Researchers (STAR).

Fostering Critical Global Citizenship through English for Academic Purposes: A Pedagogical Response to Neoliberalism in Higher Education

In an era of intensified globalisation and internationalisation of higher education (HE), the concept of global citizenship has gained prominence in institutional mission statements and curricula. However, this trend often aligns with a neoliberal agenda that prioritises market-oriented competencies and reinforces Western hegemony (Andreotti, 2006; Pais & Costa, 2020). This presentation advocates for a shift towards a critical global citizenship (CGC) framework, which emphasises justice, reflexivity, and intercultural empathy. Drawing on the presenter's experience in English for Academic Purposes (EAP) classrooms, the presentation will explore how CGC can be meaningfully integrated into language learning to foster critical thinking and intercultural competence, the two core dimensions identified by UNESCO (2015). The presentation outlines pedagogical strategies such as Socratic questioning, argumentation, and the analysis of logical fallacies, alongside intercultural activities like culturally responsive topic selection and nonverbal communication awareness. These approaches aim to equip students with the tools to critically examine global inequalities and their own positionalities, thus laying the foundation for lifelong engagement with global citizenship (Koukouraki, 2020). By embedding CGC into EAP, educators can challenge the dominant neoliberal narrative and support learners in becoming ethically engaged, globally competent individuals. This contribution aligns with ILW 2025's call to explore innovative, inclusive, and sustainable approaches to language education that prepare students to navigate and shape a complex, interconnected world.

Critical global citizenship, English for Academic Purposes, intercultural competence, critical thinking, neoliberalism in HE, higher education, language learning

Kozlova, Tatiana
Sapienza University of Rome, Italy
tatiana.kozlova@uniroma1.it

Tatiana Kozlova is a PhD student at Sapienza University of Rome, where her research focuses on educational linguistics, English as a Lingua Franca, Vygotsky's socio-cultural theory, and the integration of AI in English Language Teaching. She earned both her Bachelor's and Master's Degrees in Languages and Literatures with honors from Università Roma Tre, and has since seamlessly combined teaching with academic pursuits. As a member of the IATEFL and Italian Association of English Studies, she is dedicated to promoting innovative strategies that foster a paradigm shift in English language teaching.

The Role of AI in Improving Young Learners' Intercultural Communicative Competence

Researchers suggest that intercultural communicative competence can be developed through innovative activities such as telecollaboration, where learners from diverse cultural backgrounds engage in online interaction. However, implementing intercultural telecollaboration projects presents several challenges for educators, including complex organizational demands, considerable time investment and unpredictability—especially due to reliance on partner institutions, which may vary in commitment or withdraw before project completion. These limitations prompt a critical reflection on how recent advancements in generative AI might be applied in education to create AI-driven alternatives to real telecollaboration, maintaining their intercultural benefits while mitigating logistical drawbacks. This empirical study investigates the use of AI technology in EFL classroom to simulate real-world intercultural telecollaboration scenarios. Conducted in a bilingual Italian school in Rome, the study explores interactions between students in grade 6 (lower secondary) and AI-powered virtual companions on the SchoolAI platform. Through qualitative analysis, it examines the dynamics between learners and chatbots, highlighting both the potential benefits and challenges of AI-simulated intercultural exchange. The research contributes to ongoing discussions on AI in education, offering insights into its effective integration in language classrooms, with attention to the developmental needs of young learners. In doing so, it aims to critically evaluate the promises of AI-driven education and distinguish between technological hype and practical reality.

Human-AI interaction, telecollaboration, intercultural competence, language learning, young learners, AI in education

Kraus, Birgit
TU Darmstadt / Aschaffenburg University of Applied Sciences, Germany
rilke@gmx.de

M.Sc. Birgit Kraus is a cooperative doctoral student at both TU Darmstadt and Aschaffenburg University of Applied Sciences exploring the quality assurance of linguistic and intercultural competences in study abroad contexts. She holds a master's degree in higher education management from Krems University/Austria and is a certified teacher for upper secondary schools after studying English, French, Finnish, and German as foreign language at Greifswald University/Germany. She also pursued post-graduate studies in contrastive linguistics, Finnish, and translation at the University of Vaasa. Currently, she serves as an executive advisor to the Vice-President for Academic Careers at TU Darmstadt/Germany.

Building Global Skills Systematically? Questioning the Potential of Joint Programmes

More and more higher education institutions are establishing joint programmes in cooperation with institutions in other countries to enhance internationalization and to attract more foreign students. This trend reflects the ongoing diversification of study abroad contexts, which include study semesters or internships in a foreign country, as well as study programmes with optional or mandatory double or joint degrees (cf. Coleman 2013).

However, results from study abroad research and expert opinions (cf. Deardorff 2015, Finell 2015) indicate that it cannot be taken for granted that studies abroad automatically lead to the acquisition of linguistic and intercultural competence. This phenomenon applies to joint programmes as well, especially since official regulations for the development of study programmes prioritize formal aspects such as cooperation agreements or external quality assurance procedures (EHEA Ministers 2015). Even if relevant recommendations take linguistic issues into account (Becker 2020), they still focus on formal aspects.

This contribution examines possible linguistic and intercultural learning outcomes of joint programmes at 34 German technical higher education institutions. Through a document analysis of degree-specific examination regulations and programme websites (cf. Prior 2003), it presents key findings from a nearly completed collaborative doctoral project between TU Darmstadt and TH Aschaffenburg, Germany. Using a qualitative approach, this thesis investigates the quality assurance of linguistic and intercultural competences within study abroad contexts.

Study abroad research, joint programmes, quality assurance, competences

Lafleur-Yallappa, Marie Sophie Caroline
VID Specialized University, Stavanger, Norway
marie.yallappa@vid.no

Marie Sophie Caroline Lafleur-Yallappa is a PhD candidate at Vid Specialized University. She is part of the Transloyalties in Citizenship Education project (TranCit). Her primary interests are focused on educational development and practices. Her areas of research focus on language issues, identity construction, and nationhood.

Loyalties in Human Rights and Citizenship Education: Reflecting on Understandings and Practices in Mauritian Classrooms

Research on multiethnic Mauritius often emphasises the importance of quality and universal access to education, a priority since colonial times. Independent since 1968, Mauritius' education system has been founded on a multicultural framework. Multicultural education consistently reaffirms Mauritius' commitment to providing Education for All. The current Nine-Year Basic Continuous framework, grounded in a Human Rights Education perspective, seeks to equip pupils with the necessary skills, knowledge, and dispositions to become active global citizens. Despite the Human Rights Education approach, transloyalties (having multiple loyalties towards different groups; family, religion, ethnicity) influence teachers' knowledge production and transfer. This study investigates the conceptualisation and practices of Citizenship and Human Rights Education in Mauritius' multicultural secondary classrooms. The study employs a participatory methodology, adopting a student-teacher approach. Qualitative data from semi-structured interviews with educators explore how factors such as the syllabus, teachers' practices, and loyalties shape the understanding and teaching of Citizenship and Human Rights Education to pupils with various loyalties. This study also examines knowledge absorption and students' understanding of concepts of Human Rights and Citizenship Education. Findings reveal disparities in how Citizenship and Human Rights Education are conceptualised, understood, and taught by teachers, as well as how it is perceived and assimilated by pupils.

Participatory research; human rights and citizenship education; knowledge production; (trans)loyalties; multicultural framework

Link, Renate

Aschaffenburg University of Applied Sciences, Germany

renate.link@th-ab.de

Renate Link is a Professor of Business English and Intercultural Communication at Aschaffenburg University of Applied Sciences where she also serves as the Vice Head of the Language Centre and Director of the Institute for Intercultural Communication. She holds a Ph.D. in British Studies and Economics and focuses on cross-cultural research. In this field, she has published articles and presented at conferences worldwide (e.g. NAFSA, EAIE, SIETAR, IACCM, IAIR). Renate also leads two Didactic Working Groups and is the Co-Head of the SIETAR Regional Chapter "Frankfurt-Rhine-Main-Lower Franconia". She is on the IACCM Council and a former board member of the German Society for Key Competences in Teaching, Research and Practice.

Krauß, Sylvana

Aschaffenburg University of Applied Sciences, Germany

sylvana.krausse@th-ab.de

Following her studies of English and French at Martin-Luther-Universität Halle-Wittenberg and two working stays in France and Great Britain, Sylvana Krauß established the Language Centre at the Nordhausen University of Applied Sciences. She completed her doctorate in 2007 in the fields of Corpus Linguistics and English for Specific Purposes. Since 2009, she has been a Professor of English at the Aschaffenburg University of Applied Sciences. Her academic interests include language acquisition particularly in the context of engineering degree programmes and the creation of learning materials for blended learning formats.

Rahman, Marwa

Aschaffenburg University of Applied Sciences / Friedrich-Alexander-University of Erlangen-Nuremberg, Germany

marwa.rahman@th-ab.de

Marwa Rahman, M.Sc., is a Research Associate at the Institute for Intercultural Communication at Aschaffenburg University of Applied Sciences. She is a cooperative PhD candidate at Aschaffenburg University of Applied Sciences, in collaboration with Friedrich-Alexander-University Erlangen-Nuremberg. Her doctoral research focuses on the use of Learning Capsules in project management, based on the ERASMUS+ project STEPS4EU. Her work examines how modular and interactive learning formats can support competence development and enhance the efficiency of project workflows. She combines innovative approaches to higher education with applied research on modern learning and project management methods.

Kraus, Birgit

Aschaffenburg University of Applied Sciences / TU Darmstadt, Germany

rilke@gmx.de

M.Sc. Birgit Kraus is a cooperative doctoral student at both TU Darmstadt and Aschaffenburg University of Applied Sciences exploring the quality assurance of linguistic and intercultural competences in study abroad contexts. She holds a master's degree in higher education management from Krems University/Austria and is a certified teacher for upper secondary schools after studying English, French, Finnish, and German as foreign language at Greifswald University/Germany. She also pursued post-graduate studies in contrastive linguistics, Finnish, and translation at the University of Vaasa. Currently, she serves as an executive advisor to the Vice-President for Academic Careers at TU Darmstadt/Germany.

Knowledge Capsules for Global Citizenship: Fostering Global Competencies through Interactive Learning

“Knowledge Capsules” (KCs) are modular, digitally supported learning units designed to foster global competencies such as, for example, critical thinking, perspective-taking, empathy, and action competence. In linguistic and intercultural contexts, they offer a practical and accessible means of integrating Global Citizenship Education (GCE) into higher education, in line with the core objectives outlined by UNESCO (2015).

The workshop provides participants with the opportunity to test selected KCs, accompanied by didactic reflection and discussion of their potential for sustainable, inclusive education. It also addresses the adaptability of KCs to existing curricula and their role as digital tools for promoting globally oriented learning objectives. The provided KCs are part of a work package of the Erasmus funded project STEPS4EU.

The central question is how KCs contribute to long-term competency development, not only in terms of language and subject knowledge, but also with regard to social responsibility, cultural sensitivity, and ethical judgment. Recent research by Coelho et al. (2022) highlights that Global Citizenship Education experiences in higher education can foster transformative learning processes, emphasizing critical reflection, empathy and active social engagement. These findings are supported by Narita (2023), who demonstrates that GCE and intercultural experiences can have lasting effects on learners’ global awareness, intercultural competence and ethical responsibility. By focusing on global challenges such as social inequality and diversity, KCs aim to cultivate a transformative learning mindset aligned with these principles. The workshop addresses educators in language, culture, and higher education didactics. The goal is to collectively develop new perspectives on GCE and discuss concrete applications of KCs in various teaching and learning contexts.

Knowledge capsules, global citizenship education (GCE), transformative learning, intercultural competence

Mayer, Claude-Hélène
University of Johannesburg, South Africa
claudemayer@gmx.net

Claude-Hélène Mayer is a Professor in Industrial and Organisational Psychology at the Department of Industrial Psychology and People Management at the University of Johannesburg, South Africa. Her research areas include 4IR and transcultural mental health, salutogenesis, transcultural conflict management and mediation, women in leadership, emotions across cultures, and psychobiography. She is a leading voice in 4IR discourses in South Africa, claiming that 4IR processes need socio-cultural adaptations. Claude won various book awards, such as the William B. Gudykunst Book Award (2023), two Nautilus Silver Book Awards with special honours for academic rigor and she is a finalist in the Excellence book award 2024. Since over 20 years she works as a trained psychologist, systemic family therapist, and intercultural mediator and advises international companies and executives in international leadership, intercultural communication and conflict management.

Nurturing Global Citizenship, Foreign Language and Intercultural Education with AI-Powered Learning (OPENING KEYNOTE I)

In an increasingly interconnected and interdependent world, nurturing global citizenship, promoting foreign language proficiency, and advancing intercultural education have become critical objectives in higher education institutions. This keynote explores the transformative role of AI-powered education in fostering these essential 21st-century skills. By using AI, educators can expand ways to create global citizenship, offer personalised and context-aware foreign language learning and intercultural education while transcending conventional boundaries of education.

AI technologies, including natural language processing, machine translation, and adaptive learning systems, enable learners to engage with diverse linguistic and cultural materials in increasingly meaningful ways. These tools facilitate immersive language learning, simulate intercultural interactions, and provide real-time feedback, connected to individual needs. Moreover, AI can help bridge equity gaps by offering educational tools that reach learners in under-resourced or remote regions.

This keynote will present the current state of the art and examine practical applications of AI in nurturing global citizenship, foreign language learning and intercultural education. Discourses include virtual exchange programs, intelligent tutoring systems, and culturally responsive chatbots, as well as ethical considerations. Case examples will be presented.

By integrating AI thoughtfully and ethically into curricula, educators and institutions can contribute to the education of empathetic, multilingual global citizens. This approach can strengthen higher education institutions' role in creating a more peaceful, integrated world. The keynote will conclude with a vision for interdisciplinary collaboration to ensure AI serves as a catalyst for inclusive and culturally aware education.

Global citizenship, foreign language education, intercultural education, AI-powered education, 21st century skills

McAlister, Rónán
Sungshin Women's University, Seoul, South Korea
ronan@sungshin.ac.kr

My name is Rónán McAlister from Belfast, Ireland. I have been living, working, and studying in South Korea for the past two decades. I have been working as assistant professor at Sungshin Women's University since 2016 and teach a number of modules including Global Citizenship Education and Global Leadership. Global Citizenship Education and Global Leadership investigates a range of issues including SDGs, referenda, cultural differences, divided societies and conflict resolution. In addition to my position as assistant professor, I am currently in my final stages of a PhD in International Relations at Sogang University.

The role of referenda and citizen participation in the democratic process

A national referendum is a vote in which all eligible citizens of a state are asked to directly decide on a specific issue of national importance. The usage of referenda varies from state to state. Some states use referenda often, some sparingly, and some not at all. Since 2006, Ireland has held 15 national referenda on a variety of issues – pressing matters and others trivial. On the contrary, South Korea, a liberal democratic republic established in 1987 after decades of authoritarian rule, hasn't held any referenda in the same time period.

Since the adoption of the constitution in 1937, Ireland's referenda have heavily influenced and shaped the direction and future of the state. Issues such as the legality of divorce, same-sex marriage, and abortion have all been decided by the electorate via a national referendum. Ireland's membership of the EU, formerly the EEC, was also decided by a referendum in May 1972. In the summer of 2016, the UK held a referendum that would shape the EU for decades to come with the UK electorate voting to leave the EU. The ramifications of the Brexit Referendum are felt beyond the state's borders, no more so than in Ireland and on the European mainland.

This presentation investigates how referenda help enhance the democratic processes of the state, allowing citizens to directly shape fundamental laws and policies. By comparing Ireland's extensive use of referenda with the high-stakes Brexit vote in the UK, it also highlights both the power and the limitations of referenda as a tool of democracy, emphasising the importance of informed participation and careful framing when citizens are asked to decide the future of their state and its place in the world.

Referendum, democracy, Brexit, citizenship, European Union

Morrow, Jeffrey
Prefectural University of Kumamoto, Japan
jeffmorrow@pu-kumamoto.ac.jp

Jeffrey Morrow is a Professor in the Center for General Education and the Division of Environmental Resources at the Prefectural University of Kumamoto, Kumamoto, Japan, where he is also the director of the Center for International Education and Exchange. Jeffrey's research topics are environmental education, ecotourism, and rural development all with English, and he currently supervises two Master students and three undergraduate students who are researching environmental education, ecotourism, and disaster mitigation. Recent publications include Enhancing Rural Travel: English Ability and Environmental Awareness of Frontline Tourism Employees in Hitoyoshi Kuma Region, Kumamoto, Japan.

Advancing Environmental Education through English in Japanese University (ONLINE)

The word “sustainability” has long been prevalent in the academic world, but its significance has since grown to encompass commercial and professional fields such as business, medicine, and engineering. During the past two decades, general knowledge of environmental sustainability has notably progressed, and major advances are evident in various sectors including tourism, energy, science, and social areas. However, despite these advances, global knowledge in sustainability and knowledge of environmental education contains shortcomings, especially in the context of English language education. One reason is the limited development English education surrounding the area of sustainability and environmental education. To fill this gap, the author, who teaches in a university in southwestern Japan, designed a course called Science English for the purpose of furthering sustainability and environmental education in English in science majors. For the course, the author also created a textbook called The Environment Project that contains topics geared towards the environment and includes vocabulary development, reading comprehension, and mind-map listening sections. An important part of the textbook is a project-based environmental design and presentation component in which students create an original item, process, or device aimed at addressing an existing challenge, problem, or gap.

This presentation explains aspects from the course and textbook to exemplify effective strategies for teaching environmental aspects through English in an effective and meaningful way. By illustrating examples of in-class work, and highlighting students' creativity, this presentation will offer a chance for educators to grow globally to position environmental education as an ever-important component of English education.

Sustainability, environment, environmental education, English education

Examining Malawi's Indigenous Communication Systems and Their Role in Bringing Social Solidarity

Malawi is a country in southern Africa, with a number of ethnic groups and varied cultures. One of the prominent elements of these cultures is the use of nonverbal communication, specifically the use of symbols. For example, the use of small red flags communicates a message that there is a funeral in the community. Such symbolic communication has been central in cultural preservation, a source of cultural identity, a way of fostering communal values, and a way of shaping, preserving, and sharing knowledge and traditions. This paper looks at symbolic communication in Malawian cultures and how it fosters interconnected and brings a sense of shared unity. It is based on a scoping review of literature as well as artefacts and document analyses. It also adopts the Ubuntu philosophy as a theoretical framework to understand how Malawi's indigenous communication systems reflect principles of interconnectedness and shared identity, and unity. In this paper, Ubuntu theory is also used to demonstrate the importance of communal meaning-making. Apart from Ubuntu, the paper also uses the semiotics and intercultural communication theories to explore how these non-verbal symbolic communications enhance cross-cultural dialogue and strengthen global citizenship. The paper demonstrates the significance and contribution of indigenous knowledge systems in shaping intercultural competence and sustainable communication practices.

Indigenous communication, nonverbal communication, symbolic communication, social solidarity, Ubuntu philosophy

Niendorf, Mariya Aida
Högskolan Dalarna / Dalarna University, Sweden
mni@du.se

Mariya Aida Niendorf received her Ph.D. from Indiana University Bloomington (USA) in 2005. Her doctoral thesis in Central Eurasian Studies was titled investigating the Future of Finnish Congruency: Focus on Possessive Morphology, which dealt with language variation and change. Before coming to Sweden in 2009, she taught Japanese and related topics at Purdue University in the US for nine years. Currently she teaches specialized courses within the Japanese subject such as linguistics, cultural anthropology, and intercultural communication at Dalarna University where she works as a Senior Lecturer. Her research interests include Socio- and Applied-Linguistics, Cultural Anthropology as well as Intercultural Communication.

Promoting Intercultural Competence and Sustainable Communities through Online Collaboration: Japanese as a Lingua Franca

UNESCO, through the framework of Education for Sustainable Development (ESD), identifies foreign language education as a key contributor to sustainable development (de la Fuente, 2022). In alignment with this, Vanderbilt University (n.d.) proposes six strategies for achieving sustainable educational outcomes: (1) engagement with relatable local and global topics, (2) peer collaboration through cooperative learning, (3) independent research and data analysis, (4) attention to cognitive and emotional overload, (5) interdisciplinary approaches, and (6) fostering student agency. This presentation explores the application of these strategies in online international collaborations to promote sustainable foreign language education. Over 15 weeks, university students from the U.S. and Sweden participated in synchronous online seminars and asynchronous written exchanges, using Japanese to discuss identity-related topics. Findings suggest that the multicultural context of NNS–NNS (non-native speaker) interactions—particularly among learners with diverse L1 (first language) backgrounds—can facilitate and even accelerate identity development and language acquisition. Compared to NNS–NS (native speaker) interactions, NNS–NNS exchanges offer a less judgmental, more motivating environment for intermediate to advanced learners, encouraging mutual support and the co-construction of linguistic resources (Takamiya & Aida Niendorf, 2019). These results underscore the potential of student-centered learning (SCL), the action-oriented approach (AOA), and transformative learning (TL) to foster intercultural competence and contribute to sustainable communities. Students acquire multidisciplinary academic skills through collaborative online exchanges, positioning foreign language education as a transformative tool in ESD.

Intercultural competence, sustainability, online collaboration, Japanese as a lingua franca

Ozola, Inese
Latvia University of Life Sciences and Technologies, Latvia
inese.ozola@lbtu.lv

Sinkus, Tatjana
Latvia University of Life Sciences and Technologies, Latvia
tatjana.sinkus@lbtu.lv

Inese Ozola is an Associate Professor of the Latvia University of Life Sciences and Technologies. Her professional interests include teaching ESP and EAP, cross-cultural communication, and the research activities in the field of university education. Mrs. Ozola has participated in more than 25 international scientific conferences. Along with her pedagogical and research work, Inese has participated in various EU projects, including Erasmus+ BIP course “Media Literacy for Future leaders” (2025). In addition, she is a chairperson of the Steering Committee and a head of the Editorial Board of the annual international scientific conference “Students on Their Way to Science” organized by the university for undergraduate, graduate and postgraduate students.

Tatjana Sinkus is an Associate Professor, Head of the Language Center, and Coordinator of Scientific Work at the Institute of Social Sciences and Humanities, Latvia University of Life Sciences and Technologies. She is an active researcher in higher-education pedagogy, with particular expertise in curriculum and competence development, ESP and EAP. Her scholarly interests include innovative teaching methods, digital transformation in education, cross-cultural competence, and the integration of media literacy and critical thinking into university curricula. She is an expert member of the Latvian Council of Science in the field of Social Sciences-Educational Sciences, serves on the Steering Committee and Editorial Board of the international scientific conference “Students on Their Way to Science,” and is a member of the Editorial Board of the peer-reviewed journal Advances in Sciences and Humanities.

Facilitating Media Literacy and Cross-cultural Communication Competence through Erasmus+ BIP Course: The Case Study

Media literacy is widely recognized as a key competence for the 21st century, nevertheless, many young people tend to underestimate its significance and are overly confident in their own abilities. An ERASMUS+ “Blended Intensive Program” that combined a week of in-person activities and distance tasks was implemented at Latvia University of Life Sciences and Technologies (LBTU) in April, 2025, to help improve the media literacy of university students who participated from five European countries. The programme brought together 26 international students and combined online preparatory sessions with an intensive on-site week of lectures, workshops, and collaborative projects. Learning activities were designed to develop critical thinking, digital literacy, intercultural communication, and leadership skills. An engaging cultural programme was designed to introduce students to local traditions, highlight cross-cultural communication aspects, and built teamwork through out-of-class activities. The aim of the presentation is to explore the effectiveness of the ERASMUS BIP short-term course in the international group of students, share the teaching experience of media literacy themes, and draw conclusions based on the student survey. The method of the research was the case study. Data were collected through the participant survey and instructor observations. Findings show that the BIP course significantly improved students’ ability to analyze media content critically, use digital tools effectively, and collaborate across different cultures. To sum up, the case study demonstrates how Blended Intensive Programmes can effectively develop essential competences in small, international groups of students and built greater awareness of the media’s influence on society.

Media literacy, cross-cultural communication, university education, ERASMUS+ BIP

Paropkari. Shweta
Neil Gogte Institute of Technology, India
shweta@ngit.ac.in

Riegler, Silke (main contact)
Landshut University of Applied Sciences, Germany
Silke.Riegler@haw-landshut.de

Shweta Paropkari (she/her) is a certTESOL Qualified Teacher and Teacher Trainer with expertise in Business English and ESP, an Intercultural Competencies educator, a certified Cambridge Presenter, and a qualified Emotional Intelligence practitioner. Currently, her focus areas are Project-based learning, Language & Cultural Competency training, and Workplace Skills for pre-service students.

Silke Riegler (she/her) is a senior lecturer for intercultural communication and business English at the University of Applied Sciences in Landshut/Germany. Her research interests include investigating the effectiveness of virtual exchange programs and cross-cultural teamwork in digital environments and examining how linguistic proficiency and cultural awareness shape business communication skills.

LINK to Intercultural Excellence: Communication and Autonomy

Would you like to empower your students to effectively communicate and collaborate across cultures? Is enhancing their intercultural competence at the heart of your teaching methodology? Do you aim at preparing your students for the global workplace? Is breaking down their language barriers that hinder collaboration what you are striving for?

Use LINK! LINK, currently under development, is a research-informed framework that offers a practical approach to achieving the above outlined goals. By bringing together all its core elements, you create powerful synergies that support meaningful communication and intercultural learning.

In today's interconnected world, thriving in multicultural environments is no longer optional - it's essential. LINK - an acronym for Learner autonomy, Intercultural competence, Negotiation and collaboration, and Knowledge evaluation—is designed to meet this need. Conceptualized through an international online project with university students in Germany and India, LINK strategically integrates Learner Autonomy with English as a Business Lingua Franca (BELF) to strengthen communication skills and encourage independent, culturally aware decision-making.

In our presentation, we will share insights and findings from the most recent implementation of the LINK framework, showcasing both its successes and the lessons learned. We'll explore how fostering learner autonomy supports students in managing their own learning and intercultural interactions. Participants will gain adaptable strategies to implement LINK in a range of educational settings, making this evolving framework both accessible and impactful.

BELF, learner autonomy, project-based learning, intercultural competence

Peltola, Katja
Hanken School of Economics, Helsinki, Finland
katja.peltola@hanken.fi

Tjurin-Muranen, Birgitta
University of Turku, Finland
btjurin@utu.fi

Doctoral researcher, M.Ed. Katja Peltola works as a lecturer in Swedish at Hanken School of Economics in Helsinki, Finland. She has long experience of teaching courses at CEFR A1-B2 levels both face-to-face and online. Her research interests include for instance student engagement, sense of belonging, and student wellbeing, especially in the online learning environment.

L.Phil. Birgitta Tjurin-Muranen is senior lecturer in Russian language at the Centre for Language and Communication Studies at the University of Turku, Finland. With a long-standing background in teaching, she offers CEFR A1–B2 level courses in both in-person and distance learning formats.

UniTandem Online – Internationalisation at Home

This study investigates perceived benefits and challenges on an eTandem course in a university context. The research data consists of student feedback and instructor interviews and is analysed using content analysis.

KiVANET, a nationwide collaboration network for Finnish higher education institutions, provides open-access courses in less commonly studied foreign languages for students in higher education in Finland.

One of the courses provided by KiVANET is called UniTandem. The idea of a tandem course is that two students teach their respective native languages to each other. The students have both the role of the student and of the teacher. An important part of the teacher role is giving continuous feedback for the partner. In UniTandem, the selection of languages and their combinations is not restricted which opens the course for more students. Since it is an online course, students can find a tandem partner from any of the institutions participating in the network.

UniTandem offers the students so-called triggers on different themes and topics on CEFR-levels A1-C2. The triggers give the learning goals and guidelines on how to work on the chosen topic leaving much space for the students' creativity. The triggers offer a wide range of topics from everyday life to culture, values and politics. The triggers are given in English, but the students are instructed to work on the target language as much as possible. Since the students depend on each other in their learning process, they must take responsibility not only for their own but also for their partner's learning. Therefore, during the tandem course the students need to deal with both autonomy and reciprocity. UniTandem provides the students an opportunity to strengthen their language and communication skills as well as to expand their intercultural competence and social network - without leaving home.

eTandem, online learning, intercultural communication, higher education

Prieto Peral, María
Hochschule München (HM), Deutschland
maria.prieto_peral@hm.edu

Prof. Dr. María Begoña Prieto Peral ist Professorin für Spanisch, Kultur- und Landeskulturstudien des spanischsprachigen Raums an der Hochschule für angewandte Wissenschaften München. Sie war bis 2019 Studiendekanin der Fakultät für Studium Generale und Interdisziplinäre Studien. Derzeit leitet sie den Bereich Sprachen und Kulturstudien der Fakultät. Ihre Forschungsschwerpunkte sind die Konstruktion nationaler Identität in spanischsprachigen Ländern und die Erforschung kultureller Identitätsprozesse bei Migrant:innen. Darüber hinaus lehrt sie in den Studiengängen Internationales Projektmanagement (BA) und Interkulturelle Kooperation und Kommunikation und ist seit 2020 Nachhaltigkeitsbeauftragte der Fakultät für Studium Generale und Interdisziplinäre Studien; in dieser Funktion setzt sie sich für einen ganzheitlichen Nachhaltigkeitsbegriff ein, der mehrere Disziplinen und Akteur:innen miteinander verbinden soll. Seit dem SoSe 2023 ist sie auch Prüfungsbeauftragte des Masters Interkulturelle Kooperation und Kommunikation.

Globales Lernen und soziale Verantwortung im Fremdsprachenunterricht: Von der Theorie zur Praxis

In einer zunehmend vernetzten Welt gewinnt der Fremdsprachenunterricht nicht nur sprachlich-kommunikative, sondern auch gesellschaftlich-kulturelle Relevanz. Globales Lernen und soziale Verantwortung bieten hierbei zentrale Leitkonzepte, um Fremdsprachenunterricht mit transformativer Bildungsarbeit zu verbinden. Der vorliegende Beitrag untersucht, wie diese theoretischen Ansätze konkret in die Praxis des Fremdsprachenunterrichts übertragen werden können.

Ausgehend von didaktischen Grundlagen des Globalen Lernens wird zunächst der Begriff der sozialen Verantwortung im Bildungskontext definiert. Darauf aufbauend werden praxisnahe Unterrichtsbeispiele vorgestellt, die sich an den Zielen der Bildung für nachhaltige Entwicklung (BNE) und der Agenda 2030 der Vereinten Nationen orientieren. Die vorgestellten Projekte stammen aus verschiedenen Sprachräumen (Deutsch, Englisch, Spanisch) und thematisieren globale Herausforderungen wie Klimawandel, soziale Ungleichheit und kulturelle Diversität.

Im Fokus steht die Frage, wie Lernende durch partizipative, projektbasierte Methoden nicht nur ihre Sprachkompetenz, sondern auch ein kritisches Bewusstsein für globale Zusammenhänge und ihre eigene Rolle in der Welt entwickeln können. Zudem werden Gelingensbedingungen und Herausforderungen bei der Implementierung solcher Ansätze im Hochschulkontext diskutiert.

Der Beitrag richtet sich an Lehrende, die ihren Unterricht gesellschaftlich relevanter und zukunftsorientierter gestalten möchten, und versteht sich als Impuls für eine stärkere Verankerung Globalen Lernens im Fremdsprachenunterricht.

Globales Lernen, Fremdsprachenunterricht, soziale Verantwortung, Bildung für nachhaltige Entwicklung, interkulturelle Kompetenz

Seitz, Mirian

University of Kassel / Aschaffenburg University of Applied Sciences, Germany

mirianseitz@gmx.de

Mirian Seitz is a PhD candidate at the University of Kassel in cooperation with the University of Applied Sciences of Aschaffenburg. She completed her Bachelor of Arts in Tourism and Travel Management at the University of Applied sciences of Worms as well as the two Master's programs International Management (M.A.) and Economics and Law (Finance) (M.Sc.) at the University of Applied Sciences of Aschaffenburg. Her main research interests are intercultural learning and German as foreign language.

Intercultural Learning in Study Abroad

The ongoing process of internationalization and globalization not only of the economy, but of all areas of our society is reflected in many facets of everyday life, including in the academic field. German higher education institutions and universities are increasingly interested in competing for foreign students worldwide in order to ensure international cultural and scientific exchange for their degree programmes.

As a result, there has been a significant increase in the number of international students in recent decades, which is currently estimated at more than 400,000 international students in Germany (DAAD 2024).

From the students' point of view, studying abroad is also attractive, as there is usually the expectation of being able to perfect one's own language skills in a foreign country, acquire intercultural skills and also be able to enhance one's CV (Klippel 2013). However, practice shows that a foreign experience does not automatically lead to the achievement of the set goals (Nothnagel 2015). It takes more than just staying in a foreign country to 'learn' something at the intercultural level.

The central goal of this research project is to reconstruct the intercultural learning process of international students during their studies abroad in Germany. To this end, this study investigates the questions of which experiences are perceived by international students as culturally different and how these cultural experiences of difference are processed by them. In addition, it is examined whether there are changes in the way cultural differences are handled during the course of studies abroad and which factors influence this change. The study uses narrative interviews with international students from the Aschaffenburg UAS and the University of Kassel, which are conducted at regular intervals over three semesters. The presentation will explain the procedure for the analysis of the interview data and first results.

Intercultural learning, study abroad, experience of cultural differences, intercultural competence

Simola, Sanna
Turku University of Applied Sciences, Finland
Sanna.Simola@turkuamk.fi

Sanna Simola, MA, is a Senior Lecturer in Swedish and German Language and Communication in the Faculty of Business at Turku University of Applied Sciences. In addition to her teaching duties, Simola has been coordinating (2016-2023) the joint online course portal of all the UAS in Finland (www.campusonline.fi). She has actively worked in two extensive national projects, eAMK and Digivision 2030, in which quality criteria for online implementations have been created and developed for higher education institutions. Furthermore, she has been training teaching staff in online pedagogy and Innovation Pedagogy for many years. Her special interest lies in teachers' professional development.

Foreign Language Teachers' Innovation, AI, Digitalization and Sustainability Competencies in Course Design Context

Often in Higher Education we talk about students' competencies, and how they are developed during their studies. In my presentation I want to change the perspective and put the focus on teachers' innovation, AI, digitalization and sustainability competencies. How the teachers can utilize those competencies in course design process. I am sharing my own course design process as an example of a teacher's use of different competencies. What are Innovation competencies? Innovation competencies refer to the ability to introduce, create, adapt, or apply something new or improved that adds value to an organization, society, or the planet. This can include introducing new ideas, methods, processes, devices, or inventions, or making useful improvements to something that already exists. When teachers define the learning objectives for the upcoming course and for the course participants, it is assumed, quite correctly, that the teachers already have obtained those innovation competences themselves which they are teaching beside the subject matter. In what way are the innovation competencies - *creativity, critical thinking, initiative, teamwork and networking* used and present in course design and implementation of language and culture courses. Also, the new competencies and skills, such as responsible use of AI, effective use of digitalization and sustainability competence have to be taken into account when designing a course which is up to date and provides future skills needed in working life. The presentation contains examples of teachers' innovation competences in course design and examples and ideas on how to teach the students to use AI responsibly. Arene – the Rectors' Conference of Finnish Universities of Applied Sciences has given recommendations on the use of artificial intelligence for the Finnish UASes. The learning management system used at Turku UAS will also soon offer the teachers the possibility to mark if AI is allowed or not. Furthermore, the presentation discusses how sustainability and digitalization are integrated into course design and highlights their benefits for the learning experience through concrete examples.

<https://sincoe.turkuamk.fi/innovation-competences/>

[Arene's recommendations on the use of artificial intelligence for uni-versities of applied sciences 2024.pdf](#)

Foreign languages, teachers' innovation, AI, digitalization and sustainability competencies

Trennou, Hanae

Ibn Tofail University, Faculty of Languages, Literature and Arts, Kénitra, Morocco

trennou.hanae@gmail.com

Pedagogical Innovation in Language Teaching: Using AI and Serious Games for Ethical and Sustainable Learning

In the 21st century, educational technologies have become increasingly integrated into language teaching and learning to enhance pedagogical practices and support the acquisition of language skills. Among these innovations, artificial intelligence (AI) stands out as a transformative force, while serious games, rooted in the digital humanities, offer engaging, interactive learning environments that promote motivation and active participation.

This paper, situated within the theme of curriculum innovation, explores the potential contributions of AI and serious games to the teaching of French as a Foreign Language (FLE). Specifically, it examines how these technologies impact learner engagement, support the co-construction of knowledge, and enable the design of pedagogical scenarios enriched by AI-driven tools. Through a combination of theoretical analysis and a concrete example of an interactive learning scenario, the study demonstrates how these approaches foster dynamic, authentic, and collaborative learning experiences.

Crucially, this research emphasizes the ethical and responsible use of emerging technologies, highlighting how they can be harnessed to create inclusive and sustainable learning environments. By promoting autonomy, intercultural awareness, and critical thinking, these tools contribute to the development of lifelong learning skills and ethical global citizenship. Preliminary findings suggest that integrating AI and serious games into FLE curricula can significantly improve the quality of language education while aligning with broader goals of sustainability and global engagement.

AI, serious games, learner engagement, pedagogical innovation, lifelong learning

Tsigkreli, Areti

Nationale und Kapodistrias Universität Athen (NKUA), Griechenland

areti.rita.tsigkreli@gmail.com

Areti Tsigkreli hat Gräzistik und Germanistik an der Universität Athen studiert. Sie ist Absolventin des Masterstudiengangs "Deutsche Philologie: Theorie und Anwendungen. Schnittstellen von Linguistik und Didaktik" und Doktorandin im Bereich der Angewandten Linguistik am Fachbereich für deutsche Sprache und Literatur an derselben Universität. Sie unterrichtet Altgriechisch, Latein und Deutsch.

Die Wechselbeziehung zwischen Interkulturalität und Formbarkeit der vermittelten Nachricht

Dass Sprache nicht einfach eine Menge von Wörtern und Ausdrücken ist, die man nebeneinander aufstellt, damit man kommuniziert, sondern eine Mischung von Signifikaten und Signifikanten, von kulturellen Themen, von Symbolisierungen und Werten, von Aussagen des Senders und Bedürfnissen des Empfängers usw., stellt eine Herausforderung für jeden Kommunikationsprozess dar. Es geht also um etwas Formbares, das während der Kommunikation, sowohl der mündlichen als auch der schriftlichen, gestaltet wird; und viel formbarer ist die Nachricht, die der/die Sprachmittler/in jedes Mal vermitteln sollen. Für die Sprachmittelnden stellt nicht so sehr die Sprache eine Herausforderung dar, sondern die Kultur, die in der Sprache und in der Art und Weise, in der die Menschen kommunizieren, kodiert ist.

Solche Gedanken stellen den Anlass für den Schwerpunkt des vorliegenden Vorschlages dar, der sich um die Wechselbeziehung zwischen der Interkulturalität und der Sprachmittlung handelt; einerseits beeinflusst die Interkulturalität die Formbarkeit der vermittelten Nachricht und andererseits kann die Sprachmittlung zum Aufbau bzw. zur Optimierung interkultureller Sensibilität und Kompetenz, sowie zur effektiven interkulturellen Kommunikation beitragen. Jeweilige Themen und Bezugspunkte des Vorschlags haben mit dem Begriff der Sprachmittlung und deren Komplexität, mit dem Sprach-, Welt- und Kulturwissen, das die Sprachmittelnden haben sollen, und mit sprachmittelnden Aktivitäten im Rahmen des Fremdsprachenunterrichts zu tun.

Darüber hinaus steht diese Wechselbeziehung sowohl im Zusammenhang mit den Forderungen der multi-, interkulturellen und daher auch multilingualen Gesellschaften der heutzutage globalisierten Welt als auch mit dem globalen Citizenship.

Sprachmittlung, Interkulturalität, Kommunikation, Fremdsprachenunterricht

Nach Abschluss des Bachelorstudiums (2001) am Fachbereich für Deutsche Sprache und Literatur und des Masterstudienganges „Schnittstellen Linguistik und Didaktik“ (2022) der Nationalen und Kapodistrias Universität Athen (NKUA) bin ich derzeit Promovendin im Bereich der angewandten Linguistik. Ich habe seit 1989 als Deutsch- und Englischlehrerin an Fremdsprachenschulen und im Privatunterricht gearbeitet, seit 2007 bin ich als Deutschlehrerin am 1. Staatlichen Gymnasium von Voula in Athen fest angestellt und seit 2023 als wissenschaftliche Mitarbeiterin am Deutschen Fachbereich der NKUA tätig, wo ich sprachpraktische Kurse für Bachelorstudierende unterrichte. Meine wissenschaftlichen Interessen liegen in den Bereichen der angewandten Linguistik, Methodik und Didaktik von DaF, Interkulturalität, Sprachmittlung und Mehrsprachigkeit sowie Fremdsprachenunterricht mit neuen Technologien und digitalen Medien.

Der Einsatz von Podcasts zur Förderung der Sprachmittlungskompetenz im DaF-Unterricht

Moderne Gesellschaften fordern immer stärker nach Mehrsprachigkeit und Inter- bzw. Multikulturalität. Die moderne Fremdsprachendidaktik strebt nach Kommunikations-, Aufgaben- und Handlungsorientierung. Das Zeitalter der Globalisierung und Digitalisierung macht den Umgang mit digitalen Tools unerlässlich. Im Fremdsprachenunterricht wird nun das Desiderat aufgestellt, diese Ansätze zu verbinden und zugunsten der Lernenden zu benutzen. Der Gemeinsame Europäische Referenzrahmen für Sprachen (2001) und der ihn ergänzende Begleitband (2020) haben die Bedeutung der oben genannten Konzepte, aber auch die der Sprachmittlung bzw. Mediation aufgezeigt. Der ohnehin stattfindende Prozess des Transfers von der Ausgangs- in die Zielsprache scheint nun zum expliziten Gegenstand und Lernziel des Unterrichts gemacht worden zu sein. Ebenfalls ist die Förderung der Sprachmittlungskompetenz eine didaktisch-methodische Forderung im kommunikativen DaF-Unterricht, da in unserer globalisierten Lebenswirklichkeit in der Regel fast jede Kommunikation eine Art von Sprachmittlung darstellt und sprachmittelnde Tätigkeiten daher eine immer wichtigere Rolle spielen. Das Vermitteln zwischen oder innerhalb von Sprachen soll demnach im Fremdsprachenunterricht stärker berücksichtigt und eingebunden werden. Im DaF-Bereich in Griechenland hat sich Sprachmittlung auch in den schulischen fremdsprachlichen Lehrwerken durchgesetzt und wird sogar beim Griechischen Staatszertifikat (KPG) geprüft. Außerdem beschäftigen sich Lernende immer mehr und immer intensiver mit den digitalen Medien, die in letzter Zeit zugunsten der Kommunikationsorientierung auch im Fremdsprachenunterricht eine Anwendung gefunden haben. Eine besonders populäre digitale Ressource ist der Podcast, der durch seine technische Einfachheit, Zeit- und Ortsunabhängigkeit und Zugänglichkeit einen flexiblen Zugang zu Inhalten ermöglicht und dessen gezielter didaktischer Einsatz im Fremdsprachenunterricht zur Förderung der Entwicklung von Fähigkeiten und Kompetenzen beitragen könnte. In dieser Arbeit wird der Versuch unternommen, den Podcast als digitales Tool zur Entwicklung der Sprachmittlungskompetenz im Fremdsprachenunterricht und zur Steigerung der Motivation der DaF-Lernenden einzusetzen und den Mehrwert dieses Einsatzes zu untersuchen und zu evaluieren.

Podcast, Sprachmittlung, DaF-Unterricht, Motivation

Walls, Charles A.
Frankfurt University of Applied Sciences, Germany
charles.walls@fsz.fra-uas.de

I am a Lehrkraft für besondere Aufgaben at the Fachsprachenzentrum of Frankfurt University of Applied Sciences, where I coordinate and teach ESP courses in technical, health, and business fields. My current work includes a Bioprocess Engineering course that uses real-world challenges—such as sustainable production—as a basis for fostering critical thinking through language learning and innovating oral assessment exams. I am also interested in developing a broader vision for an interdisciplinary hub that brings together language learning, technology, and humanistic inquiry—especially in response to the impact of artificial intelligence on education. I hold a Ph.D. in English and Comparative Literature from Columbia University and have taught at Columbia, Bard College, and TH Aschaffenburg.

Vanillin, Value Chains, and Voices: Teaching Sustainability as Critical Thinking in ESP

In this workshop, sustainability is not simply a lesson topic; it is a mental model that guides communicative engagement—structuring not just what students discuss, but how they reason, negotiate, and decide in English. This session answers the ILW call for Sustainability and Language Education by showing how an English-for-Specific-Purposes (ESP) task-cycle turns a single scientific dilemma into a full critical-thinking engine that teaches learners to use English as a tool for ethical, domain-specific problem solving. Building on Belcher's (2009) view of ESP as language-for-problem-solving, the session dissects a unit centred on the emerging bio-fermented vanillin process and its impact on global vanilla-producing communities.

The unit draws on recent scientific research into green chemistry, bioprocessing methods, and supply chain sustainability. The listening task is based on Zirbes et al. (2023), which introduces an environmentally friendly method to convert lignin—a major paper industry byproduct—into vanillin. Reading and debate activities synthesize findings across multiple vanillin production routes (natural, synthetic, biosynthetic), with a focus on environmental, economic, and social trade-offs.

Sustainability is approached here as a mode of critical thinking—cultivating systems reasoning, stakeholder awareness, and ethical decision-making in English. In line with Thomas (2009) and Kaur (2021), the unit tasks learners with navigating real-world dilemmas where language becomes the tool for sustainable judgment, not just description. Drawing on Sharp (2024), learners also apply stakeholder analysis and decision tools rooted in Digital Humanism to sociotechnical dilemmas.

Participants will experience each scaffolded stage:

1. A listening activity based on a custom podcast that transforms recent green-chemistry research into accessible input for language learners
2. Stakeholder mapping across four sectors (farmers, biotech firms, flavour houses, regulators)
3. A trade-off debate, comparing method viability from different perspectives
4. A follow-up email task in which learners justify their recommendation and refine it using AI feedback

The workshop concludes with a brief demonstration of how the same scaffold can support Digital Humanism challenges—illustrating the broader curricular potential of an interdisciplinary hub for humanities, technology, and language learning.

Sustainability, ESP, critical thinking, interdisciplinarity, digital humanism

Warkentin, Angela

Rheinisch-Westfälische Technische Hochschule (RWTH) Aachen University, Germany

a.c.warkentin@gmail.com

Angela Warkentin grew up in an intercultural environment and discovered her fascination for languages and cultural diversity at an early age. After studying International Business Management at the FH Aachen, she is currently working on her PhD in Intercultural Leadership Communication at the TH Aschaffenburg and TU Darmstadt. Professionally, she leads the ErUM-Data-Hub team at RWTH Aachen University, which advances the digital transformation in Research on Universe and Matter (ErUM) in Germany.

Leadership in a World of Global Change – Cultural Diversity and Gender Roles in International Management

In our increasingly globalized world, intercultural interactions play a central role in both private and business life. Particularly in the professional environment, cultural diversity is no longer an option, but a reality and the question is not whether we deal with it, but how well we do it. As a result, it is not only economic expertise that is required of managers, but also the ability to align interaction and dialog with culturally determined behavior and communication patterns (Meyer 2018, p. 18).

In recent decades, the proportion of women in management has steadily increased worldwide, although it is still a long way from being equal. However, gender-specific leadership behavior in an intercultural professional environment is an aspect that has rarely been considered in research to date (Burel 2020, p. 6).

The interconnectedness of the world leads to new opportunities for organizations, but also to more complex rules on the communicative level. Leadership in an intercultural context is complex and requires far more than traditional management skills (Wagner/Lackner/Kaune 2019, p. 7f.).

This talk presents the results of a study that analyzed success factors for leadership in intercultural management. In particular, the challenges for female managers in intercultural environments are considered. The results are summarized in the form of practical recommendations for action and show that leadership in an intercultural context is above all relationship work. Female managers in particular have key success factors and skills that are more in demand than ever.

Interculturality in business, international management, female leadership, diversity

Zhang, Xia (Amy)

Alabama A&M University, College of Business & Public Affairs (COBPA), Kentucky/USA
xia.zhang@aamu.edu

Dr. Xia (Amy) Zhang, is an Associate Professor of Accounting and the International Program Coordinator at College of Business & Public Affairs (COBPA) of Alabama A&M University in the U.S.A. Dr. Zhang aims to employ effective and innovative teaching methods to enhance students' critical thinking and problem-solving skills, but, more importantly, build a strong foundation of self-worth. In scholarly activities, she has published a number of academic articles on peer-reviewed academic journals since she joined AAMU in August 2016.

From Local Ingredients to Global Learning: Cross-Cultural Collaboration to Combat Malnutrition in Rwanda

This demonstration will showcase how a U.S.–Rwanda summer program addressed childhood malnutrition while fostering intercultural collaboration. Students from Alabama A&M University, University of Rwanda, and Delaware State University co-developed an improved porridge recipe using locally sourced ingredients to meet the nutritional needs of children under five. Activities included community surveys, market research, product development, sensory evaluations, and iterative refinement based on community feedback.

The project advanced Equity, Diversity, and Inclusion (EDI) by creating equitable team structures, valuing local knowledge, and ensuring all voices were represented in decision-making. It also promoted Health, Safety, and Well-Being by focusing on a culturally relevant nutrition intervention with direct benefits for community health.

Presenters will demonstrate the porridge formulation process step-by-step, share student and community perspectives, and highlight lessons learned about cross-cultural teamwork, safe food preparation, and culturally sensitive outreach. Participants will leave with actionable strategies to integrate community-engaged, health-focused projects into education abroad programs, aligning student learning outcomes with sustainable community impact.

Global learning, cross-cultural collaboration, summer programs, world nutrition, Equity, Diversity, and Inclusion (EDI)