Advancing Intercultural Research and Dialogue: Crossing Boundaries and Building Bridges

跨文化研究：
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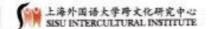
承办：上海外国语大学 跨文化研究中心

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Abstracts

上海外国语大学
SHANGHAI INTERNATIONAL STUDIES UNIVERSITY

上海外国语大学跨文化研究中心
SISU INTERCULTURAL INSTITUTE

JOINT-CONFERENCE ACDEMIC CONTRIBUTER

An abbreviated form of each committee and organizing group was provided on one page in the Joint-Conference Program. This page provides a fuller listing of those lists.

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S1

Relational Management in Study Abroad:
Uncertainties, Aspirations, Experiences, Strategies
Chair: Helen Spencer-Oatey, University of Warwick

This symposium focuses on intercultural relations in multicultural contexts, with particular reference to relations among students from different backgrounds and among students and staff when they are all engaged in studying and learning activities. The symposium relates to the conference theme of 'Intercultural Education', but also has synergies with the theme of 'Intercultural Interaction'. It takes a multidisciplinary approach by drawing together insights from pragmatics (politeness theory/rapport management), social psychology and intercultural communication (intercultural adaptation and intercultural competence), and education (learning and teaching approaches). The overall aims of the symposium are as follows:
• to enhance our understanding of students' varying uncertainties, aspirations and experiences over interpersonal relational issues when studying with students and staff from different cultural backgrounds, and their strategies for handling those issues;
• to explore ways in which academic goals and satisfaction interlink with relational aspects in multicultural learning situations;
• to consider the applied relevance of the emerging insights for strategic planning for internationalisation;
• to illustrate the insights that can be obtained from different types of data and different analytic approaches;
• to build greater conceptual understanding of intercultural relations through a multidisciplinary approach.

Paper 1 investigates forum postings by Korean students studying at UK higher education institutions regarding the questions and concerns they have over managing smooth relations with their tutor/supervisor, along with the responses they receive. Corpus analysis techniques are used for the data collection, and pragmatic and intercultural concepts are used in the analysis. Paper 2 is a large scale study reporting survey findings on domestic and international students' experiences of academic integration at six different European universities, with a particular focus on relational elements -- both student-student relations, and student-staff relations. A mixed methods analytic approach is used, in that the statistical analyses are carried out on the item ratings, and a qualitative data analysis approach is used for the open comments. Paper 3 is a preliminary survey study of international students' experiences of studying at a university in China. The data collection approach is similar to that used in Paper 2 but explores a very different study context and one that has rarely been investigated: international students studying alongside Chinese students on the same degree programme. Paper 4 uses case study data, collected over an 8 month period, of a multicultural team working together on a project. Drawing on audio recordings of their team meetings, combined with supplementary individual interviews, the paper focuses on one particular strategy that members used particularly frequently and effectively to manage relations: troubles talk. The paper takes an interactional sociolinguistic/pragmatic analytic approach.

The papers thus use different types of data, drawn from different contexts and analysed in various ways to explore the main theme: relational management in study abroad. We hope that through the papers and associated discussion we will be able to achieve the various aims of the symposium listed above.

Paper 1
Politeness, Rapport, and the Management of Tutor-Student Relations: Korean Students in UK Higher Education Institutions

Authors: Kyung Hye Kim, Shanghai Jiao Tong University
            Helen Spencer-Oatey, University of Warwick

Intercultural learning, cross-cultural interactions as well as international students' expectations in an intercultural classroom setting have continuously attracted much attention in applied linguistics (e.g. Jin and Cortazzi, 1997; Garrod and Davis, 1999; Gill, 2007; Jin and Cortazzi, 2011; Kelly and Moogan, 2012; Cortazzi and Jin, 2013; Spencer-Oatey et al., 2016). Nevertheless, in spite of the growing number of Korean students studying at degree level in the UK higher education (UKHE) setting, the difficulties and challenges these students face, particularly in relation to managing politeness and face in the supervisor-supervisee relationship have thus far attracted little academic attention. Although some studies have examined international students' learning expectations or their relationship with the supervisors (e.g. Cadman, 2000; Brown, 2007), these studies tend to consider 'international students' as a homogenous group, ignoring the fact that cultural norms, behavioural patterns relating to politeness and face, and educational systems vary to a greater or lesser extent from one context to another. Acknowledging this difference and by drawing on Spencer-Oatey's (e.g. 2008; 2015) concepts of 'rapport' and 'rapport management', this study examines problems and challenges Korean international students face in terms of supervision in UKHE and their distinctive ways of tackling these issues and managing rapport. This paper reports an analysis of the questions, comments, and replies posted online by Korean students about the challenges, difficulties, and uncertainties faced in UKHE. The data was collected from the three biggest online communities and forums available for students studying abroad – '영국사랑' (www.04uk.com), 'go hackers' (www.gohackers.com), and '하이브레인넷' (www.hibrain.net). These online forums and communities have become a space for dynamic interaction among students who are seeking help and advice on various issues, most of which are not covered in existing support programmes or schemes, or only covered in a limited way. In this paper we report the uncertainties faced by Korean students over handling relations with tutors/supervisors in UKHE and the advice they were given.

Conceptually, we relate the findings to Spencer-Oatey's rapport management framework. We found that face, politeness, behavioural expectations, and interactional goals all play key roles in managing tutor-student relations and seem to be explained well by that framework. However, some other issues specific to Korean students were also identified and we discuss the implications for expanding or adjusting the rapport management framework to accommodate the findings. From an applied perspective, our findings enhance our understanding of the distinctive types of relational difficulties and challenges faced by students from different countries in their new academic settings, along with their distinctive ways of managing rapport with tutors/supervisors. We conclude by making some practical suggestions as to how academic institutions can develop strategies to cater to the relational management needs that have emerged.

Paper 2
Intercultural Relations Among Students and Staff in Multicultural Classrooms: Expectations, Attitudes and Experiences

Authors: Daniel Dauber, University of Warwick
        Helen Spencer-Oatey, University of Warwick

A large amount of research (e.g. UKCOSA, 2004; Ward & colleagues, 2005; Spencer-Oatey & colleagues, 2017) has identified the lack of integration of home and international students, especially in relation to friendship-making. In addition, a number of studies have explored the situation in the classroom, particularly in terms of levels of participation (e.g. Hodkinson & Proropat, 2014), attitudes to group work (e.g. Spencer-Oatey & Dauber, 2017), styles of learning (e.g. Jin & Cortazzi, 2011) and levels of academic attainment (e.g. Crawford & Wang). However, there has been comparatively little research into the relational aspects of life in the multicultural classroom: relations among students and relations between students and staff. For instance, a recent British Council report (2014) on the integration of international students did not include any question at all on this; similarly, a Higher Education Policy Institute (2018) study only asked one question that was tangentially related: whether studying alongside international students helps build a global network of contacts. In this paper we report a large-scale study that explored various aspects of academic integration.

Data was collected using the Global Education Profiler (GE-P). The GE-P probes a number of different facets relevant to internationalisation and the development of intercultural competence: social integration, academic integration, communication skills, foreign language skills, and global opportunities and support. Each construct has 10 items, and respondents rate each item in two ways: 'importance to me' and 'my actual experience'. This yields three broad insights: what is important to students, how far students feel they are experiencing those things, and how big a gap there is between what they value and what they experience. In addition, students have the opportunity to add open comments and these offer further insights into their ratings.

In this paper we focus on academic integration, paying particular attention to the findings on relational issues. Drawing on a data set of 2360 respondents from six English-speaking universities in the UK, Ireland, Belgium and Germany, we report both the quantitative findings and open comments. The data reveal a very wide range of attitudes and experiences, both positive and negative, especially among domestic students. We pay particular attention to those students who indicate that they do not care about these issues at all and explore the reasons they give for their viewpoints. We end by considering the implications of the findings for enhancing intercultural relations among students and staff in multicultural classrooms.

Paper 3

Difficulties and Challenges Faced by International Students in a MTI Program in China: A Focus on Relational Issues

Authors: Yifan ZHU, Shanghai Jiao Tong University
          Qing TAO, Shanghai Jiao Tong University

The Chinese higher education setting is becoming more and more international, attracting a growing number of international students, not only from neighbouring countries like Korea and Japan, but also from other parts of the world, including Easter European countries like Estonia and Poland. In particular, the MTI (Master of Translation and Interpreting) programme in China has been well established and regarded as a highly beneficial course for those who would like to work in the translation industry; it has thus been appealing to both domestic and international linguistically talented students. However, the challenges faced by these international students in a Chinese higher education setting, particularly in terms of the translation training courses, the nature of which require in-depth intercultural communication skills, have not been discussed in depth to date.

Internationalisation requires self-reflection and changes in some areas as well as the awareness of the impact of current practice. This project thus looks at the challenges and problems the international students face in the MTI programme in the Chinese higher education setting, in order to offer some insights into the current curriculum design and to make the MTI programme more international and competitive in higher education in the world. Anonymous student surveys, in addition to a series of in-depth interviews, have been undertaken in order to investigate (1) motivations for international students to choose the MTI programme in China; (2) the expected outcomes of international students learning in the MTI programme; (3) the extent to which the international students in the MTI programme in Chinese higher education socialise with native Chinese students; (4) the challenges and problems the international students in the MTI programme in Chinese higher education have in the classroom (e.g. discussion, lecture style, evaluation style and criteria); and (5) the challenges and problems the international students in the MTI programme in Chinese higher education have in terms of supervision.

In this paper we focus on the elements of our findings that concern relational issues, both among students (domestic Chinese and international) and between international students and staff. Our findings will provide an interesting comparison with those reported in Paper 2, and we hope that they will suggest ways of improving internationalisation in Chinese higher education, including the interaction and integration of domestic and international students, which has proved to be so problematic in European universities and beyond.

Paper 4
Improving Relations in Multicultural Group Work: The Role of Troubles Talk

Author: Carolin Debray, University of Warwick

Working together in teams is one of the prime contexts in which study abroad students find themselves in prolonged contact with host and other international students. Managing these relationships with their new fellow students successfully is crucial for individual wellbeing and student satisfaction as well as for the perceived success of their cultural experience abroad. Findings indicate however, that good relationships are particularly scarce in intercultural teams (e.g. Mannix & Neale, 2005; Stahl, Maznevski, Voigt, & Jonsen, 2010), yet little research has been undertaken to investigate just how team members get along well and how they positively relate with each other around working together, especially over a longer period of time.

To address this gap, a case study of an intercultural team of MBA students was conducted. Team meetings were observed and recorded over an 8 months long period and team members were interviewed at the beginning and end of their teamwork. Team members had not met prior to the start of the teamwork but needed to collaborate closely on a number of projects with each other. Throughout these projects, one talk activity emerged as particularly important for building and enacting positive relationships in the team: doing troubles talk.

Troubles talk, understood as talk about negative issues or experiences that are not blamed or attributed to the person addressed, was present in all team meetings recorded and often offered a change of track as to how relationships among team members were constructed. Troubles talk was used to share and collect personal information that was otherwise absent in team member talk and thus offered opportunities for getting to know team members better, for establishing common ground but also for promoting empathy and solidarity amongst members.

The talk will highlight the recurring features of troubles talk, such as reciprocal self-disclosures and humour, and show how these functioned to minimise distance, increase affect and promote equality in a team that otherwise sometimes struggled with their interpersonal relationships. In addition, benefits for teamwork and team members including their wellbeing, will be discussed. The talk will conclude by addressing some theoretical developments around relating and rapport management and offering recommendations for future research.

S2

Relational Management in
Intercultural Business Communication - China & Beyond

Co-Chairs: Doreen WU, The Hong Kong Polytechnic University;

Jieyun FENG, University of International Business and Economics

Discussant: Xiaoli JIANG, Xi'an Peihua University

Business interactions and exchanges between Chinese and people from other cultures have been increasing both in scope and depth ever since China joined WTO in 2001 and became the world's second largest economy in 2010. This symposium attempts to examine possible issues, challenges and resolutions Chinese have to tackle in relational management with their partners or counterparts in intercultural business communication.

The symposium features a variety of theories and methods in addressing relational management in intercultural business communication. The theories adopted or adapted range from sociology, management to interactional linguistics. The research methods can be qualitative and quantitative, including ethnography of communication, survey and interviews, textual analysis, and corpus-assisted discourse analysis.

The symposium has included four presentations that concern relational management in intercultural business communication from individual level to corporate level. The first paper "Psychological Adjustment and Social Capital: A Qualitative Investigation of Chinese Expatriates" discusses the significance of social capital and explores the psychological adjustment process of expatriates from Chinese multinational enterprises, including how their social capital affects this process. The second paper "Review and Renew Trusting Relationships between American and Chinese Business Negotiators" investigates the processes of business negotiation between American and Chinese counterparts and explores the notion of trust building in business negotiations in the midst of confrontation relationships between the U.S. and China. This third paper "A Study of Intercultural Business Communication of Chinese Corporations in Africa: An Ethnographic Approach" presented a case study of a large Chinese state-owned enterprise (SOE) specializing in energy and power infrastructure and operating in several Western and Central African countries. As the relationship between China and Africa has become closer in recent years and there is an increasing number of Chinese enterprises doing business in Africa, this research explores the issues and challenges the Chinese enterprises have to face and the means of achieving win-win business outcomes with the African corporations. The last paper "Managing Responses to Negative Comments by Online Consumers across Cultures" adopts a transcultural perspective, examining how staff in hotel and hospitality industries respond to negative comments by customers on English as well as on Chinese social media platforms. It proposes duality of facework as the framework for understanding relational management by the hotel and hospitality industries, with special attention to uncovering the sameness-cum-variation in the response strategies used by the hotel staff across both English and Chinese platforms.

The symposium is an endeavor to call for more attention and research towards intercultural business communication in China and beyond. It advocates inclusion and diversity, embracing different theories and methods in researching intercultural business communication. It is anticipated that the symposium will provide a platform for the presenters and the conferees to exchange ideas and wisdom, to open up new possibilities for future collaboration.

Paper 1
Psychological Adjustment and Social Capital: A Qualitative Investigation of Chinese Expatriates

Authors: Beiting HE, South China University of Technology
         Ran AN, South China University of Technology

This study explored the psychological adjustment process of expatriates from Chinese multinational enterprises, including how their social capital affects this process. This qualitative investigation was based on 26 semi-structured, in-depth interviews with Chinese expatriates. The grounded theory method was applied to guide the data collection and analysis. We found that the psychological adjustment process of Chinese expatriates includes three periods: crisis, self-adjustment, self-growth period. In addition, bonding capital (including organizational, family, and co-cultural colleagues' support) is more conducive to Chinese expatriates' psychological well-being than bridging capital (e.g., host-nationals' support). Finally, a separation acculturation strategy is more conducive to psychological adjustment, rather than an integration strategy. This study is focused on expatriates themselves. Future research should consider other stakeholders (e.g., organizations, family), and examine expatriate adjustment from new perspectives (e.g., strategic human-resource management, work-family balance). This study had a small sample and focused on only one organization. Future research could usefully add other Chinese multinational corporations, and other than Chinese expatriates to expand the generality of the current findings. This study suggests the possible benefits of management practices for expatriates. Organizations can develop an "expatriate bubble" to help structure basic life overseas. Organizations could develop family-support programs and make them expatriate-supportive. Few scholars have elaborated on how different support groups (based on their cultural backgrounds) influence the psychological adjustment of expatriates. Until now, mainland Chinese expatriates have received little attention. In addition, this research takes a significant step forward by illuminating the psychological adjustment of Chinese expatriates from a social capital perspective.

Paper 2
Review and Renew Trusting Relationships Between American and Chinese Business Negotiators

Author: Maria Lai-Ling LAM, Calvin College

In the midst of confrontation relationships between the U.S. and China, the author reviewed her two decades of study of trust building between U.S. and Chinese business negotiators and proposed some practical approaches to renew trust between American and Chinese business negotiators in the U.S.-China collaborative projects through the work of ethnic Chinese employees. The data were collected through semi-structured personal in-depth interviews through years 1994 to 2011 in the United States, China, and Hong Kong. The data were further validated by the author's recent residence in Hong Kong and work in mainland China (2015-2018). The previous research has explained how 36 Chinese expatriates in the United States and 24 Chinese executives in Hong Kong established trust between the U.S. negotiators and Chinese negotiators. Many Chinese expatriates and executives have entwined affect-based trust (feeling) and cognitive-based trust (information) with the Chinese representatives. The author reviewed the literature about trust building and recommended five strategies to enhance the effectiveness of these ethnic Chinese employees in the trust-building process between American and Chinese negotiators in many collaborative projects:

1. Help Chinese expatriates and executives not to over-identify or internalize many negative messages about China made by the American media, and the negative comments from local mainland Chinese about the Americans;

2. Provide cooperative training for Chinese expatriates and executives, and American representatives. Develop new norms of professional practices and use new social identities to motivate each one to develop productive projects;

3. Hire the Chinese expatriates and executives who have the repository of trust from American and Chinese representatives;

4. Allow these Chinese expatriates and executives to have more time to work as a third party and to have a more informal relationships with the Chinese representatives who can influence the decision-making process of the Chinese bureaucratic system.

In summary, the affect-based trust with more in-depth relationships grounded on reciprocity and caring, is found to be used to maintain sincere harmonious relationships in the Chinese context and to assure the integrity of negotiations and projects. The affect-based trust between U.S. and Chinese business negotiators can be used to circumvent many antagonistic trade and military policies between two countries.

Paper 3
A Study of Intercultural Business Communication of Chinese Corporations in Africa: An Ethnographic Approach

Authors: Jieyun FENG, University of International Business and Economics
         Chen ZHOU, University of International Business and Economics

While the business ties between China and the African countries has been expanding at a unprecedented speed especially after the Belt & Road Initiative was launched in 2013, little research in the Sino-African intercultural business communication is conducted. This study develops an integrated theoretical framework for addressing the Sino-African intercultural business communication, in particular, their differences and problems. This study makes a case study of a large Chinese state-owned enterprise (SOE) specializing in energy and power infrastructure, operating in several Western and Central African countries. It adopts an ethnographic approach, including the two research methods of participant observation and one-to-one interviews. One of the authors has a ten-year working experience in the Western and Central Africa Regional Headquarters of this SOE and she provided the first-hand information to the research. To deepen our understanding of the various issues, she also conducted one-to-one interviews with her colleagues, who are the senior managers respectively from the marking department and the project department in the region. This study contributes to intercultural communication study by going beyond the West-dominance and proposing a new and integrated model and it also suggests practical implications for the Chinese and African corporations alike, who strive to improve their intercultural business communication and achieve win-win outcomes.

Paper 4
Managing Responses to Negative Comments by Online Consumers across Cultures

Authors: Doreen D. WU, The Hong Kong Polytechnic University
         WANG Xueliu, The Hong Kong Polytechnic University

The presentation examines how staff in hotel and hospitality industries respond to negative comments by customers on social media and proposes duality of facework as the framework for understanding the strategies employed by the hotel and hospitality industries. Response threads by the 4-5 star hotel staff on social media across both English and Chinese platforms are selected and a typology of response strategies employed by the staff are first developed, e.g., showing attentiveness, being conventionally polite, evading responsibility, reducing offensiveness, and redirecting communication, etc.; afterwards, the strategies are further classified as strategies for dual facework: face-addressing for the company and face-addressing for the customers respectively. In this process of investigation, the notion of Face and facework by Goffman (1959) and the debate related to East-West Politeness (see for example, Spencer-Oatey and Kadar, 2016) will be re-visited. The transcultural perspective of Internet Pragmatics (Wu, 2018) will also be adopted, with special attention to uncovering the sameness-cum-variation in the response strategies used by the hotel staff across English and Chinese platforms, representing the Eastern versus the Western cultures/regions.

S3

Acculturation Through International Educational Experience (Part I)

Chair:Jane Jackson, The Chinese University of Hong Kong
Discussant: Kenneth Cushner, Kent State University

The intensification of internationalization efforts has increased opportunities for both tertiary and secondary students to gain international educational experience. When students venture abroad they are naturally exposed to unfamiliar linguistic and cultural practices. As they adjust to the host environment, they may experience acculturative stress and identity confusion, which can affect their psychological well-being and willingness to engage in intercultural interactions. Recognizing the potential benefits of acculturative stress, some newcomers may continue to seize opportunities to immerse themselves in the host environment even when they are uncomfortable. With a positive mindset and ample exposure to local activities, they may broaden their sense of self and experience gains in second language proficiency and intercultural competence. In contrast, throughout the sojourn, others may continue to struggle to accept new practices and find intercultural communication daunting. Suffering from language and intercultural fatigue, they may spend nearly all of their free time with co-nationals (using their first language), and not realize their aspiration to develop meaningful multicultural relationships. They may also not advance their second language proficiency or degree of intercultural competence. In addition to individual differences, a complex mix of external, environmental factors (e.g., host receptivity, access to local communities of practice) may affect the developmental trajectories of newcomers. The intercultural attitudes and learning of host nationals may also be impacted by the newcomers, an aspect that has received less attention that sojourner adjustment.

To better understand the cross-cultural adjustment of study abroad students and their impact on host nationals, researchers from various disciplines are conducting empirical research. Their work is helping to identify and make sense of the multifarious elements that can influence acculturation/second language socialization and sojourn outcomes (e.g., language proficiency gains, intercultural competence development, multicultural relationship-building). Systematic acculturation research is providing much-needed direction for pedagogical interventions (e.g., pre-sojourn orientations, language and intercultural transition courses, intercultural communication courses for both home and host nationals). The findings are enabling sending and receiving institutions to devise workshops and other interventions that aim to support the academic and social integration of international students. These efforts, in turn, are helping educational institutions to achieve the aims of internationalization.

After briefly explaining contemporary notions of acculturation/second language socialization, this symposium presents the key findings of studies that examined this phenomenon in relation to international educational experience. In Part I, the first two presentations focus on the acculturation of outbound international exchange students from a university in Greater China who sojourned in English-speaking countries. The third paper presents the findings of a mixed-method study that tracked the acculturation of inbound international exchange students at a Hong Kong university. In Part II, the first talk presents case studies of second language speakers of English who joined an international exchange program at a Hong Kong university. The second presentation centres on the acculturation of international postgraduate students in Shanghai, while the last talk examines the mutual cultural adaptation of Chinese and international students within the context of a multicultural classroom in China. Ample time will be allotted for discussion.

Paper 1

Adjusting to an English-Speaking Environment: The Experiences of Chinese International Exchange Students (STEM)

Author: Tongle SUN, The Chinese University of Hong Kong

This presentation centers on a mixed-method study that tracked the language and intercultural learning of Mainland Chinese STEM (science, technology, engineering, and mathematics) students, all of whom were undergraduates from a Hong Kong university who participated in a semester-long international exchange program in an English-speaking country (e.g., Canada, the United States). Multiple, longitudinal case studies of seven sojourners were developed to better understand their developmental trajectories and identify their adjustment woes and strategies. Data was collected before, during, and until six months after their study abroad experience. A triangulation of the mixed-method data (e.g., questionnaire surveys, in-depth interview transcripts, email reflections, multimodal diary entries) facilitated the identification of individual differences (e.g., agency, investment) and external factors (e.g., host receptivity) that appeared to either inhibit or facilitate acculturation. After summarizing the key findings, discussion will centre on their implications for pedagogical interventions in international exchange programs.

Paper 2

Intercultural Adaptation During a Semester Abroad: A Comparative Case Study of the Academic and Social Development of Chinese Exchange Students

Author: Xujia DU, Shanghai University of Finance and Economics

This presentation reports on the findings of a mixed-method study that examined the academic and social development of three Chinese undergraduates who took part in a semester-long exchange program in an English-speaking country. Data for the cases were generated from a questionnaire administered before and after the sojourn, three semi-structured interviews conducted at strategic intervals, and responses to email prompts. A preliminary analysis of the data revealed that the case participants exhibited very different developmental trajectories during their transition to the host environment. Numerous researchers have pointed out that student sojourners' intercultural adaptation can be influenced by a multitude of individual and host environmental factors (Coleman 2013; Jackson 2017, 2018; Kinginger 2017). By way of a comparative analysis, the present study examined the participants' goal-setting and use of academic and social development strategies to adjust to the host environment. In particular, individual differences appeared to contribute to divergent levels of acculturation in the host country. The findings have implications for the pre-departure preparation of student sojourners and support during the sojourn. Suggestions are offered to enhance the cross-cultural adaptation of this population and foster deeper academic and social engagement in the host environment.

Paper 3
The Intercultural Transitions of Inbound International Exchange Students in Hong Kong

Author: Jane Jackson, The Chinese University of Hong Kong

This paper presents the findings of a mixed-method study that sought to identify and better understand the intercultural transition issues experienced by ~100 second language speakers of English who were participating in an international exchange program at a bilingual (Chinese-English) university in Hong Kong. None had proficiency in Cantonese or Putonghua (Mandarin) before their sojourn and all enrolled in English-medium courses in the host institution. Through questionnaire surveys and in-depth interviews (with a sampling of participants), the participants offered valuable insight into the many individual factors (e.g., language learning motivation, agency) and external elements (e.g., host receptivity) that appeared to facilitate or hamper their acculturation and sense of belonging in the new environment. The findings helped to provide direction for pedagogical interventions (e.g., eLearning workshops, informal oral English courses) that could be implemented to better support the learning and engagement of this population. Additionally, the study drew attention to the need for more intercultural communication courses for both local and non-local students. The findings also pointed to the need to organize more social activities that promote meaningful engagement between local and non-local students on campus.

P1

Acculturation & Intercultural Contact

Chair:David L. Sam, University of Bergen

Paper 1

Self-Protection and Growth as the Motivational Force behind Majority Group Members' Acculturation and Discrimination: A Parallel Mediation Model via Intergroup Contact and Threats

Authors: Katharina Lefringhausen, University of Warwick
Nelli Ferenczi, Regent's University London
Tara Marshall, McMaster University in Hamilton

What motivates majority group members to adopt to or reject cultural diversity? Past research suggests that positive contact between majority and minority groups reduces prejudice whilst perceived intergroup threats (e.g., perceived conflicting values) enhance it. Current research emphasizes the necessity to consider the influence of individual differences on this relationship. Thus, we treated personal value dimensions of self-protection and growth as individual differences and exogenous variables, predicting enhanced/diminished levels of acculturation intentions and discriminatory behavioural intentions towards migrants via intergroup contact and perceived intergroup threats simultaneously (i.e., parallel mediation). By investigating majority group members' acculturation intentions, and thus how they change themselves towards migrants' cultures, we went beyond previously explored outcome variables. Data from 304 US Americans showed that growth encouraged intergroup contact whilst it lowered perceived intergroup threats, which resulted in more acculturation intentions and less discriminatory behavioural intentions. In addition, self-protection enhanced discriminatory behavioural intentions, yet in opposition to our expectations, solely through intergroup threats. These findings stress that basic personal values constitute a relevant individual difference in the contact/threat-outcome relationship, providing a motivational explanation for majority group members' experience of cultural diversity in their own country.

Paper 2

Refugees' Labor Integration: Managing Expectations Versus Realistic Idealism

Authors: Hui ZHANG, Carleton University
Luciara Nardon, Carleton University
Eun Su Lee, The University of Sydney
Betina Szkudlarek, The University of Sydney

As the number of worldwide displaced people reached 68.5 million by the end of 2017, Canada and Australia were among the top five countries that helped refugees resettle (UNHCR, 2017). Despite the importance of labor integration in refugee resettlement (Strang & Ager, 2010; Baran, Valcea, Porter, & Gallagher, 2018), studies show that skilled refugees face different and harder to overcome occupational integration barriers (Tomlinson & Egan, 2002; Colic-Peisker & Tilbury, 2006). Refugees did not migrate for professional reasons and were not admitted to the country based on an expected match between their skills and the needs of the labor market. Moreover, the

adjustment process of refugees is significantly more challenging than that of skilled professionals seeking career opportunities and the acculturation stress is significantly higher (Berry, Kim, Minde, & Mok, 1987; Lundborg, 2013).

To many refugees with reduced social, cultural and economic capital at their disposal in the local country, Newcomer Supporting Organizations (NSOs) are often the first point of contact for information and support (Agbényiga, Djelaj, & Nawyn, 2012; Steimel, 2016; Stewart et al., 2008). In the specific case of workforce integration, NSOs provide professional employment support, including job counselling, identification of career options, skill assessment, and work-related skill acquisition, which refugees need access to seek employment (Lacroix, Baffoe, & Liguori, 2015; Godin & Renaud, 2002; Steimel, 2016; 2017).

Low employment outcomes of refugees (Abdelkerim & Grace, 2012; Bloch, 2008; Diaconu, Racovita-Szilagyi, & Bryan, 2016) suggest important gaps in our understanding of refugee labor integration. Specifically, this study explores the role of professional employment support provided by Newcomer Support Organizations to better understand the occupational marginalization of refugees resulting from displacement. Drawing on interviews with managers and job counselors of NSOs, and refugees in Canada and Australia, we explore gaps in support services provided, by comparing the perceptions of NSOs regarding needs of refugees, with refugees' perceptions regarding support received and unmet needs.

We found that with no anticipatory period and limited pre-arrival training, refugees struggle to calibrate their employment expectations and career aspirations with job opportunities in the host country, a challenge that settlement programs must address. Our findings are in line with the literature on expectations and adjustment (e.g. Caligiuri, Phillips, Lazarova, Tarique, & Burgi, 2001; Harvey, Buckley, Richey, Moeller, & Novicevic, 2012; Kim & Tung, 2013), which suggests that met and over-met expectations facilitates both general and work adjustment. However, we found that a focus on managing expectations decreased motivation and empowerment. We suggest that NSOs need to find a balance between managing expectations and constructing a positive pathway for supporting refugees' long-term professional development. We propose realistic idealism as an alternative approach to navigate the tensions present in supporting refugee workforce integration and suggest practical and policy implications to better support refugee labor integration. Our study amplifies understanding of the occupational marginalization of refugees by elaborating on the role of employment support to facilitate integration.

Paper 3
Mapping Acculturation Gaps in Migrant Families

Authors: Qian SUN, University of Essex
        Nicholas Geeraert, University of Essex

For many migrants, the process of acculturation takes place within the family context. Thus, these families need to negotiate with both a host culture and a heritage culture. However, at the individual level not all family members experience the same acculturation process. For instance, there may be differences in the orientation towards each culture or the speed of the acculturation process may differ. Indeed, there is ample research which has examined the acculturation gap between parents and children, demonstrating parents are often more orientated towards the heritage culture than children who are more orientated towards the host culture. According to the gap-distress model, such acculturation gaps would be negatively associated with individual and

family level outcomes. Importantly however, a typical family will have multiple dyadic relations, including parents and children, but also husband and wife, and sibling with sibling. To paint a full picture of the acculturation process in families' we surveyed over a 100 migrant families living in the UK. For each family, we surveyed all family members, including fathers or husbands, mothers or wives, and their children (between the ages of 12-25). Using the bi-dimensional model of acculturation, we measured self-reported acculturation towards heritage and British culture across multiple domains. A range of additional constructs were measured, including individual well-being, interpersonal relationships and family dynamics. In a series of dyadic analyses, we compare acculturation orientation to both cultures between parents and children, father and mother and among siblings by birth order. Other than the traditional parent and child acculturation gap, a number of other notable findings emerged. These will be discussed.

Paper 4
The Impact of Various Forms of Perceived Threat on Violent Military Support and Violent Behavioral Intentions Among Muslims in Norway and the U.K.

Authors: Hajra Tahir, University of Bergen
David L. Sam, University of Bergen
Jonas R. Kunst, University of Oslo

The current century has been characterized by the frequency of terrorism that continues to threaten world security. Thus, the need to understand the factors that predict violence cannot be understated. Based on Integrated Threat Theory, this cross-sectional study examined direct and indirect effects of perceived realistic, safety, and symbolic threats on violent military support and violent behavioral intentions of 253 Norwegian Muslims and 194 British Muslims by using structural equation modeling. Furthermore, the study examined the mediator role of religious and host country acculturation orientations. The results indicate that perceived symbolic and realistic threats had only direct effects on violent military support and violent behavioral intentions in Norway. In U.K., both direct and indirect effects of percieved threats on violent military support and violent behavioral intentions were found. The effects were both positive and negative, differed between the two samples, and in the U.K. were mediated by the participants' religious acculturation orientations. The findings from both samples indicate that perceived symbolic threat initiates violent military support and in the U.K high exposure to mainstream acculturation predict violent behavioral intentions among the Muslim diaspora.

P2

Adaptation & Stereotypes

Chair: Alexander S. English, Shanghai International Studies University

Paper 1
A Qualitative Study of How International Students' Intercultural Contact Affect Their Stereotypes of Chinese

Authors: Huang JIANG, Shanghai International Studies University
        Alexander S. English, Shanghai International Studies University

In this study, we explore the impact of intercultural contact on the formation and changes of international students' stereotypes of Chinese. Twenty-six international students in China agreed to participate in the present study. In the first stage, participants were asked to write an account of their impressions of Chinese people by describing the most impressive contact experience with Chinese. This account of intercultural encounter serves as the most influential contact story they have with local Chinese. Then, follow-up questions were asked in a semi-structured interview to further understand how stereotypes were formed and changed through varied quality of intercultural contact and acculturative experiences they have had. Through qualitative analysis and sematic coding of the written accounts and the interviews, we find that international students in China form both positive and negative stereotypes of Chinese people with the influence of many factors, such as indirect contact i.e. from non-locals, mass media, books, etc. and direct contact with locals including Chinese friends, teachers, acquaintances, and strangers. Among all these factors, their contact experiences with local Chinese have particularly important impact on how they perceive Chinese people. Positive contact can dilute preconceived negative sociotypes while negative sociotypes can be reinforced or generated after unsatisfactory contact with Chinese. This finding is consistent with the idea that better quality of contact is likely to provide the basis for more positive intergroup relationship (Brown and Hewstone, 2005). With the qualitative data, the paper specifically discuss how stereotypes can be influenced by contact quality from three perspectives—the frequency of contact, the closeness of contact, and the intercultural competence of the contact person.

Paper 2
Connecting China and Montenegro: How Do Stereotypes Develop and Form Intercultural Settings

Author: Fuxia ZHAO, Shanghai International Studies University
        Alexander S. English, Shanghai International Studies University

Stereotypes are cognitive markers that are formed and molded as a result of intercultural contact with a new cultural group. Unfortunately, little is known about what stereotypes are held by groups and how they can impact individual's acculturation experiences. The Chinese Belt and Road Initiative is an important economic development that links China to Central and Eastern Europe, including Montenegro, a small country off the Mediterranean Sea. Part of this economic development initiative by China is to assist countries infrastructure development. Since 2015, China has been building a highway across Montenegro that unites the country with Serbia. There are over 3000 Chinese construction workers helping on that project. This study aims to provide a deeper understanding on intercultural adaptation and communication between Chinese and

Montenegrins through exploring their development of sociotypes. We report how 174 Chinese construction workers describe the local Montenegrins and we sample a comparable group of 92 Montenegrins in China and how they characterize local Chinese through a survey on 92 Montenegrins in China and 174 Chinese in Montenegro.

Paper 3
How Do Stereotypes of Chinese Construction Workers Impact Their Intercultural Adaptation?

Authors: Alexander S. English, Shanghai International Studies University

Xinyi ZHANG, Shanghai International Studies University

In this study, we extend the work of Zhao & English (2019), by exploring the relationship of stereotypes and intercultural adaptation. One hundred seventy-four overseas Chinese construction were contacted through the Chinese Consulate in Montenegro and agreed to participate in the present study. Workers completed an online questionnaire that measured their perceived cultural distance, social exclusion, knowledge of Montenegrin culture, and their sociocultural adaptation. Results show that both positive and negative stereotypes are correlated with less perceived cultural distance, less social exclusion, and better socio-cultural adaptation. Results also show that with stereotype as a mediator, workers' perceived cultural distance, length of stay and knowledge of host country predict their perceived social exclusion and socio-cultural adaptation. This finding demonstrates the formulation of stereotypes is cognitive function of cultural learning and changes over time.

Paper 4
How Do Stereotypes of Montenegrin Workers and Students Impact Their Adaptation in China?

Authors: Liying WU, Shanghai International Studies University

Alexander S. English, Shanghai International Studies University

In this study, we extend the work of Zhao & English (2019), by exploring the relationship of stereotypes and intercultural adaptation. Ninety-two Montenegrins living in China were contacted through the Montenegrin Consulate in Beijing and agreed to participate in the present study. Workers and students completed a questionnaire that measured their perceived cultural distance, social exclusion, knowledge of Chinese culture, frequency intercultural contact with both locals and co-nationals, and their sociocultural adaptation. Results show that both positive and negative stereotypes' formulating were positively correlated with knowledge of Chinese culture, negatively correlated with perceived cultural distance and social exclusion. Interestingly negative stereotypes correlated with more social cultural adaptation. Given that most Montenegrins in China are students, their sociocultural adaptation was positively correlated with the knowledge of China and their expectations for living in China, which basically confirm our hypothesis on the reality of cultural adaptation of Montenegrins. Also the findings echoed the results with Zhang & English (2019) on Chinese construction workers in Montenegro and pinpoint several ways to further study the factors influencing cultural learning and how stereotypes can impact acculturation with various groups in China.

P3

Global Communication

Chair: Liping WENG, Shanghai International Studies University

Paper 1
Scientific Intercultural Online Discourse - From Information to Knowledge

Author: Gabriele Otto, Shanghai International Studies University

The Internet is that ultimate place for global mass communication or as Neuser (2013) turns it:" a world knowledge society" is emerging, built by those who participate in knowledge sharing on the internet. A knowledge society that appears as "one new culture" (Neuser 2013). That could be read and understood as a developing third space. But at the same time, this also means that cultural imprints and cultural influenced interpretation patterns (Altmayer 2004/2006) define in which way a recipient transforms an information into knowledge, even in the field of scientific knowledge. And this could lead to misreading.

Therefore, cultural studies demand a contextualization of knowledge by the discourse community (Altmayer 2004). But till now, such a sound discourse community is not yet installed in the internet so that information on the internet is not sufficiently contextualized. So, implicit knowledge must be made available apart from explicit knowledge.

The main thought of contextualization is the endeavor to avoid misreading or at least to handle them by a discourse.

These processes also can rarely be found on the internet till now, although technical conditions already exist, like discussion forum or comment function which will even allow a "pluri-logue" as a multiple dia-logue among scientists from different cultural backgrounds. They could, according to their individual cultural background, explain scientific texts. By this, the cultural conditions of reception would be made visible and a cultural knowledge could play part aside scientific knowledge within the scientific discourse. (examples: Textpraxis (Agethen 2010), iasl online (Jannidis 2001), Annotierte Bibliographie (Winko 2007)).

The need of such scientific intercultural online discourse was opened to me, when I analyzed a number of Bachelor Thesis and the e-mail correspondence which took place during the supervising processes.

Misreading, although regarded as "falsification" (Neuser 2013) could be used as sources which enable an insight view into cultural imprints. These cultural imprints, which deliver divergent views, could be made fruitful for understanding processes.

Another challenge of the presence of knowledge or information on the internet can be seen in the necessity to learn that understanding processes about meaning will not necessarily lead to an agreement. Disparate views could be the result and information users have to tolerate otherness or as Kurt Marti wrote in a poem: "our opinions go apart as friends".

Paper 2
Tele-Collaboration for Intercultural and Language Learning

Author: Siao-cing GUO, National Taipei University of Business

Today's technology offers the means to engage students' need to communicate and to support their quest for knowledge. Online technology provides students with readily available tools to share their ideas while they demonstrate and build their abilities. A face-to-face cultural classroom environment does not necessarily provide authentic contact with members of other cultures (Lee & Markey, 2014). But computer-mediated technologies can do precisely that. By connecting language learners from different parts of the world, today's technologies can partner with teachers of language and cultural communication to establish a class-to-class partnership that is able to broaden conversational discourse and cultural communication (Akiyama, 2014). Students are able to gain insights and raise critical cultural competence through interactions in the online community (Chen & Yang, 2014). Intercultural communication through Tele-collaboration can promote dialogues and make learning more enjoyable. Therefore, researchers from Taiwan and Japan created a two-month cross-cultural communication video project for 37 university students from Taiwanese and Japan. Through Line-chat, students interacted with their counterparts face-to-face through Line Chat and exchanged videos through Flipgrid. A cultural awareness survey was administered before and after the project. In addition to the survey data from both groups, project feedback was collected. The results indicated that students from both groups significantly increased their cultural sensitivity toward and appreciation of another culture. The study data also revealed that students compared different cultures through the online interactional project and reflected their own communication styles and recognized their need to increase their cultural sensitivity and communication skills.

Paper 3
Towards an Intercultural E-Coaching Concept

Authors: Constantina Rokos, Münster University of Applied Sciences
Marcus Laumann, Münster University of Applied Sciences

Learning objectives (LOs) of international programs frequently claim that the students will be intercultural competent after having finished their studies. However, the achievement of these LOs are hardly ever documented (Garson, 2017). At Münster University of Applied Sciences, two double-degree programs are offered: European Business Program (EBP) and Carrera Alemana de Administración (CALA). Both business administration bachelors claim that students will develop ICC during their studies since the students need to at least spend three semesters abroad (EBP and CALA Learning Objectives 2018). In the future, many of these business administration students will be working in multinational corporations, and ICC is considered the most important competence in the 21-st century (Friganović Sain et al., 2017; Spitzberg and Chagnon, 2009; Deardorff, 2009; Gmelch, 1997, Lockkesmoe et al., 2016). Literature clearly indicates that ICC development requires constant dialogue and reflective processes especially during the stay abroad (Eisenberg et al., 2013; Vande Berg et al., 2012). Coaching principally focuses on reflective processes (Association for Coaching 2018; Greif, 2008). While there have been studies that introduced and thoroughly discussed coaching concepts in the context of expatriation (Abbott et al., 2006; Barosa-Pereira, 2014; Salomaa, 2015), the field of higher education has been neglected so far. Literature noticeably shows that students need guidance and help with reflection processes based on intercultural encounters while studying abroad (Deardorff, 2016). Guidelines for

implementing e-coaching in the context of higher education are still missing but are highly relevant for every international program.

The aim of our research is to close this gap by analyzing the effect of e-coaching on ICC development in students and to come up with guidelines for e-coaching. Additionally, the conditions and challenges for successfully implementing such an e-coaching concept in the context of double-degree programs will be discussed.

A case study builds the overall basis of this research, since it offers a holistically in-depth insight into a specific field with a certain time-limitation and the possibility to gather data by applying a variety of methods (Mayring, 1996; Creswell, 2014). To gather data, the mixed-methods approach (Creswell, 2014) is applied to intensively investigate the development of students' ICC, as well as the requisite elements for successfully introducing a coaching concept in higher education. Furthermore, by quantitatively assessing the study and control group's ICC, the effectiveness of the introduced mechanism is researched. In terms of generalization and broadening of concept (Mayring, 1996) an outlook to further potential fields will be conducted to ensure the practicability of the developed e-coaching concept.

Paper 4
Promotion Policies of China's Discourse Power in International Sport Organizations

Author: Yumei SONG, Beijing Sport University

After entering the 21 century, the staging of 2008 Beijing Olympic Games as a diplomatic means has set up a new model for China's diplomacy. More and more Sport World Championships have been held in China, such as 2015 IAAF World Athletics Championships, 2011 FINA World Championships. President Xi Jinping also takes advantages of sport diplomacy and points out the direction for China's sport development in the new era.

Discourse power, a type of soft power, plays a very important role in the intercultural and international sport communication. The purpose of this research is to elaborate the connotation of sport discourse power, analyze the present situation of China's discourse power in international sport organizations, evaluate the main obstacle factors that affect China's sport discourse power and put forward some useful promotion policies. It is self-evident that China still has to enhance its sport discourse power in the international sport organizations. The research uses the methods of literature, interview and field investigation. There are three research dimensions, namely, theoretical, empirical and policy dimensions. At the theoretical level, the definition and connotation of sport discourse power have been researched, which prepares the theoretical ground for the relevant study. At the empirical level, the Evaluation Index System of Discourse Power has been constructed by Delphi method. The sports experts' innovative concepts should be summarized.

Based on the theoretical and empirical study, some promotion policies have been provided to enhance China's discourse power in international sport field. Firstly, policies for the selection of candidates. More elite athletes should serve for the international sport organizations; Chinese entrepreteurs should actively take part in the election of international officials in sport organizations, since Mr. Wang Jianlin (Wanda Chairman) and Mr. Wang Shi (Vanke Chairman) have been good examples; Some specialized sport diplomats should be cultivated, since the civil servants always have other business to deal with and travel plans have be controlled by some

governmental policies. Secondly, policies for the service in international sport organizations. As long as the Chinese officials work for the international organization, we should make efforts to take more international responsibilities following President Xi's style of diplomacy. We also need to make reforms of Chinese sports associations and clubs tailored to the requirements of international sport organizations. Finally, policies for the further development of discourse power. Growth of different sports in China may lead to the enhancement of China's international sport discourse power; holding of more large-scale sport competitions should result in more Chinese sport researches working for international sport organizations.

S4

Extending & Expanding Studies of Cultural Diversity;
The Personal Outcomes & Contextual Applications of Research on Normative Multiculturalism

Chair: Jaimee Stuart, Griffith University and Victoria University of Wellington

Normative Multiculturalism (NMC) refers to the extent to which individuals perceive that their society is characterized by culturally diverse groups in contact with one another, a pervading ideology that cultural diversity is a good thing and valuable for society, and policies and practices that support and accommodate diversity, ensuring both cultural maintenance and equitable participation for all ethno-cultural groups. This symposium describes a programme of research on normative multiculturalism undertaken in New Zealand, the United States and the United Kingdom. In the first presentation, Ward describes the theoretical conceptualization of normative multiculturalism and how it is measured in addition to studies of normative multiculturalism and social cohesion. Research findings point to the conclusion that each of the three dimensions of normative multiculturalism – Contact with Diversity (CD), Multicultural Ideology (MI) and Multicultural Policies and Practices (MPP)- exert positive influences on social connectedness; however, the findings differ between the United States and the United Kingdom and between majority and minority groups. The second study, presented by Stuart, extends research on NMC to examine its influence on well-being. Findings, based on a study of British Whites and Indians, reveal that Normative Contact with Diversity and Normative Multicultural Policies and Practices predict greater psychological well-being and that the results are not moderated by ethnicity. In the third study, Kim explores the link between NMC and well-being in Korean immigrants in New Zealand. The results indicate that belongingness mediates the effects of normative Multicultural Ideology and Multicultural Policies and Practices on a global measure of well-being. Finally, Zenoni argues that normative multiculturalism is an important construct not only for understanding intercultural contact in culturally diverse societies, but also in educational institutions. She reports the results of studies designed to construct and validate a measurement of normative multiculturalism for use in educational institutions. Together the papers point to one way forward in understanding multiculturalism and evaluating its risks and benefits.

Paper 1
An Overview of Normative Multiculturalism

Authors: Colleen Ward, Victoria University of Wellington
         Jaimee Stuart, Griffith University
         Sara M. Watters

Multiculturalism is a complex, multi-faceted phenomenon that can be described, explained and experienced at different levels and from a range of disciplinary perspectives. Fundamentally, it is suggested that cultural diversity is necessary, but not sufficient, to define multiculturalism. Rather, three core criteria are required: the presence of culturally diverse groups that are in contact with each other, an over-arching appreciation of cultural diversity, and policies that accommodate it. While these three components can be studied at the national level as is the case in political science and sociology, a psychological perspective on how individuals interpret and evaluate intercultural

encounters in their everyday experiences is equally important. To date, psychological research on multiculturalism has focused on attitudes; in this presentation, however, emphasis is placed on multicultural norms, i.e., the extent to which individuals perceive their society as being characterized by the three core criteria: 1) Contact with Diversity (CD), 2) Multicultural Ideology (MI) and 3) Multicultural Policies and Practices (MPP).

This paper presents an overview of the theory and measurement of normative multiculturalism and a summary of research to date on normative multiculturalism and social connectedness. The first study, conducted in the United Kingdom with a predominantly majority group sample (N = 347), found that MI predicts general trust, and MI and MPP predict national attachment. While MPP is associated with greater perceived threat, this relationship is dampened by the joint influences of MI and CD. The second study with Hispanics (n = 143) and non-Hispanic Whites (n = 141) in the United States found that MI, CD and MPP predict greater national attachment and that MI predicts greater trust; however, the positive effects of MI are limited to Hispanics and not found for Whites. Although findings differ across national contexts and by majority and minority status, the results of studies on normative multiculturalism to date point to largely positive implications for social cohesion in culturally plural societies.

Paper 2
How Multicultural Norms Relate to Immigrants' Psychological Well-Being

Authors: Inkuk Kim, Victoria University of Wellington
        Colleen Ward, Victoria University of Wellington
        Stephen Epstein
        Hea-Jin Park

Multiculturalism is a complex, multi-faceted phenomenon that can be understood both in terms of national-level characteristics and individual-level experiences of intercultural contact. From a psychological perspective Stuart and Ward (2018) highlighted the influence of multicultural norms on individuals' attitudes and behaviors, and recent research has demonstrated that normative multiculturalism predicts greater well-being in British whites and Indians. This study explores the mechanisms by which the three dimensions of Normative Multiculturalism, i.e., normative Contact with Diversity (CD), Multicultural Ideology (MI) and Multicultural Policies and Practices (MPP) may affect well-being. Specifically, we test the hypothesis that belongingness partially mediates the effects of normative multiculturalism on a global measure of psychological well-being, defined by flourishing, satisfaction with life, positive affect, and negative affect.

Participants in this study were 336 Korean immigrants in New Zealand (150 Males, 186 Females, Mage = 30.87, Mlength of stay = 9.97 years) who completed either an online (n = 315) or hard copy (n = 21) version of the survey. Structural Equation Modelling (SEM) revealed that the effect of MI on psychological well-being was fully mediated by sense of belongingness, while MPP had direct and indirect effects on psychological well-being. The direct and indirect effects of CD on psychological well-being were not significant. The results suggest that individuals' multicultural norms, underpinned by societal efforts to promote multiculturalism, positively influence Korean immigrants' psychological well-being through enhancing a sense of belongingness.

Paper 3
The Impacts of Multicultural Norms on Well-being of Minority and Majority Members in the Great Britain

Authors: Jaimee Stuart, Griffith University
Colleen Ward, Victoria University of Wellington
Johannes Karl, Victoria University of Wellington

Empirical research suggests that multiculturalism is related to increased self-esteem and self-worth for individuals within culturally plural societies. This is predominantly thought to be due to the relationship between multiculturalism and social recognition of diverse cultural groups. For instance, in an environment where one's group is affirmed and valued, a positive social identity can be engendered, which in turn influences personal wellbeing. This is particularly true for minorities, where multicultural recognition offers the possibility of retaining ethnic cultural orientation while also allowing the possibility to take on a national orientation. In essence, multiculturalism is argued to be identity supporting and personally positive for ethnic minority individuals. In contrast, there have been contradictory findings regarding the impact of multiculturalism on majority members' personal wellbeing; with recent research finding that multicultural policies increase life satisfaction, but decrease feelings of safety for majority members. Moreover, multicultural ideologies have been found to increase social cohesion among majority members and increase social identification (in the form of national attachment), but whether this translates into greater personal wellbeing has not been tested. The following study, therefore, sought to examine the influence of Multicultural Norms (Contact with Diversity (CD), Multicultural Ideology (MI) and Multicultural Policies and Practices (MPP)) on wellbeing for ethnic majority (White, N= 250) and ethnic minority (Indian, N = 125) individuals in Great Britain. Results find that minority status and generation of migration significantly positively predict wellbeing. Over and above these effects, CD and MPP significantly predicted greater wellbeing, although MI did not. Furthermore, there was no evidence for an interaction between any of the NM subscales and ethnicity in the prediction of wellbeing. Results suggest that elements of normative multiculturalism may be beneficial to both majority and minority members in similar ways in this context.

Paper 4
Measuring Normative Multiculturalism in Educational Institutions

Authors: Inkuk Kim, Victoria University of Wellington
Natalia Zenoni
Di Yi Lan
Colleen Ward, Victoria University of Wellington

Intercultural encounters occur in a range of contexts, and the way in which cultural diversity is perceived and experienced affects many aspects of daily life. Research that has focused on multicultural societies has shown that normative multiculturalism, i.e., perceived norms about the extent to which one's society is characterized by culturally diverse groups that interact regularly with each other, a general appreciation or valuing of diversity, and policies and practices that support and accommodate diversity, predict greater social connectedness and psychological well-being. We suggest that the same psychological processes and outcomes may occur within organizational environments, and that among these, multiculturalism in educational institutions

will have some of the most significant influences on the psychosocial development of adolescents and young adults. As a first step in exploring these issues, this paper describes the construction and validation of a parallel version of the Normative Multiculturalism Scale designed to be used in educational institutions.

In the first study, 549 students (76% female) at a university in New Zealand/Aotearoa participated in the research. Of these, 76% were New Zealand-born, and 54.6% identified as New Zealand European/Pākehā, the country's majority ethnic group. Students completed a brief survey that contained a 41-item pool to capture the three core dimensions of normative multiculturalism: Contact with Diversity (CD), Multicultural Ideology (MI, and Multicultural Policies and Practices (MPP). The sample was split into two groups with data from the first group subjected to an Exploratory Factor Analysis that ultimately generated a 17-item three factor solution. The factor structure was supported by a Confirmatory Factor Analysis of data from the second group. In the second study, 148 students (53% female, 53% New Zealand European/Pākehā, 19% international students) completed the measurement of normative multiculturalism along with criterion measures including assessments of Pluralism and Diversity Attitudes, School Climate, and Ethno-cultural Empathy. As expected, CD was significantly and positively related to a school climate characterized by frequent, positive intercultural interactions; MI was related to greater valuing of pluralism and acceptance of cultural difference and less discomfort with diversity; and MPP was related to a school climate characterized by status equality and the practice of pluralism. Overall the results support the validation of a three factor Normative Multiculturalism Scale that can be used in educational environments.

S5

Assessing Intercultural Competence in Student Mobility: Multi-Level Perspectives

Chair: Darla Deardorff, Duke University & AIEA

This symposium addresses the broader area of Intercultural Education, focusing on assessment applications of intercultural competence in student mobility. The purpose is to showcase and problematise guidelines and tools for assessing the intercultural competence of students temporarily moving abroad for educational purposes. Different educational levels and countries will be explored based on three empirical case studies. More specifically, student mobility in secondary and post-secondary education across three different countries - Italy, Portugal and China. All three case studies followed assessment approaches proposed by Deardorff (2015, 2009). After presenting the theoretical approach, each presenter will discuss the assessment frameworks behind the case studies, in terms of design and/or implementation. Different aspects of the assessment process will be explored, from developing an overarching assessment plan, to following principles for effective assessment in international education contexts, crafting intercultural learning outcomes, developing indicators, defining assessment methods, and aligning teaching and assessment frameworks.

One of the key contributions of this symposium is to raise awareness of the challenges inherent to assessing the intercultural competence of mobile students, and the kind of responses that can be given. By translating theory into practice across different educational and cultural contexts, this symposium offers a variety of perspectives and strategies that can be used and adapted to other local contexts.

4 presentations (60 minutes); discussant comments (10 minutes); Q&A (20 minutes)

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Paper 1
Assessing Intercultural Competence of Student Mobility in Portuguese Higher Education

Author: Joana Filipa Almeida, Independent Researcher

In Portugal as elsewhere, higher education student mobility calls for new approaches regarding the teaching and assessment practices in this student population. This presentation focuses on an assessment framework developed as part of an intercultural intervention that aimed to support and enhance the intercultural learning and development of 31 sojourners at a public university in Portugal. The intervention was implemented by the researcher in two Portuguese Foreign Language classrooms as part of a larger mixed methods study. One classroom was attended by 19 incoming students of the European exchange program Campus Europae (Case Study 1), and the

other by three incoming Erasmus students and nine highly skilled immigrants (Case Study 2). Delivered as a sequence of eight two-hour modules over one academic semester, the intervention was conducted in Portuguese, using English as an auxiliary language of instruction

This presentation will focus specifically on the process of aligning the intervention teaching and assessment frameworks, by sharing practical insights on the following assessment aspects: (1) developing an overarching assessment plan, (2) crafting intercultural learning outcomes, and (3) defining assessment methods and the broader evaluation framework. These assessment aspects will be then discussed against key quantitative and qualitative findings yielded by the mixed methods study, and the positive impact of the intervention on the intercultural gains of 95% of participants.

Implications for further research and practice highlight the need to align teaching and assessment frameworks whilst sharing practical guidelines on how to develop a coherent assessment plan that is tailored to international student learning needs.

Paper 2
Assessing Intercultural Competence of Student Mobility in Italian Secondary Education

Author: Mattia Baiutti, Fondazione Intercultura

In Italy the phenomenon of secondary school student mobility is increasing rapidly. One of the pressing issues linking to this phenomenon that still need to be resolved is: how to assess the intercultural competence of returnees who participated in an annual study-abroad programme. The aim of this presentation is proposing an answer to this question grounded on an empirical research conducted between 2016 and 2018 in Italy. The aim of that study was to design, propose and validate qualitative guidelines, tools and an assessment rubric that can be adopted in the context of secondary schools and which will enable teachers to assess the intercultural competence of 16-17 year-old students on their return from a year-long international mobility programme. The methods adopted in the study were: focus groups, questionnaire surveys, observations, SWOT analysis, and autoethography in the form of the researcher's diary. One hundred and thirteen secondary school teachers (from different parts of Italy), who had at least one student studying abroad in 2016-2017 via an annual programme organised by the Intercultura association AFS Italy, were involved. In addition, a group of 29 international experts has been consulted to validate the assessment rubrica.

Paper 3
Assessing Intercultural Competence in Contexts of Student Mobility in China: A Case Study

Authors: Yi'an WANG, Hangzhou Dianzi University
          Greg DuBois, SISU Intercultural Institute

Given the rise of education-related mobility worldwide, theories, models, and definitions of intercultural competence have been broadened to include more than just standard study abroad experiences. Accordingly, the question of how to teach, develop, foster, or assess intercultural competence in participants of such a variety of experiences is still being answered. This paper offers a case study on this topic regarding two small cohorts of American and Chinese students who participated in a short term education exchange in China in spring 2015 and 2016. Each

exchange consisted of a pre-departure training program (for the American students), pre-departure contact via social media platforms between Chinese and American students, a series of interactional activities designed to foster interpersonal communication while in-country, and various assessment measures both during and after the exchange. When analyzing this case study, key questions being posed are: (a) what measures were taken to foster the development of intercultural competence before and during the exchange, and (b) to what extent, and how effectively or ineffectively, was intercultural competence assessed before, during, and after the exchange. Results show that (1) efforts before and during the exchange generated a supportive atmosphere for the natural development of both intercultural competence and culture learning attitudes and habits; and (2) while assessment measures after the fact were unable to provide conclusive data, the themes noted showed a clear trend of intercultural competence development. Suggestions for management of future exchanges and implications for further research are offered.

S6

Acculturation Through International Educational Experience (Part II)

Chair: Jane Jackson, The Chinese University of Hong Kong
Discussant: Kenneth Cushner, Kent State University

The intensification of internationalization efforts has increased opportunities for both tertiary and secondary students to gain international educational experience. When students venture abroad they are naturally exposed to unfamiliar linguistic and cultural practices. As they adjust to the host environment, they may experience acculturative stress and identity confusion, which can affect their psychological well-being and willingness to engage in intercultural interactions. Recognizing the potential benefits of acculturative stress, some newcomers may continue to seize opportunities to immerse themselves in the host environment even when they are uncomfortable. With a positive mindset and ample exposure to local activities, they may broaden their sense of self and experience gains in second language proficiency and intercultural competence. In contrast, throughout the sojourn, others may continue to struggle to accept new practices and find intercultural communication daunting. Suffering from language and intercultural fatigue, they may spend nearly all of their free time with co-nationals (using their first language), and not realize their aspiration to develop meaningful multicultural relationships. They may also not advance their second language proficiency or degree of intercultural competence. In addition to individual differences, a complex mix of external, environmental factors (e.g., host receptivity, access to local communities of practice) may affect the developmental trajectories of newcomers. The intercultural attitudes and learning of host nationals may also be impacted by the newcomers, an aspect that has received less attention that sojourner adjustment.

To better understand the cross-cultural adjustment of study abroad students and their impact on host nationals, researchers from various disciplines are conducting empirical research. Their work is helping to identify and make sense of the multifarious elements that can influence acculturation/second language socialization and sojourn outcomes (e.g., language proficiency gains, intercultural competence development, multicultural relationship-building). Systematic acculturation research is providing much-needed direction for pedagogical interventions (e.g., pre-sojourn orientations, language and intercultural transition courses, intercultural communication courses for both home and host nationals). The findings are enabling sending and receiving institutions to devise workshops and other interventions that aim to support the academic and social integration of international students. These efforts, in turn, are helping educational institutions to achieve the aims of internationalization.

After briefly explaining contemporary notions of acculturation/second language socialization, this symposium presents the key findings of studies that examined this phenomenon in relation to international educational experience. In Part I, the first two presentations focus on the acculturation of outbound international exchange students from a university in Greater China who sojourned in English-speaking countries. The third paper presents the findings of a mixed-method study that tracked the acculturation of inbound international exchange students at a Hong Kong university. In Part II, the first talk presents case studies of second language speakers of English who joined an international exchange program at a Hong Kong university. The second presentation centres on the acculturation of international postgraduate students in Shanghai, while the last talk examines the mutual cultural adaptation of Chinese and international students within the context of a multicultural classroom in China. Ample time will be allotted for discussion.

Paper 1

The Impact of L2 Competence and Social Networks on the Intercultural Adjustment of Inbound Asian Exchange Students in Hong Kong

Author: Yingying XIE, The Chinese University of Hong Kong

This presentation focuses on mixed-method, multiple case studies that tracked the social networks, second language (L2) use, and cross-cultural adjustment of four inbound Asian exchange students at a university in Hong Kong. All of the case participants were L2 speakers of English, who had limited or no proficiency in a Chinese language. This longitudinal study consisted of three phases, pre-sojourn, mid-sojourn and post-sojourn. Through the triangulation and analysis of qualitative and quantitative data (e.g., surveys, interview transcripts, Facebook posts), this research identified a number of internal factors (e.g., language proficiency, willingness to communicate) and external elements (e.g., close ethnic proximity (Kim 2001), host receptivity, participation in campus activities) which appeared to impact the way their intercultural journeys unfolded. The findings of the current study have pedagogical implications for program administrators, intercultural educators, and study abroad students, especially those who join an international exchange program. Steps can be taken to optimize intercultural learning at all stages of the study abroad cycle: pre-sojourn, sojourn and post-sojourn. This presentation will conclude with suggestions to facilitate the acculturation and second language socialization of future inbound exchange students in similar contexts (e.g., ways to build intercultural friendships and diversify social networks).

Paper 2

The Acculturation Trajectories of Inbound International Postgraduate Students in Shanghai

Author: Xiafang CHEN, Shanghai University of Finance and Economics

This paper reports on a mixed-method study that investigated the acculturation trajectories of two cohorts of international students who were undertaking master's degree studies in a university in Shanghai, China under the 'One Belt One Road' initiative. Data were collected via interviews and questionnaires. The two cohorts were from Russia, Central Asia, Southeast Asia and Africa. Only a few of the participants had learned Chinese before arriving in China. In Shanghai, the medium-of-instruction for their master's degree courses was English. The present study tracked their adaption to the host culture as well as the cultures of their fellow students from other parts of the world. The findings helped to better understand the issues and difficulties facing this population and provided direction for organizations to better support the learning, living, and engagement of inbound international students in China.

Paper 3

Mutual Cultural Adaptation: Insights from a Multicultural Classroom

Authors: Ran AN, South China University of Technology
        John W. Berry, Queen's University & South China University of Technology

The current literature on the acculturation of sojourners focuses on their adaptation to the host culture, while less attention is given to the hosts' adaptation following interactions with the visitors. This study looks at aspects of mutual cultural adaptation (Chinese and international students) and

how hosts (Chinese students) adapt themselves in the context of a multicultural classroom. Chinese Yin Yang theory was used to supplement acculturation theory, and was applied to analyze this case study. International students and Chinese students were found to be one set in the multicultural class, but were also two sides of Yin and Yang. The two groups have positive and negative sides, both within themselves and also towards each other. Yin Yang theory showed how they change from one side to the other through a process of being in conflict, then by balancing the conflict, and finally by achieving a harmonious relationship within oneself, with the other group, and in the whole group in the multicultural class.

P4

Intercultural Competence in Organizations

Chair: Karin Goettsch, Concordia University

Paper 1
Diversity in Cultural Context: Chinese and American Perspectives

Authors: Karin Goettsch, Concordia University
         Yong-Kang WEI, University of Texas Rio Grande Valley

As organizations of all types today become more connected and multicultural, researchers must more deeply explore the complexities of diversity and culture(Bennett, 2014; Buzzanell, 2017; Ferdman, 2017).

This session's two presenters (one Chinese, one American) were inspired by an engaging discussion on the topic of diversity at a recent conference which prompted them to consider the following research questions: How do Chinese and American perspectives of diversity compare based on the cultural context? In other words, do they view diversity through an identical or different lens?

Related questions include:
• How do principles of diversity intersect or layer with traditional dimensions of national culture?
• What factors influence an individual's frame of reference on diversity and culture?
• What are the biggest communication and diversity challenges in a multilingual and multicultural setting?
• What skills can be developed to improve communication outcomes across languages, national cultures and organizational cultures while looking through a diversity lens?

Joining their common interests in intercultural communication, the presenters will share preliminary results from a qualitative study that investigates how Chinese and American participants identify themselves in various settings. The inquiry draws on traditional dimensions of collectivism and individualism and other influences in the context of culture and diversity (Bernstein et al., 2015; Chatman et al., 2015; Hofstede, 2010; Saad, 2015; Yin, 2017).

This presentation will briefly summarize the preliminary research findings and implications, highlighting both expected and unexpected differences expressed by the participants. Researchers, educators and practitioners alike are encouraged to attend and participate in a discussion.

Paper 2
Intercultural Competence in the Diversity Management of Companies. A Qualitative Research in Italian Firms

Author: Cristina Balloi, University of Verona

In the era of globalization, the complexity of economic systems is revolutionizing work environments, especially in terms of human resources, work methods, and workers' professional

identities. Diversity in work environments has become one of the essential themes concerning human resource management. Originally conceptualized within the American context, Diversity Management (DM) has reached a global scale as a field dealing with managing diversity in companies (Cox, 2001). The practice of DM requires developing expert competencies, principally for those who manage work groups. Studies regarding DM related competencies are scarce in scientific literature (Kulik, 2014). The focus of this doctoral research is centered around said literature gap in order to tackle companies' practical needs. Seeing as the focus is DM, this research has been carried out along the lines the epistemological paradigm of Intercultural Education. The main aim of the research was the creation of a reference model of intercultural competence (IC) for the purpose of entrepreneurial DM. The model in question does not measure IC but rather represents a reference point for an effective actualisation of the practice of DM.

The research methodology was framed within the naturalistic qualitative paradigm, the epistemological foundation of which is principally based on symbolic interactionism (Denzin, Lincoln, 2000; Cohen et al, 2011; Blumer, 1969). Managerial Practices have been analysed pursuant to the chosen methodological approach through semi-structured interview. The method of qualitative content analysis, employed with the support of Nvivo software, has allowed for the identification of categories able to describe the practice of DM and the categories of which IC is construed. 34 managers e HR managers from 3 large companies in Northern Italy make up the target of the study. The outcomes of the research focus on three main objectives: the Systematic Literature Review on Diversity Management, the analysis regarding the practice of Diversity Management, the creation of a model for Intercultural Competence, and finally, the study of its practical implementation. This research's definitive model for Intercultural Competence is comprised of four aspects: the self (attitudes and self-awareness), knowledge, skills, values, brand culture and identity, and the landscape of international rights touching on diversity within the workplace. Each aspect in turn contains specific categories describing the aspect itself. The model's practical application was conceived as a reference point for the evaluation system pertaining to inclusive leadership and managerial training; it was also conceived as reference point for company policy, especially with regard to Diversity Charters promoted by European Union. An experimentation and practical implementation phase was carried out in accordance with the employment of the model as an evaluation tool. Managers were also trained for utilizing the model for evaluation processes.

Paper 3
Constructing the Dimensions of Expatriate Adjustment: An Investigation of Chinese Organizational Expatriates

Author: Beiting HE, South China University of Technology

This study aimed to explore the dimensions and indicators of expatriate adjustment through integrating the cross-cultural psychology and international human resource management field. We combined the comprehensive literature review and qualitative pilot study which is based on the in-depth interview with 33 Chinese expatriates who are assigned all over the world. The study refined the three dimensions of expatriate adjustment which was developed by Black et al. We found that the expatriate adjustment process displays at affect (or feelings), behavior, and cognition facets. This finally refined as psychological, sociocultural, work and interactive adjustment which constituted the new three dimensions of expatriate adjustment. More participants needed to be investigated, in order to test its generalizability, and there is a need to develop the new scale that measure expatriate adjustment, and more quantitative research should

pay attention on this aspect. The literature in the wake of the Black and Stephens questionnaire has contributed greatly to our understanding of expatriate adjustment. Yet, it was not developed in a systematic, theory-driven way. This study fills this gap by constructing an alternative way to explore expatriate adjustment.

Paper 4
Study on Life Adaptation of Chinese Enterprise Personnel in Saudi Arabia

Author: Guangcun ZHAO, Guangdong University of Foreign Studies

Chinese enterprises are faced with the problem of intercultural adaptation. Based on Black's theory of "three-dimensional" model of intercultural adaptation, generally there are three kinds of intercultural adaptation, i.e. life adaptation, work adaptation, and interact adaptation. However, it is impossible to make clear the large issue in a little paper. Therefore, this paper mainly explores life adaptation of Chinese enterprise personnel working in Saudi Arabia. Semi-structured in-depth interviews are conducted with 23 Chinese enterprise employees working in Saudi Arabia for at least a year. We get findings on life adaptation as follows: (1) Maladjustment is mainly reflected in restriction and safety. That is to say, religious regulations and taboos and a strange living environment make the life of Chinese enterprises personnel restricted. (2) However, there are also many aspects of adaptation, such as Saudi cuisine, living environment and leisure life, high salary income, which bring the satisfaction of life demands to Chinese enterprise personnel. Especially, Chinese people are trustworthy and punctual, which makes Chinese people have much face and respect in Saudi Arabia and establish a good national image. In view of the above life adaptation situations of Chinese enterprise personnel in Saudi Arabia, the following suggestions are proposed: (1) Respect local laws and regulations, social customs and religious customs, and also keep a careful attitude and actively deal with disadvantageous factors. (2) Besides keeping a good image politically and economically, it is also necessary to increase the cultural connotation of Chinese people overseas, be a communicator of Chinese and foreign excellent culture, and build a positive national image and individual image.

P5

Intercultural Adaptation

Chair: Sara Ganassin, Newcastle University

Paper 1

The Changes and Continuities of Chinese Post-Graduate Students' Identities and (Non)-Belongings in Germany

Author: Lili JIANG, Goettingen University

This research explores the changes of Chinese post-graduate students' cultural identity and their sense of belonging during the years of they stay in Germany. The main purpose is to understand how they perceive their attachment to China politically, culturally and ethnically and how does the perception gradually change after their experience in German universities, which they have learnt and developed different strategies to negotiate their identity and belongings. The study applies a combination of longitudinal method and biographical interview (Rosenthal, 2004) method which tracks 25 Chinese students' lived experiences and processes of their change from their first semester until they graduate in Germany, in order to capture critical moments of their transitions. The research aims to reveal the complex and multilayered nature of Chinese students' identity and sense of belonging.

Paper 2

Transculturalism Through Graphic Novel: The Language and Social Themes of Novel-Format Comics as a Transcultural Bridge

Author: Marco Pellitteri, Shanghai International Studies University

This presentation is divided into three parts. In the first part, I introduce the notion of graphic novel as a specific commercial label, narrative format, and overall 'genre'/form of comics. The graphic novel has many traits in common with the comics as traditionally intended, but it differs from them both from the graphic/visual point of view and in the overall narrational and literary intentions: while comics, when articulated in periodical series, often focus on recurring characters, standardised visual styles, established settings and repetitive narrative structures, the graphic novel's literary form is usually that of one single volume telling a stand-alone story in which the psychology and existential struggle of a limited group of dramatis personae are at the center of the narrative, as in a novel classically intended; moreover, their visual language, which in its basic characteristics is the same of comics, may differ in many ways, privileging a more simple semiology than in comic books or manga, so to make the graphic novel easily understandable to a readership that may not be familiar with the sequential art.

In the second part of the presentation, I illustrate the previous points through a selection of examples of graphic novels whose visual styles serve the purpose of being understandable to a diverse and potentially multicultural readership, and whose themes come from a significant range of different cultural context. In this sense, the second part will be a thematic bridge to the third part.

The third part, in fact, explains the intrinsic inter- and transcultural power of graphic novel. This form of comics usually focuses on social themes and the life struggles of the characters, often using the literay genre of autobiography or journalistic reportage (in this latter case the form is called 'graphic journalism'; and it does it using graphic styles that are not as baroque and complicated as in traditional comic books. More importantly, the national markets of comic books and graphic novels have opened up to this literary form, publishing works coming from all over the world, namely also from areas whose literary and graphic production had been previously neglected. This combination allows readers from different regions of the world to get in touch, via a 'universal' form of communication such as sequential images, with themes and stories that were previously unknown or not so easily accessible. Obscure wars, family tragedies, the fight against a cancer, the historic change of a nation to a teocratic government, the Shoah as told by who survived it: these and many more themes are typical of the graphic novel, a literary form that has increased awareness among readers who, otherwise, would have been harly reached with the same intensity and direct language.

The presentation will also offer some hard data, such as the sale rates of graphic novels' share in the comics market in some given countries and the by-country distribution of graphic novel creators and the countries in which their works are published.

Paper 3
The Development and Validation of the Indonesian Well-being Scale

Authors: Herdiyan Maulana, Queensland University of Technology
         Nigar G. Khawaja, Queensland University of Technology
         Patricia Obst, Queensland University of Technology

The present study describes the development and validation of a new instrument to measure the well-being of Indonesian people. Items were generated by taking into account the recent cross-cultural developments in the literature. Participants (N = 1028) from a number of provinces in Indonesia completed an online or paper questionnaire containing a battery of measures including the new well-being instrument. The total sample was randomly split into two equal groups. An exploratory factor analysis (n = 512), was conducted on one half to explore the factor structure of the new scale, which resulted in a 24-item scale with a four factor solution. The four factors were: 1) Basic-Needs, 2) Social-Needs, 3) Self-Acceptance, and 4) Spirituality. A confirmatory factor analysis was conducted on the second half (n = 514), which confirmed the four factor structure with 20 items emerging as the best and most parsimonious fit of the data. The psychometric properties of the final scale were tested on the whole sample. The new scale displayed sound internal consistency, test retest reliability and divergent, convergent and discriminant validity. The scale has a potential to be used in future research which examines well-being in the Indonesia context. Future directions and limitations of the study are discussed.

Paper 4

The Critical Skills for Life and Work Project.: Intercultural Communicative Competence and the Reintegration of Refugee Professionals in Europe

Authors: Steve Walsh, Newcastle University
Sara Ganassin, Newcastle University
Tony Young, Newcastle University
Alina Schartner, Newcastle University

Europe is currently experiencing a dramatic and unprecedented influx of refugees. A small but significant sub-group of these people are highly qualified professionals who, having been displaced, often find themselves in low-skilled, minimum-wage jobs for which they are over-qualified.

The "Critical Skills for Life and Work" research project Erasmus+, 2017-19) is funded by the European Commission and aims to enhance the employability and integration of refugee-professionals in three countries (the UK, the Netherlands and Austria), and then the rest of the EU. The main focus of the project is the development of a toolkit—consisting of intercultural teaching and learning materials —for refugee professionals and the language teachers who work with them. The toolkit brings together the key skills, knowledge and competences identified by research into professional development with research on what constitutes intercultural and interactional communicative competence in language learners. These particular, yet related, competences are described and operationalised under the umbrella construct we are using in the project: Professional and Intercultural Communicative Competence (PICC).

In this paper, we offer an overview of the project, focusing on the processes and practices of co-construction used in the creation of materials, tasks and activities designed to enhance PICC. Specifically, the paper outlines the theoretical underpinnings of the project, with a focus on PICC; describes the process of co-construction in the production and trialling of materials; offers examples of tasks and activities used; and provides an evaluation of the project to date. The paper addresses the point listed in the call concerning intercultural education with a focus on intercultural interaction.

It will be of interest to researchers and teachers of intercultural communication and, more generally, to anyone with an interest in language pedagogy, and in the intercultural dimension of language teaching. It will be also relevant to anyone with an interest in the global refugee crisis and responses to it.

P6

Intercultural Adaptation

Chair: Eika Auschner, Universidad Pontificia Bolivariana

Paper 1
Exploring Colombian Cultural Standards from a German Perspective

Author: Eika Auschner, Universidad Pontificia Bolivariana

Business relations between Germany and Colombia have been getting stronger and more important in recent years. With the signing of the Free Trade Agreement between Colombia and the EU in 2013, trade barriers were reduced, and political as well as recent social developments in the country have contributed to Colombia being seen as one of the Latin American countries with the greatest growth potential from a German perspective (DAAD 2017).

When doing business internationally, also cultural factors come into play. Cultural standards can be understood "as all kinds of perception, thought, value and action that are considered by most members of a particular culture (...) as normal, natural, typical and binding. Own and foreign behavior is evaluated based on these cultural standards" (Thomas 1996). They serve as an approximation to the description of a national culture and are used to prepare foreign employees and managers who work with members of this culture. In comparison to culture models such as the Culture Map (Meyer 2014), they follow a more qualitative approach using the critical-incident technique, and thus offer an additional perspective. Previous research on cultural standards from a German perspective has focused on Latin American countries such as Argentina (Foehllbach et al., 2002), Brazil (Brokelmann et al., 2005), Chile (Ellenrieder and Kammhuber, 2009) and Peru (Maurial de Menzel and Thomas, 2012). However, the analysis of the Colombian culture from a German perspective has not been carried out yet.

To close this gap, 25 semi-structured interviews were conducted. Interview partners were Germans and Colombians with relevant working experience in both cultural contexts. The interviews were analyzed with qualitative content analysis (Mayring 2014) with the aim to identify differences in working behavior and exemplary situations that show misunderstandings based on cultural differences. Results were compared to literature, and Colombian cultural standards were identified from a German perspective.

Paper 2
Examining the Cross-Cultural Adaptation Experiences of Chinese Scientists in Germany: A Qualitative Approach

Author: Chengli ZUO, Shanghai International Studies University

Chinese scientists are increasingly getting involved in intercultural contact with people from all over the world. More and more Chinese scientists are now working on research projects in multicultural teams in companies, institutes or in innovation centers in Germany. The domains of cross-cultural adaptation that specifically relate to overcoming cultural challenges in the scientific innovation process need to be determined through careful research design and analysis. This paper

intends to find out how Chinese scientists live and work in Germany and what are the challenges they are faced with. This study will examine the cross-cultural adaptation experiences of Chinese scientists in Germany and identify domains or themes concerning their adaptation experiences. A qualitative approach will be employed to delve deep into their life and work through in-depth interviews. About 30 Chinese scientists will be included in this study and all of them have stayed in Germany for at least 3 years. It is important to know how their perceptions and behavior might have changed during their long-term stay in the German culture. It is possible to see their struggles with the adaptation to the new culture and how their cope with the stress during the process. It is also important to know deep in their heart how they feel about the years of living and working in Germany and what are the positive influences that have helped them do better job in their scientific research. The present study helps fulfill the need for exploratory research on cross-cultural adaptation to find something new and inspirational in the context of scientific research and innovation. It will also offer valuable suggestions for Chinese scientists to better live and work in Germany.

Paper 3
Study on Third Language Acquisition and Cultural Identity of Foreign Students in China

Authors: Xiaoqiu XU, Nanchang Hangkong University
        Fen HUANG, Nanchang Hangkong University

Overseas students studying in China may involve multi-directional interaction between three or more language systems. This thesis takes foreign students with multicultural background as the research object, investigates the cultural identity of the mother tongue, the subject cultural identity and the degree of Chinese cultural identity, and constructs the structural equation model including the above three factors, and discusses the significance of the model to Chinese cultural acquisition. Firstly, the thesis analyzes the verbal and non-verbal results obtained by overseas students in the development of Chinese learning, and changes their cultural identity. In addition to the dominant cultural identity, it is necessary to explore the influence of "unconscious" identification information on the individual development of foreign students. Secondly, it analyzes overseas students' Chinese cultural identity by investigating their Chinese language level, Chinese cultural knowledge and values, Chinese culture attitudes and emotions, and internalization of cultural values. In addition, due to the interference of the psychological defense mechanism of international students, the paper also observes the communicative style of international students, and finds the changes in their cultural values and the mapping of communicative style changes to their cultural identity. Finally, the thesis refines the cultural identity of the third-language generation of foreign students in China, the development of the overall "people" of foreign students and the development of intercultural communication competence of foreign students, as well as the implications of cultural identity on the Chinese language acquisition of foreign students. The thesis helps to promote the localization of trilingual acquisition and Chinese teaching for foreign students.

Paper 4

"Hello, I Am Vicky" vs. "Hello, I Am Fang Fang" : The Interrelations Between Identities, Name Choices, and Cross-Cultural Adjustment of International Students

Authors: Ying Shan Doris ZHANG, University of Alberta
         Kimberly Noels, University of Alberta

Statistics Canada (2018) indicates International Students (IS) represent about 12% of the student population in Canadian universities, reflecting an 11.7 percent growth in enrolment since 2015/2016. The Council of the Ministers of Education (2011) stated various reasons for attracting IS, including their contribution to strengthening host schools and communities, and improving the quality of education received by all students in Canada. Given the critical role of IS, research has focused on understanding their adjustment processes and well-being in the host country. Similar to other types of migrants, an important aspect of adaptation is the identity changes that the students undergo. To better understand IS' identity development in relation to their cultural adaptation, we look specifically at the role of names in the present study.

IS at a Canadian university (n = 139) completed an online questionnaire. All students spoke a language other than English as their heritage language. Ethnic identity was assessed as situated phenomenon, which potentially varies depending upon the social situation one is in (e.g., with family or friends vs. at work or in the broader community; Clément & Noels, 1992). In line with the contextual nature of ethnic identities, we propose a model of situated name choices. Specifically, we hypothesize that heritage names are preferred over Canadian names in private domains (with family and friends), and vice versa in public domains (in school and community). We also expect mainstream acculturation to mediate the relationship between anticipated life experiences in Canada and name choices. Lastly, specific reasons for adopting English names were explored using thematic analysis.

The results supported the situated nature of ethnic identities, such that heritage identity was stronger than Canadian identity in private domains, and vice versa in public domains. Consistent with our expectations, such patterns were replicated with name choices (higher usage of heritage name than English name in private domains; and the contrary in public domains). Moreover, IS' anticipated life quality in Canada was positively associated with heritage name use. In turn, this association was fully mediated by mainstream acculturation. In other words, the students who anticipated positive experiences in Canada were more oriented to the Canadian ways of living, and felt less need to adopt an English name. Furthermore, thematic analyses revealed that, when asked about the helpfulness of having an English name in Canada, the students associated the name with "higher convenience to self and others", "increased recognition by others", "facilitation in building Canadian identity", and "unhelpful" (doing well with heritage name). The main reasons underlying the students' specific English name choices are "similarity to heritage name", "convenience and simplicity", "identification with the name's meaning", "selected by teacher", "in reference to a well-liked individual/character", and "at random/unsure".

The findings imply English names facilitate the establishment of cultural identities and ease social interactions for IS in Canada. However, highly acculturated students believe that they could function effectively in the Canadian society without using an English name. The role of names and anticipated life experiences in IS' cross-cultural adaptation is discussed.

P7

Intercultural Adaptation

Chair: Joep Hofhuis, Erasmus University Rotterdam

Paper 1

Introduction and Development of the Cross-Cultural Depression Coping Inventory Scale

Author: Valeria Markova, University of Bergen

This paper describes the development and validation of the Cross Cultural Depression Coping Inventory (CCD-CI). The CCD-CI is a 28-item measure of the culture-specific strategies used by various ethnic groups to cope with depression. Findings from a principal components factor analysis conducted with a sample of immigrants from Russia (n = 164), Poland (n = 127), Pakistan (n = 128), Somalia (n = 114), and Norwegian students (n = 248) supported a four-factor model as best representing the coping behaviour of the five groups: Engagement , avoidance , spiritual, and disengagement coping. There was factorial agreement across ethnic groups. Reliability analysis revealed low internal consistency of the disengagement coping scale and it was excluded from further analysis. There were ethnic differences in preferences towards coping with depression.

Participant acculturation orientation was also measured, The Vancouver Index of Acculturation was used. Acculturation orientation was related to coping preferences. While both maintanance and adoption acculturation orientation were positively associated with engagement coping preferences. There were differences when it came to spiritual coping. Adoption acculturation orientation was negatively associated with spiritual coping, and maintanance acculturation orientation was positively associated with spiritual coping.

The study results offer evidence that coping can be seen as a culturally mediated process.

Paper 2

"It Was a Conflict on an Intellectual Level": Transformative Experiences in International Education

Author: Emmanuelle S. Chiocca, Duke Kunshan University

For the past decades, an ideological shift has been encouraging institutions of higher education to send more students abroad to meet the new needs of a globalized world. International education has thus been evolving: language-focused and full immersion programs are declining and short-term discipline-focused programs are increasing (IIE, 2017). With this growth comes the need to develop a concentrated and impactful curriculum for these short sojourns and to provide supportive environments for deep learning abroad that is more than upgraded tourism but rather focused on educational outcomes.

At the same time, a recent trend in research argues that mere contact with cultural "others" is not sufficient for leading to significant change, and that short programs do not allow in-depth learning, thus challenging ethnocentric curricula, outcomes, assessments, and the industrial consumption of international education. Higher education institutions have therefore been tasked with evaluating

the success of education abroad programs not only not only quantitatively but also qualitatively.

This qualitative case study investigates the crossroads of the above two processes through the experiences of five female international students who participated in a short-term study abroad program in a non-traditional destination, Jerusalem. This research examines the students' perspectives during study abroad and the subsequent changes they perceived, if any, up to six months after their experiences. One of the purposes of this study is to identify factors leading to change in perspective and identity. Another dimension of this research is to understand how these experiences influenced the types of change, and what changes students identified during and after study abroad. Data were collected through students' papers and other documents, surveys, and in-depth interviews of both the students and their instructor, and were analyzed inductively.

This study contributes to the field by adding insights regarding the broader impact of study abroad on students. It demonstrates that students who participate in short-term study abroad programs as short as four weeks can undergo perspective transformation, cross-cultural competence development, and even sometimes general intercultural sensitivity growth. The results of this study indicated that students' perspective transformation revolved around five main components all intricately related to each other: directed and diverse conversations, hermeneutical reflections, emotional disequilibrium, cross-cultural competence development, and student engagement in their classroom culture. These components created a gestalt leading to perspective transformation. However, participants perceived change differently, based on their individual differences, their mindset in relation to transformation, and prior international experiences. Change emerged in four primary areas, namely intercultural sensitivity, change as a student, ideological shift, and career refinement.

These findings indicate that short-term study abroad programs can lead to transformations beyond the cross-cultural level, even suggesting that intercultural competence follows similar - if not identical – stages of development as perspective transformation and experiential learning.

Paper 3
Different Contexts, Similar Adaptation Processes? A Two-Country Study on the Effect of Social Media Use on Acculturation, Adaptation, and Well-Being of International Students

Authors: Joep Hofhuis, Erasmus University Rotterdam
        Marieke van Egmond, University of Hagen
        Franziska Lutz, Erasmus University Rotterdam
        Karin von Reventlow, University of Hagen
        Anette Rohmann, University of Hagen

Previous research on social media use of international students tends to focus on the role of host social media use in the process of cross-cultural adaptation. When studied, home country social media use has been found to contribute little to the well-being or the adaptation of international students to their host society (Park, Song & Lee, 2014; Rui & Wang, 2015). According to the acculturation literature, however, it is important to distinguish between psychological and sociocultural adaptation when examining cultural transition processes. Furthermore, in line with Berry's (1997) seminal acculturation model, well-being is a function of the degree to which migrants associate with the host country and the degree to which they maintain ties with their own cultural heritage. In the current study, we therefore examine the way in which these dimensions

mediate the relationship between host and home country Social Network Site (SNS) use and well-being of international students. Furthermore, an often raised question is whether the influence of SNS use on acculturation may be dependent on cultural background. To shed new light on this issue, the current study compares these processes among two distinct samples: a culturally diverse group of international students in the Netherlands (N = 91) and a group of Chinese students in Germany (N = 101).

The results of structural equation modeling suggest that SNS use has similar implications for acculturation processes in these two distinct samples. We find that host country social media use is positively associated with life satisfaction, due in part to the fact that it is associated with higher levels of host country participation and psychological adjustment. In contrast, home country SNS use seems to be primarily negatively associated with adaptation. Although it predicts higher cultural maintenance, it is also associated with lower levels of adaptation among international students in the Netherlands: the more time one spends on home country social media, the lower life satisfaction is. These findings illustrate that, during a stay abroad, using SNS to keep in contact with friends and family in the home country may enhance feelings of loneliness and reduce adaptation and well-being. Our models illustrate the complimentary role that psychological and sociocultural adaptation play in these processes. Whereas sociocultural adaptation is not significantly related to well-being among these samples, psychological adaptation is. This finding illustrates the need to distinguish between these dimensions in future research.

P8

International Students Abroad

Chair: Nicolas Geeraert, University of Essex

Paper 1
Intercultural Contacts and Acculturation Resources Among International Students in Australia: A Mixed-Methods Study

Authors: Andre Pekerti, The University of Queensland
Fons van de Vijver[†], Higher School of Economics, Moscow
Miriam Moeller, The University of Queensland
Tyler Okimoto, The University of Queensland

We use a mixed-methods approach in two studies to investigate the factors that are associated with acculturation in International Students seeking a degree at an Australian university and test how these factors are related to acculturation outcomes. In Study 1 we use ethnographic, semi-structured interviews to compare the experiences International Students who had on average positive experiences versus those who had negative experiences. A support network of mixed-nationals, especially members of the host nation, facilitates positive adjustment and buffers acculturative stress. Study 2 quantitatively tested the association of factors found in Study 1 (stereotypes, prejudice, intercultural and ethnic network/resources) with psychological and sociocultural acculturation outcomes. Stereotypes and prejudices loosen ties with the dominant cultures and reinforce ties with the ethnic culture. Resourcefulness associated to any culture was positively related to well-being. Contacts play a crucial role in developing these resources.

Paper 2
Acculturation of Foreign Students in Estonia

Author: Anastassia Zabrodskaja, Tallinn University

Estonia is not a destination for a significant transnational migration currently: the country's large Russian-speaking population has been formed mainly through immigration during the Soviet period (1944–1991). In the post-Soviet context, globalisation has increased the importance of English among Estonian-speaking and Russian-speaking population.

Tallinn University (Tallinn, Estonia) is a universal integrated research, teaching and cultural institution. There are about 10 000 students at Tallinn University. Seven hundred and fifty of them are international students from 54 different countries. One of the curricula taught in English is "Communication Management". Students from different cultural and linguistic backgrounds come to Tallinn University to study in English during the two-year master's programme "Communication Management". Their reasons to study in Estonia are different but the most mentioned one is to engage in an international experience in a European Union country that has good and affordable quality of life.

During the first autumn semester every student follows a course in the "Basics of Intercultural Communication" where students are encouraged to observe, monitor and report on any culturally defined and "different" situation. By the end of the course students complete a comprehensive

essay where they have to draw connections between such practical experiences and ways they adjust to them.

A phenomenological study was chosen for research strategy. It falls under the qualitative method of research; it is best suited for explaining the phenomenon "acculturation". Acculturation has two dimensions: the degree of preservation of one's heritage culture and adaptation to the host society. According to Merriam (2009: 13), qualitative research aims to understand "the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world". Also it helps us to interpret the experiences and feelings which a person has obtained from a certain phenomenon. In my study, it facilitates the understanding of the true meaning of 'acculturation', and the feelings associated to this phenomenon, among the foreign students at Tallinn University. In their essays students usually feel that their adaptation is easy in terms of studying environment (as English is widely used in university and around the city) but note that their adaptation to local climate, food, language, behaviour patterns and values is difficult and challenging that leads to culture and identity shock. For the current study, the essays collected during 2014–2018 are chosen. I must note that the results are strictly synchronic, representing a snapshot that does not reflect possible dynamics in acculturation processes.

I use an interactive model of foreign-language proficiency, communication competence, effective intercultural interaction and sociocultural adaptation (Masgoret and Ward 2006) to highlight the strategies foreign students used to cope with Estonian social and academic environment. Masgoret and Ward (2006) suggest that the core component of socio-cultural adaptation is language proficiency. Language and cultural differences turned out to be the major challenges in foreign students' acculturation process in Estonia. Based on the students' examples I will show how students overcome obstacles while accommodating to study-related aspects and integrating into new sociocultural environment.

Paper 3
Do What You're Told While Abroad? How Personality Moderates the Impact of Social Norms on Sojourner Adaptation

Authors: Nicolas Geeraert, University of Essex
        Ren Li, University of Maryland
        Colleen Ward, Victoria Univeristy at Wellington
        Michelle Gelfand, University of Maryland
        Demes Kali, University of Essex

When living abroad, how do you navigate the norms of your new culture? Building upon acculturation research and the theory of cultural tightness we examine whether sojourners travelling to a tighter culture (characterized by strong rigidly imposed norms) were expected to be less adapted than those that go to loose cultures (characterized by weaker norms). In contrast, individuals who have been socialized in tighter cultures were hypothesized to be more adapted than those in loose cultures, due to an awareness of the strength and importance of social norms. To test these hypotheses, longitudinal data was analysed from intercultural exchange students (N = 889) travelling from and to 23 different countries. Results, from multilevel modelling, show that tightness of the destination matters, such that sojourners going to a tighter culture had poorer adaptation than those that go to loose cultures. Secondly, the data showed that tightness of the sojourners' country of origin also mattered, such that sojourners originating from a tighter culture

generally were better culturally adapted. Interestingly, these main effects of home and host tightness were not qualified by their interaction. Finally, we examined the extent to which the negative effect of cultural tightness was moderated by individuals' personality traits that enable them to navigate strong norms. We found this to be the case for sojourners with high agreeableness (who are concerned with fitting in), and high honesty-humility (who feel little temptation to break rules), but not for sojourners with high conscientiousness (who are able to self-regulate).

P9

Media Technology & Education

Chair: Doreen WU, Hong Kong Polytechnic University

Paper 1
Discursive Self in Microblogging: A Comparison of American and Chinese Celebrity Practices on Twitter and Weibo

Author: Doreen WU, Hong Kong Polytechnic University

The increasing popularity of social media has had an enormous impact on celebrity culture and on how individuals present themselves and relate to each other. It is widely acknowledged that a prominent feature of social media communication is the focus on the self (see Dayter, 2016; Page, 2012). The present study thus attempts to identify ritualistic acts performed by American and Chinese celebrities to represent self on their indigenous social media platforms and to revisit the debate in cross-cultural psychology on culture and self in the East versus the West (see Hofstede, 1980/1991/2001; Markus & Kitayama,1991). Integrating insights from social identity theory by Tajfel and Turner (1979) and politeness theory by Kadar and Haugh (2013), the study postulates that the discursive self in the celebrity microblogging is comprised of dual aspects: involving acts of indexing the personal self and interpersonal self. Three months of postings by twelve most-followed Twitter and Weibo celebrities from U.S. and China were retrieved and analyzed. It is found that both American and Chinese celebrities construct their public persona by performing acts indexing both personal self and interpersonal self. The cluster of speech acts identified for constructing personal self by the celebrities include self-reporting moment and information, promoting self and others, and self-reporting mood, while the cluster of speech acts identified for constructing interpersonal self include greetings, directing, eliciting response, congratulating, showing gratitude, showing judgment and appreciation. In general, the celebrity practices in US and China have displayed a converging trend as evidenced in the commonalities of speech acts performed, while significant difference is also observed in culture-specific preferences, exemplified by the frequent occurrence of some acts on the social media. The paper concludes with proposing a transcultural perspective for future studies of interpersonal behavior across cultures.

Paper 2
Promoting Intercultural-Global Citizenship Through an Online Intervention

Author: Jane Jackson, The Chinese University of Hong Kong

Intercultural educators across the globe are experimenting with diverse pedagogical approaches with the aim of cultivating the attributes and skills commonly associated with interculturality and global citizenship (e.g., intercultural communication competence, the acceptance of basic social values that protect the rights and dignity of all human beings, an appreciation of cultural diversity and global interdependence, the combatting of racial discrimination). Digital advances are creating new and exciting possibilities for intercultural interventions, including workshops and courses for study abroad programs.

This presentation reports on a fully online intercultural transitions course for international

exchange students, which has been designed to cultivate global-mindedness, interculturality, prosocial values, and meaningful engagement in the host environment. Activities include a theme-based asynchronous discussion board with related fieldwork, the writing of a reflective essay that links 'real world' intercultural experience with theoretical notions, and a newly-added intercultural-global citizenship project, For the latter, individually, the course participants videotape their interviews with people in the host environment about global citizenship and intercultural competence. Edited interviews are uploaded to our course You Tube site, and near the end of the semester, the findings are debriefed online in small groups.

After digesting assigned readings and YouTube links and conducting intercultural fieldwork, in the eLearning platform the students disclose their growing understanding about the harmful effects of prejudice, Otherization, and social injustice in the world around them. Through intercultural mentoring they are also prompted to consider how their own attitudes and actions relate to contemporary notions of interculturality and global citizenship as presented in the assigned readings and YouTube links. In small-group discussions, the participants also 'unpack' their project data and exchange views about ethical global citizenship and interculturality.

After providing a brief overview of the course (aims, pedagogy, participants, activities), this presentation will focus on the developmental trajectories of the 2018-19 cohort, which was composed of 26 undergraduates (local and international students from a Hong Kong university) who took part in a semester or year-long international exchange program. The Intercultural Development Inventory (IDI), a cross-culturally validated psychometric instrument was administered before and after the intervention to provide a measure of intercultural competence. The participants were also interviewed and surveyed before and after the intervention to gauge their learning and perceptions of the course. Additionally, all of the hypermedia course data (e.g., online posts, digital images, interview transcripts) was inputted into an NVivo 11 Pro database and subjected to open, thematic coding. The quantitative and qualitative data was triangulated to develop deeper insight into the participants' intercultural learning and engagement.

After comparing the pre- and post- course IDI results, the key findings of this evaluative case study will be summarized. This session will conclude by highlighting the benefits and potential challenges of designing and implementing an online intervention to empower study abroad students and promote interculturality and global citizenship.

Paper 3
Can We Use Wechat? A Qualitative Exploration of the Impact of Social Media on Intercultural Interaction

Author: Yanrong CHANG, University of Texas Rio Grande Valley

WeChat is a social media that is gaining popularity. During a semester long intercultural encounter, college students from a university in the U.S. and one in China switched their interaction from Email to WeChat and this study investigates how the use of WeChat shapes the interaction and intercultural relationships. Data used for analysis include the actual exchanges between U.S.-China college students over a period of two months in fall 2016, students' reflection essays on their interaction experiences, students' journals, and their oral presentations reporting on their experiences. Some preliminary observations suggest that the use of WeChat helped enrich the interaction process through its multiple channels such as audio/video calls, image sharing, instant messaging, emojis, and video sharing. All the multiple channels helped create more informal,

relaxed, instant, and lively interaction. It also helped draw communicators closer due to its personal features. The research will examine the specific details of interaction process as mediated through the social media and explore exactly how intercultural relationships are developed through WeChat communication.

This study will provide some empirical insight into the connection of arising social media and intercultural communication. Scholars and researchers in the field of intercultural communication have begun to notice the impact of emerging new media on intercultural communication (see, for example, Chen, 2012; Cheong & Gray, 2011; McEwan & Sobre-Denton, 2011; Pfister & Soliz, 2011). For example, Pfister & Soliz (2011) claimed that intercultural communication is being redefined or reconceptualized in ways that challenge traditional modes of representation. McEwan and Sobre-Denton (2011) argued that computer-mediated communication can promote and develop virtue cosmopolitanism and virtue third cultures.

Given the fast growth of social media, it is imperative that intercultural scholars conduct more empirical research in order to understand its impact on intercultural relationships (Chen, 2012). The current study is an attempt in that direction by conducting a qualitative research that looks closely at the ongoing processes of the interaction and how social media (WeChat) helped define and construct cultural and personal identities of the participants, and shape their relationships. It will demonstrate ways intercultural communication may be transformed through social media (WeChat).

P10

Intercultural Competence

Chair: Xiaodong DAI, Shanghai Normal University

Paper 1
Intercultural Competence Theory Building in China: A Thirty Years' Review

Author: Xiaodong DAI, Shanghai Normal University

Intercultural competence research has witnessed over 30 years' history in China. This paper reviews the development of intercultural competence theory building in the past three decades. It looks at the past theories in terms of cultural orientation, building method, analytical unit, and evaluating criteria. In terms of cultural orientation, some of the theories adopt the culture-general perspective, which heavily draw on Western frameworks (eg., Jia, 1997; Ren, 2007; Xu, 1998; Zhang, 2007). Some of the theories adopt the culture-specific perspective, which draw on Chinese traditional ideas or are based on the perspective of Chinese foreign language education (eg., Gao, 1998; Zhang & Yang, 2012; Zhong & Fan, 2013). Some of the theories adopt the multicultural perspective, which integrate Chinese and Western values (eg., Dai & Chen, 2015; Gao, 2016). In terms of building method, most of the scholars employ literature review and logical reasoning to develop theory (eg., Gao, 2001; Lin, 1996; Xu & Sun, 2013; Sun, 2016), only a few of them employ empirical methods (eg., Zhang & Yang, 2012). In terms of analytical unit, most of the theories focus on the individual (eg., Lin, 1996; Sun, 2016; Yang and Zhuang, 2007;), only a few theories make analysis on the dyad (eg., Gu, 2017; Xu & Sun, 2013). In terms of evaluating criteria, all of the theories take effectiveness and appropriateness as the criteria. But effectiveness is more discussed and appropriateness is much less addressed. In the past three decades, Chinese scholars developed many useful theories, which greatly contribute to the improved understanding on intercultural competence. In the future, more research needs to be done on following issues: (1) the application of empirical methods to theory building; (2) the dyadic process; and (3) the meaning of intercultural appropriateness.

Paper 2
A Mixed Research Study of Intercultural Pedagogical Approaches and Student Feedback in College Comprehensive English Courses

Author: Hongjing LIAO, Beijing Foreign Studies University

Integrating intercultural competence in foreign language classrooms has been emphasized at all levels in college education in China, yet scant explicit guidance currently exists on how to teach intercultural competence in college English courses. Thus, the purpose of this mixed research study was to compare and to contrast intercultural pedagogical approaches used by instructors in comprehensive English courses for non-English majors, as well as the teaching feedback provided by both faculty and students enrolled in such courses. This investigation involved the use of a sequential mixed methods design and an embedded sampling design. The teacher participants were six instructors of college comprehensive English course from institutions in China who were purposively selected via critical case sampling. The student participants were 48 undergraduate students enrolled in college comprehensive English courses taught by two of the teacher participants who provided both quantitative and qualitative data. The design pertinent to the

qualitative phase of the investigation was a multiple case study, where the results of each case were analyzed through cross-case analysis (Yin, 2009), and the design pertinent to the quantitative phase of the investigation was a combination of a descriptive research design, correlational research design, and a causal-comparative research design. Face-to-face interviews, in-class observations, video documenting and teaching and learning related document analyses were utilized to collect data, and generated both qualitative and quantitative data, which represented the mixed data collection combinations identified by Teddlie and Tashakkori (2009). Among the numerous findings from the mixed data, there was the emergence of a three-meta-theme model for categorizing the intercultural pedagogical approaches used by instructors. Student and faculty feedback reported mixed perceptions about the intercultural teaching, and implications are also discussed.

Paper 3
Motivation for Studying Abroad of Korean Students: Global Hegemony and Social Stratification

Authors: Sung won Kim, Yonsei University
         Cong Zhang, Fudan University

Among sending countries, South Korea has the largest number of students going abroad for their studies besides China, India, and Germany (UNESCO, 2017). A striking but understudied pattern is the increasing regionalization and horizontal mobility whereby Asian students move to neighbor countries that are not the traditionally more developed English-speaking countries. Since 2000, Korea has been the largest sending country of international students in China, significantly ahead of the second country (Ma and Zhao, 2018). 2017 was the first year the number of Korean study abroad students going to China surpassed those going to the United States (Korean Ministry of Education, 2017). This is an important development because it signals new patterns of mobility, with long-term consequences for globalization and stratification processes. This is also likely to be a prominent aspect of social change as students are not only highly influential as agents of globalization in their home country but also in their host country (Altback and Taichler 2001; McNamee and Faulkner 2001). However, past studies have not explored this phenomenon of horizontal mobility in-depth. Most studies investigate middle-class students who are already studying abroad mostly in English-speaking countries (e.g. Kim, 2011). Such approach only tells one side of the story and misses out on the internal cultural models of globalization and stratification, notably students' beliefs and attitudes with regards student mobility within the context of their perceptions of what obtaining foreign experience actually means in their lives. Even fewer studies explore the horizontal mobility patterns and rarely go beyond the push-pull model to explain why and how Asian students choose to study in China, and what types of students China is attracting.

We explore the following questions in a mixed methods study including surveys and follow-up interviews with Korean students planning to study abroad in China. Why do Korean students opt to study abroad in China, and how does this play out in social stratification and globalization processes in their home country? What cultural models of globalization and stratification do they hold, and how does this play out in their decisions? Are credentialism and a desire for upward mobility the most critical factor, or are there other factors at play? We have currently collected survey data from 500 students in Korea and are conducting follow-up interviews with a representative sample of 10 students. Preliminary results suggest that China is an increasingly popular destination for Korean students, even for credit mobility, and credentialism is a driving

force for this decision. Many of the students who are not able to obtain their top choice in English-speaking countries opt for China, especially after the anti-immigration policies in key destinations in the UK and the US. Korean students are likely to hold reductionist views of studying abroad, and the perception that only wealthier students have access to the privilege of studying abroad is decreasing. China's increasing world rankings in higher education have made it a more attractive option, besides the familiarity provided by the cultural proximity perceived by Korean students who feel 'safer'.

P11

Intercultural Identity

Chair: Lihua LIU, Beijing Jiaotong University

Paper 1
Discourse Practice of the Belt and Road in People's Daily and National Image Construction

Authors: Lihua LIU, Beijing Jiaotong University
         Qiuxiang Chen, Beijing Jiaotong University

The Belt and Road Initiative might be treated as the greatest intercultural activity in the world. The question of how to tell stories about the Belt and Road thus constitutes an urgent task since a better communication between China and the world will guarantee a successful carrying out this strategy. This study, taking the news discourse in People's Daily as the data, intends to explore what the discourse practice of China's mainstream media is like in telling stories about the Belt and Road and discuss how China's national image is constructed through this discourse practice. It is found in the research that People's Daily prefers to use specific discourse strategies such as personal pronoun "we", spatial reference, explicit verbs, degree adverbs, topos of responsibility, usefulness, history, culture and number, direct and indirect speech acts, famous quotations, etc. to construct a positive image of China.

Paper 2
Interculturality and Intertextuality: Robert Van Gulik's Judge Dee Novels

Author: Yan SUN, Shanghai International Studies University

Robert Van Gulik's 16 innovative detective stories figuring Judge Dee enjoy so much popular readership around the world that they have become a site where many readers outside China start to learn about or study China. In the Judge Dee series, Gulik creatively brings about intercultural integrations between Chinese and Western cultures, and realizes intertextual integrations of history, law, literature, sexology, and art. As a Confucianist scholar-official, the Judge attaches supreme importance to certain values which here become a joint Chinese-Western imaginary. While the series has been gaining millions of readers and admirers around the world, Chinese translators started to recognize its influence and to translate the series back into Chinese in the 1980s. Xie Tianzhen has identified a dynamic of "cultural rebellion" nourished by exchanges and conflicts between cultures, as cultural backgrounds leave their imprint on a work; the chapter examines the "double translations" in this light. Among the questions addressed are: Do any of the translated versions betray the original narratives? What is the relationship between exportation, transplantation, and re-acceptance of literary creations?

Paper 3

Interpreting in Cross-Cultural Encounters: A Case Study on the Identity of Interpreters in Conflict Situations

Author: Jing FANG, Xi'an Jiaotong University

This article observes the identity of the interpreter in cross-cultural encounters, with a sharp focus on their mediating agency and interpreting strategies in two diplomatic events in the Qing dynasty. The cases of interpreter Bao and Li in the Qing dynasty (1644-1911) add a new layer to the investigation of the role of interpreters in cross-linguistic and cross-cultural conflicts, and poses many pertinent questions: what roles can interpreters perform in cross-cultural encounters (in particular, conflict situations)? How can we theorize and observe the role of interpreters in conflict situations from the perspective of cultural translation? And can the working modes of interpreting shed light on the role of interpreters as cultural mediators? Several key themes will emerge throughout this study, which involve the role of interpreters as cross-cultural mediators, neutrality and professionalism, the working modes of interpreting, the "cultural turn" in translation studies and most importantly, implications for analyses of role of interpreters in cross-cultural conflicts from the perspective of cultural translation and interpreting. This study will develop as follows: it first reviews relevant theory and practice of the role of interpreters; following that, it will delve into interpreters as cross-cultural mediators, neutrality and professionalism, the working modes of interpreting, and previous studies respectively; then it will explain the relevant socio-cultural context and conduct a case study of the role of interpreters in the visit of the British Envoy Macartney and in signing the Treaty of Nanking. Finally, it will conclude with a brief account of how to analyze the role of interpreters from the cultural perspective without making subjective judgment. It argues that professionalism does not merely entail absolute neutrality and loyalty but calls for a complex analysis of interpreters' mediating role. It is therefore worthwhile to understand the role of the interpreter as basically intermediaries between the source text and the target text, representatives for the parties involved, and more importantly cultural mediators in cross-cultural encounters. It also reveals that despite the low social status and distinct code of conduct of interpreters in the Qing dynasty, interpreters in tense situations serve as scarce resources which afford an interdisciplinary approach to the field of interpreting, translation and history studies. By positioning itself at the crossroads of different theories and perspectives of interpreting and history, together with the difficulty of observing the obscure historical records, this study is admittedly ambitious. However, as it will become evident, a promising outlook is necessary in order to offer insights to analyses of the role of interpreters from multiple angles.

P12

Intercultural Adaptation

Chair: Dina Birman, University of Miami

Paper 1

Paternalistic Leadership and Employee Well-Being: A Moderated Mediation Model

Authors: Guohua HE, South China University of Technology/McGill University
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Yu-Ping CHEN, Concordia University

Drawing from social identity, person–environment fit and self-concept-based leadership theories, we investigate how paternalistic leadership affects employee well-being in cross-cultural nonprofit organizations. Data from 233 matched leader–subordinate dyads were collected from 32 Confucius Institutes and 15 Confucius Classrooms in Canada and the US. Results of hierarchical regression analysis showed that paternalistic leadership has a significant effect on employee well-being. Collective self-concept is positively related to benevolent and moral leadership, negatively related to authoritarian leadership, and mediates the relationship between paternalistic leadership styles and employee well-being. Furthermore, employees' cross-cultural adaptability positively moderates the relationship between collective self-concept and employee well-being; the indirect effect of paternalistic leadership styles on employee well-being via collective self-concept is stronger for employees with stronger cross-cultural adaptability. This is the first study that has examined the psychological mechanism under which paternalistic leadership affects employee well-being in cross-cultural non-profit organizations. It contributes to the integration of research on paternalistic leadership and collective self-concept by examining its relationship for the first time. This study provides important implications for improving the well-being of expatriate employees in cross-cultural organizations.

Paper 2

Attitudes Toward Cultural Diversity: A Study of Russian Teachers

Authors: Rezeda Khairutdinova, Kazan (Volga region) Federal University
Chulpan Gromova, Kazan (Volga region) Federal University
Dina Birman, University of Miami

The paper presents results of an exploratory study of teachers' social attitudes toward ethnic and religious diversity, and variables influencing such attitudes. The study was conducted in Russia and is focused on school teachers, given their special role in culturally diverse modern societies. Using the social distance scale, we sampled 355 school teachers from two Russian regions known for their high cultural diversity: Moscow and Moscow region, Kazan and Republic of Tatarstan, and measured teacher attitudes toward large religious and ethnic groups (including migrants). The findings showed that teachers hold mostly tolerant attitudes with respect to members belonging to culturally and religiously diverse groups. The social distance between respondents and native residents of their region was minimal. Social distance was larger with respect to such ethnic groups as migrants from the Caucasian and Central Asian countries. The analysis of perception of different religious groups also showed positive attitudes toward these groups and readiness to

interact with them. Teacher attitudes were not related to their age or ethnicity. The findings indicated that there was a significant correlation between social distance and the region of residence on the one hand, and between social distance and the degree of social interaction on the other. The results of this study will be used to develop a large-scale study to contribute to a better understanding of teacher attitudes toward immigrant students in public schools.

Paper 3

Children with Migration Backgrounds in Russian Elementary Schools: Teachers Attitudes and Practices

Authors: Chulpan Gromova, Kazan (Volga region) Federal University
         Rezeda Khairutdinova, Kazan (Volga region) Federal University
         Dina Birman, University of Miami

One of the most significant issues that schools all over the world face today is the ways teachers respond to an increasing diversity. The study was informed by the tripartite model of multicultural competence, with awareness of personal biases a necessary component, together with knowledge of different cultures, and skills to work with students from diverse backgrounds. The paper presents results of qualitative descriptive studies that help to understand how school teachers in Russia treat migrant children, how they solve the problems of adaptation of migrant children. The purpose of this study was to determine: a)Educational practices used by primary school teachers when working with migrant children; b)Relationship between practices and attitudes of teachers. Empirical data were collected through interviews. The participants were informed that a conversation was being recorded. They were also warned that the study was voluntary, absolutely anonymous, no personal data was disclosed. Consent was received from 20 teachers. The findings were analyzed using directive content analysis (Graneheim & Lundman, 2004). The analysis was deductive according to the categories of practices and attitudes identified in the literature review, and enriched inductively to identify variation within these categories. Studying practices is an essential part of preparing future teachers for the work in a multicultural classroom. For language and academic support teachers mostly use individual work. In order to create a friendly classroom climate and environment teachers have productive conversations with students, organize multicultural events for the whole school or just for an individual class. The majority of teachers have positive attitudes toward migrant children. In most cases positive attitudes lead to high expectations for their academic achievements. Conceptual orientation of teacher attitudes toward cultural diversity is mostly pluralistic. Positive attitudes, high academic expectations and conceptual orientation toward pluralism are favorably reflected in teachers' practice.

PO1

Poster Session

Poster 1
Diversity and Cultural Bridges: Rethinking the Role of Literature

Author: Michael Steppat, University of Bayreuth

As the complexity of encounters and interactions across boundaries in our time keeps growing, enabling ourselves and others to become successful intercultural communicators is an urgent responsibility. We can expect such communicators to be aware of the relationship between their own and the Other's cultural identity. Developing such a capacity means to progress from ethnocentric perception in the interpretation of social experience toward a relativity which harbors a wider range of perspectives. We can find that, in crucial ways, interculturally oriented literary works provide their readers as well as learners with access to a cultural knowledge of the target language community (or several communities), and thus with a key component of intercultural competence. In thematizing or embodying multicultural issues, literature can build bridges to a large, even global reading public with a full range of cultural backgrounds and traditions.

However, the world that is created in fictional works of various genres, extending to film, is by definition fictitious. It is therefore often thought to reveal the subjective imagination of their creator (extending to the characters or actors who embody a performative dimension). How can such an individual perspective be taken as representative of a whole society or culture? Geert Hofstede has pointed out that the internal logic of cultures is not the same as the terms used for individual personality dynamics. Yet we should bear in mind that the values, actions, motivations, and settings depicted in fictional works reveal to the reader or viewer codes which do pertain to the real society in which they live, and the diversity of cultural Others whom they meet. Is any culture a monolithic and abstract unitary entity, or should we see it as very often made up of individuals who embody variable sets of values, experiences, and beliefs? The "Dialogue" focus of this conference speaks to the latter understanding.

If culture is an agreed-upon set of meanings negotiated in interactions, it is individual practices with "roots in the common clay of shared experiences" (E.T. Hall) that form the core of a cultural ensemble, requiring communication, language, and cultural stories. So how can we inspire people toward peaceful tolerance and mutual respect, which are prerequisites for intercultural dialogue? Literature like film are prominent in sensitizing their recipients in response to "the singular otherness of the other person," by "rendering that otherness apprehensible" (Derek Attridge). Hence this paper argues that literary works extending to film can not only benefit and advance intercultural awareness and even understanding, they play a strong role in the process. Complementing social science, gifted writers of fiction and gifted filmmakers can depict another people with a sensitivity and an accuracy that go beyond the means of objective reporting (John Condon). Yet this perspective has often been ignored. We should try to regain and update the fuller interdisciplinary dimension of intercultural communication, with its outreach to rhetoric and comparative literature, for a fresh understanding of the relational dynamics within which our encounters happen.

Poster 2
Japanese University Students' Perceptions of Their Foreign Language Teachers

Authors: Soyhan Egitim, Toyo University
        Travis Garcia, Tokyo Denki University

This paper attempts to understand Japanese university students' perceptions of their foreign language teachers. Although there are a number of studies focusing on foreign language teachers' view on Japanese students, Japanese students' perception on their foreign language teachers has not been given much attention in the literature. Japan is known to be a collectivist society where the notion of belonging to a group is generally the norm. Previous studies suggest that there are a number of benefits associated with group orientation such as a sense of solidarity and safety. However, it is also emphasized that when one aligns themselves with a group, they may detach themselves from others. Thus, living in a collectivistic society can lead to stereotyping and put a strong emphasis on differentiating the minority from the social majority. Japan is an island nation with a predominantly Asian population. Until the end of the 19th century, the country had little interaction with the outside world. Therefore, it is possible to observe the profound influence of deeply embedded beliefs, cultural values and assumptions on Japanese society. Japan is also home for a small number of non-Japanese residents some of whom are involved in English education. Due to the nature of their jobs, these individuals interact with Japanese students in English. During these interactions, students often demonstrate certain attitudes and behavior which can sometimes lead to cultural misunderstandings and conflicts with their foreign language teachers. As a result, the chance of tensions forming between teachers and students increases considerably. The aim of this study is to develop more effective strategies for rapport building, enhanced learner participation and a stronger cross-cultural understanding by uncovering students' perceptions. Therefore, a survey questionnaire was performed with students from two major Japanese universities. Following the survey, a series of face-to-face interviews were held with foreign language teachers based on their student responses. The results indicate that enhanced cross-cultural understanding may help foreign language teachers to view things through their students' perspectives. As a result, they can develop more effective strategies for rapport building and learner engagement. In addition, teachers may also need to encourage students to engage in self-reflection through effective communication strategies so that they can develop a new perspective on their teachers' role in the classroom. It appears that the role of leadership is essential in this process.

Poster 3
Investigation of Japanese University Students' Perception and Attitude Toward Multiculturalism

Author: Esther Stockwell, Hosei University

According to Ministry of Justice in Japan (2017), the number of all types of foreign workers in Japan has risen steadily in recent years to 1.28 million, about 1 percent of the population, more than doubling from 486,000 in 2008. Surveys by NHK in 2017 show public attitudes are gradually becoming more accepting of foreigners. However, according to previous studies, the general concern is increasing crime rates and breakdown of community moral order if foreigners increase and this worry has been increasing based on the result of a survey in 1995, 2003, and 2017 (Iwata and Nemoto, 2018).

It is certain that the number of foreigners living in Japan will increase in the future. Along with policy reforms and education reforms in Japan, many have recognized the broader discursive transition from internationalization (kokusaika) to multicultural co-living (tabunka kyousei) (Kobayashi et al., 2014). However, even though multicultural co-living has been prepared in various places such as the local community, schools, and organizations guided by Government policy, multiculturalism has not yet taken a foothold in Japanese society. Many scholars point out that multiculturalism in Japan does not stress national unity and is used to exclude ethnic minorities as different, thereby solidifying Japanese national boundaries. With the growing presence of ethnic minorities, the Japanese feel that ethno-cultural homogeneity within Japan is being undermined (Okuo 2008).

Then there is one question that arises: how Japanese young generations understand multiculturalism. Regardless of preference or a desire to prevent multiculturalism in Japan, it has already started and is expected to be swift. The younger generation will be the main group requires dealing with a multicultural society in Japan. It is important to understand the perceptions and attitudes toward multiculturalism in Japanese society of the Japanese younger generation because it will help to prepare multicultural co-living environment that can give satisfaction to both the majority and minority groups in Japanese society through proper intercultural communication education.

Therefore, this study seeks to examine Japanese university students' perceptions and attitudes toward multiculturalism and foreigners in Japan. It also examines the prerequisites they believe are necessary to accept foreigners as members of Japanese society. In addition, it will find out the degree of national pride and life satisfaction which can have an effect on dealing with foreigners. The main aim for this study is to analyze the current state of multiculturalism, predict the path of multiculturalism and prepare proper strategies of multiculturalism for Japanese society through understanding young generation majority members' perceptions and attitudes toward multiculturalism and foreigners. In addition, understanding prerequisites for accepting foreigners as members of Japanese society from the majority members would be helpful for the minority in acculturation process and intercultural adaptation in Japanese society and to fill the gap between position both the majority and minority and consequently to improve their relationship.

Poster 4
Symbiotic Learning of Intercultural Competence: A Community-Based Research

Authors: Yan LI, China University of Mining & Technology
        Rui TANG, China University of Mining & Technology
        Mengjing WANG, China University of Mining&Technology

According to Ronaldo Munck (2014), Fals Borda and Rahnema (1991), Community-based research (CBR) entails a different relationship between the research subject and the professional researcher than is customary in mainstream social science. People in the community, once subject to classification, experimentation, and regulation, are now viewed as owners of skills, knowledge, and expertise that may be useful to researchers and policy-makers.

English Corner (EC) is regular informal meetings that English learners voluntarily organize and

participate in public places to practice their spoken English on the Chinese mainland and other East Asian countries. Previous studies of EC have paid much attention to improving participants' (i.e. language learners) oral language ability, autonomous learning ability, or learning beyond the classroom etc. However, there is still a paucity of research into EC organizers' (for example, university language teachers and students from language associations and clubs) self-initiated strategic learning efforts, especially their intercultural competence or even those of native English speakers.

Based on ethnographic observations and interviews, the presentators have found that EC could form a symbiotic learning system in which all the participants exist in a way that benefit them all. Therefore this poster presentation will present you how we (university language teachers, students from language associations and clubs), and they (native English speakers, overseas students), and others (volunteers from different walks of life) organized EC, participated in EC and then benefited each other from the processes of organization and participation. It will also highlight how EC as a learning community where the participants could find supportive peers and self-assertion opportunities has made learning of both language and intercultural knowledge happen.

Poster 5
Using Art as a Catalyst for Intercultural Understanding & Learning

Author: Renate Link, Aschaffenburg University of Applied Sciences

How can art boost intercultural understanding and how can you get students or participants of intercultural training courses to see even classical art as a tool for intercultural learning?

This poster will provide an answer to these questions. It will address the theoretical background of how our brain processes visual information by using a combination of innate skills and personal experiences which are often determined by culture. As people of the same cultural origin share experiences and cognitive patterns, they often perceive images similarly. So how can cultural strangers learn to read between the lines of these images? To demonstrate this, the poster will include pictures of exemplary pieces of classical and modern art chosen by students of an intercultural elective at Aschaffenburg/UAS, Germany as part of their term assignment. In multicultural teams, the students were being asked to select culture-specific paintings of a group of people including a number of cultural artifacts and then to photographically recreate the artwork chosen by arranging a contemporary version of the setting with themselves and a modern interpretation of the artifacts in the picture. Examples of these photographs, i.e. recreations of the paintings will also be displayed on the poster so that the observers will – like the students – be able to analyse and interpret the gestures, body language and facial expressions as well as the cultural symbols and metaphors in both the original and the imitated work of art. By recreating, the cultural meaning, history, traditions etc. of past cultural epochs, decades or centuries can be understood better and translated into modernity. At the same time, students (or other participants of intercultural training modules) develop a sophisticated understanding and sharpened appreciation of culture-specific nonverbal communication and metaphors in an entertaining way, in particular through stepping into the roles of the characters portrayed when imitating the original paintings.

In addition, the poster will summarize the experiences and intercultural learning outcomes of the students during the whole process of selecting and recreating the piece of art.

Poster 6

Intercultural Identity Development through Study Abroad Programmes: A Case Study of Algerian Students in the UK

Author: Amina Guerriche, University of Bath

Study abroad programs grant intercultural immersion opportunities which students perceive as having different cultural norms and practices. While there is considerable research regarding students' experiences abroad, there have been relatively limited studies tackling the effects of intercultural exposure on intercultural identity development.

Much of the literature on study abroad outcomes focuses on the linguistic proficiency gains. A smaller number of studies have looked at the influence of study-abroad programs on attitude change towards different cultures, and very few on the impact on the students' intercultural identity. These academic investigations have taken Chinese, American, Australian, and European students as case studies.

However, to date no research of this kind has taken Algerian students as a case study. The proposed research will provide new insights on the possible impact that inter-group relations, social contact, and increased cultural exposure may have on the process of intercultural identity development of Algerian students overseas. Furthermore, all previous studies taking the case of Algerians have been conducted in contexts such as France, no such investigation has taken place in the United Kingdom. This constitutes my research gap.

This research used semi structured and ethnographic interviews and observations to explore how Algerian students living in the UK used their intercultural knowledge accumulated through their hands-on experience in adjusting and adapting their behaviors to the host culture's norms and values. It also investigates their experiences of intercultural encounters and how it helped in the development of their intercultural identity.

Students reactions and perceptions arising from their immersion experiences were examined. The outcomes of their engagement in the new socio-cultural milieu can contribute to an increased intercultural awareness and a successful adjustment to the new culture helping students categorize with various cultural groups. This outcomes may contribute in the development of their intercultural identity.

The findings from this research can be used as a platform regarding further research dealing with intercultural identity development through experiential learning and immersion. On the basis of the results of this study, recommendation will be provided for universities, government agencies, stakeholders, and policy makers involved in education with the aim of enhancing students adaptability to new cultural settings.

Poster 7

The Impact of Leadership Development Programs on Global Students' Identities and Value Systems: A Pilot Case Study

Author: Stephanie Calley, Biola University

Higher Education Institutions (HEIs) are concerned with the cultivation of its constituents in

becoming global citizens with the skills, attitudes and knowledge to address the challenges of our globalized world (Leask, 2016; Deardorff & Jones, 2012; Altbach, Reisberg, & Rumbley, 2012; Knight, 2012; de Wit & Merkx, 2012). HEIs have taken systematic measures towards this end by realigning missional values and goals of the university, as well as the curricular and the co-curricular learning outcomes (Leask, 2016; Altbach, Reisberg, & Rumbley, 2012, Knight, 2012; Brewer & Leask, 2012). Yet, the role of international students on U.S. campuses in both cultivating global citizenship and being cultivated into global citizens has been neglected (Leask, 2009; Montgomery, 2010; Marginson, 2012; Andrade, 2009). Moreover, another key group of constituents that has been completely overlooked are U.S. citizens with an international upbringing. These globally-mobile students include children of international religious workers, diplomats, military personnel and business parents (Hayden, 2006). Henceforth, these constituents will be known as Global Students.

One way HEIs cultivate global citizens is through co-curricular leadership programs. Such programs have been inspired by the advent and implementation of The Social Change Model, which focuses on developing leaders who act for social change in the world (Austin, 1993; Austin, 1996; Austin & Austin, 2000; Bounous-Hammarth, 2001; Komives, Lucas, & McMahon, 1998; HERI, 1996). The goals of such programs include the 7 C's: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship and change. While there has been much quantitative research on the impact of such leadership programs on undergraduate students through the Multi-Institutional Study of Leadership (MSL), few studies have sought to hear the voices of the students through qualitative inquiry (Dugan & Komives, 2006; Kezar, et.al, 2006). Moreover, Global Students have not been widely considered for their participation in such programs (Glass, 2012; Collier, et.al 2017). Thus, the impact of participation in co-curricular leadership programs on Global Students' identities and value systems is unknown.

The purpose of this qualitative study was to explore how Global Students describe the impact of participating in co-curricular leadership programs on their identities and value systems. The co-curricular leadership program in which they participated was focused on developing global leaders, thus was highly diverse in constituency. Experiential training on intercultural communication, value systems, identity negotiation, and conflict resolution was provided throughout the leadership year. This pilot case study examines the experiences of 5 female, global students who participated in said leadership program. At the end of their leadership program, these students participated in intensive, semi-structured interviews, which were recorded and analyzed using Charmaz's grounded theory procedures. Findings indicate that participating in diverse teams provoked dissonance regarding cultural relativity and moral absolutes. Moreover, implicit biases were challenged and overcome indicating relevance of Contact Theory. Finally, interacting with diverse others provided sparks of consciousness towards a self-authoring mind. Correlations between interview data and pre-post assessment of the Intercultural Development Inventory will also be noted for these five participants. Implications of these findings for HEIs will be discussed.

Poster 8
A Qualitative Analysis of Reports by Chinese MNEs on their Cultural Integration Practices

Author: Meiqing HAN, China Chamber of International Commerce

Cultural integration best practices and recommendations to improve corporate performance abroad for the Chinese multinational enterprises (MNEs) has been under close attention of the academic

world for more than a decade. As practitioners Chinese MNEs cast keen eyes on their own experiences in dealing with cross cultural management and communication issues as shown in their reports in publications either for publicity or to be shared among the Chinese business community. Raw in quality compared with academic researches, considerable amount of data and information embedded in the documents provides a glimpse of what really goes on in the corporate world of a new generation of MNEs from a developing country in the face of multicultural challenges both within and beyond.

The paper selected 30 some reports by writers from Chinese MNEs and analyze them in detail with standard qualitative research method (with data analysis assisted by QSR Nvivo 11) to seek answers to two questions with no sufficient coverage yet in the research literature on corporate cultural integration.

One is if there is obvious ignorance of academic advice by the Chinese MNEs or vice versa overlook by the academia upon existing cultural integration practices by the Chinese MNEs. Latest reviews in business cultural integration researches are referred to as comparison basis.

The other is if there are significant differences between an international M & A and a greenfield investment in terms of cultural integration. Previous focus of cultural integration research has been basically on cross border M & A. The paper contends that both are in a continuum of cultural integration varied only in depth and sophistication.

Poster 9
Communication and Conflict of Network Groups: Co-Cultural Interpretation and Countermeasure Study

Author: Xin ZHANG, Xi'an Jiaotong University

[Purpose/Significance] With the advent of the web 3.0 era, communication and conflicts between different social groups have intensified on the Internet, among which, online populism is an important manifestation. It has been currently an important factor affecting the political ecology and cultural ecology of China's Internet. From the perspective of communication interaction among different groups within culture, it is of great significance for comprehensively understanding online populism and the communication and conflicts of online groups to analyze communicative styles in which the government agents, police, and the wealthy respond to online public opinion. [Method/Process] Based on the co-cultural theory, this article takes the example of network group conflicts represented by online populism incidents to analyze how the co-culture groups, such as the government agents, police, and the wealthy, respond to online public opinion and their cultural practice, so as to discuss their impact on online populism. [Result/Conclusion] The study finds that the government agents, police and the wealthy's co-cultural practices based on different communication approach and preferred outcome, directly affect the development or elimination of online populism, and also help to alleviate the conflicts among online groups and promote their understanding and communication. Only by analyzing different network group conflicts and using a variety of communication practices can it be possible to guide public opinion toward objective and rational development and avoid populism as much as possible.

Poster 10
Intercultural Collaborative Virtual Writing

Authors: Aurora Gómez Jiménez, National University of Costa Rica
         Aneta Stefanova, University of Economics

Building team work from distant lands is probably a more challenging task than other teams experience when they have face-to-face interaction. Nevertheless, working in multicultural and international teams is a fun and very rewarding way to develop intercultural competence through the writing process. For this reason, students from Universidad Nacional (UNA) in Costa Rica and students from the University of Economics of Varna in Bulgaria started this writing journey to create a Collaborative Online Writing Project.

For this digital collaboration project, the students were able to communicate using ICT tools such as skype, google docs, Facebook, messenger, blogger and other platforms to contribute in writing a blog. The main objective of the project was to write about relevant and current topics which motivate the students to express their ideas about important issues in their culture and compare their realities with a different culture while; at the same time; they were learning about the stages of how to write a blog for an international audience using digital technologies. This paper describes the writing process the students went through from the pre-writing one to the proofreading stage. The topics covered in the blog were related to: immigrants, student exchanges, types of work, human relationships, youth values, new technologies, art and culture; modern heroes, stereotypes, and receiving foreign visitors. By the end of the project, the students not only learned to work in a long-distance team but also to learn about different facts, ideas, behaviors and perceptions about global topics and the way they are approached differently ;or in many cases similarly, by other cultures.

Poster 11
Taking Advantage of International Resources Effectively to Improve Faculty Construction in Chinese-Foreign Cooperatively Running Schools

Author: Ye YANG, Northwestern Polytechnical University

In the last few decades, Chinese-Foreign Cooperatively Running Schools are becoming a crucial part of higher education in China. Universities also benefit from the new teaching form in the aspect of internationalization. Chinese-Foreign Cooperatively Running Schools not only offers a broader platform to collaborate profoundly in the field of education, scientific research and high tech industrialization, but build up a bridge between Chinese and foreign educational institutions for transcultural activities so as to promote nongovernmental exchanges.

In this poster, the author firstly illustrates the development of Chinese-Foreign Cooperatively Running Schools and relate regulations from Ministry of Education of China, which show the importance of this emerging teaching form. Then, the poster demonstrates the vital problem faced by most institutions, which is how to comprehensively make use of international resources. To efficiently use Chinese and foreign resources is the key to a sustainable development of these institutions. Amongst, how to integrate faculty resources and build up an international teaching team is a big problem challenging all the institutions.

Through analyzing some typical joint educational institutions, the poster shows several common

difficulties and problems existing in teaching teams.

Next, the author takes a specific institution as an example, Northwestern Polytechnical University Queen Mary University of London Engineering School (QMES), to demonstrate how to take advantage of international resources to improve faculty construction. This young institution is the first Chinese-Foreign Cooperatively Running School in northwest China and just launched in 2016, which has already attracted international spotlights because of its well development. By illustrating it's teaching team construction mechanism, the poster shows the importance of teacher admission control and teaching skills development training programs. Under this mechanism, QMES has made great success in sustainable faculty development. These practical and effective approaches can be referred as good experiences to other institutions and to a broader transcultural exchange platform.

To conclude, the poster also shows the shortage of QMES and provides more suggestion to Chinese-Foreign Cooperatively Running Schools in the respect of international resources utilization.

Poster 12
"Denial" American Students as Ethnographers of Japanese Culture: Discovering Commonness and Differences

Authors: Yuka Matsuhashi, Temple University, Japan Campus
         Sachie Banks, Bunkyo University

This study examined what American study abroad students in Japan discovered through the ethnographic assignment of observing three commonalities and differences with Japanese college students. In this university, students can embrace the uniqueness of going to a full-experience American university Campus in Japan. For this reason, the environment allows study abroad students to stay in their dominant culture. Study abroad students who take Japanese language/culture course have opportunities to go on two field trips and interact with Japanese college students outside of campus. Students enjoy meeting Japanese students, doing some collaborative cultural activities such as cooking, visiting famous temples, experiencing cultural events; however, their cultural awareness often stays in the denial stage. In this study, American students are given an assignment, which requires them to find three commonalities and differences while they interact with Japanese students. We investigated (1) how students become aware of cultural commonalities and differences with Japanese college students and (2) analyzed the depth of cultural comprehension. The assignment and reflection sheets were analyzed and the similarities and differences were put into categories. The categories were also analyzed to see if they were surface culture or deep culture. In addition, students had group discussion on what they discovered. The discussion was transcribed and analyzed to see if students could raise their cultural awareness. From the findings, nearly 40 percent of students mentioned some traditional intercultural differences, which Edward Hall (1976), Dean Barnlund (1979) pointed out. It is interesting to note that students in the 21st century had similar discovery after more than 30 years since the shape of society has undergone a gradual change after the development of advanced technologies and our style of interaction has transformed as well. On the contrary, from some commonalities, we analyze how American students did not seem to notice that Japanese students try to accommodate the American students.

T1

The Psychologies of a Billion People: Chinese Perspectives on Intercultural Research

Chair: Jianhong MA, Zhejiang University

Discussant: Alexander English, Shanghai International Studies University

Paper 1

Organizational Decision Making As A Piecemeal Engineering Process: Chinese Insights on Management Psychology

Author: Jianhong MA, Zhejiang University

Paper 2

What Happened When Collective Farms Randomly Assigned People to Farm Rice and Wheat?

Author: Thomas Talhelm, University of Chicago

In the 1950s, the Chinese government created collective farms in places that never farmed before. In the process, they unintentionally created a real-life experiment. In one northern county, officials pseudo-randomly assigned people to two farms that were nearly identical--one that farmed rice and one that farmed wheat due to geographical happenstance. Can rice-wheat cultural differences emerge within a single lifetime in the absence of genetic differences?

Paper 3

Cultural Analysis Based on Big Data: Evidence of Chinese Social Change and Ecological Geography

Author: Shengtao WU, Xiamen University

This paper aims to review our recent studies using big data to unpack cultural values and their functions in response to social change and ecological geography. On social change, Google digitized books, social media, and literature corpus were used to demonstrate the cultural shift along with urbanization over past decades and economic recession in a short period. And on ecological geography, tweets or Sina micro-blogs were analyzed to examine the cultural diversity among 69 societies in Belt-Road Initiative, cultural value mismatch and wellbeing in rural and urban areas in China, and air pollution and emotional stress among 251 cities in China. The combined use of traditional method and bid data was also discussed.

Paper 4

Cultural Values in Chinese Proverbs Reported by Chinese College Students

Author: Liping WENG, Shanghai International Studies University

Proverbs listed by Chinese college students, who are often at the leading edge of cultural change, provide a window into the dynamic interplay of traditionality and modernity. Using thematic analysis, Study 1 examined popular proverbs listed frequently by Chinese college students (N = 298) and the embedded values. Study 2, which was a survey, examined Chinese college students' (N = 240) endorsement of individualism, collectivism, and the values identified in Study 1, and the predictive associations of individualism and collectivism with the values. Findings in Study 1 revealed 103 frequently listed proverbs (58 classical literary quotes, 10 folk adages, 10 contemporary slogans, 5 social media buzz words, 16 Western sayings rendered into Chinese, and 4 others) and eight embedded values. Findings in Study 2 indicated participants endorsed practical orientation and learnedness the most, followed by diligence, moral virtue, social relationship, collective orientation, optimism, and free spirit. Furthermore, although Chinese young adults are more individualistic than collectivistic, collectivism remains a stronger predictor of the values uncovered in the proverbs. The value dynamics in general revealed tensions and harmony between Confucianism and Daoism, and the hybridization of tradition, modernism, and Western individualism, thus reflecting the complexity of Chinese young adults' social psychology.

T2

Cultural Identity Configurations & Cultural Identity Styles:
How Multicultural Individuals Negotiate Their Cultural Identities
Chair: Maya Yampolsky, Laval University

How multicultural individuals negotiate their various cultural affiliations has been a long standing interest of acculturation psychologists. The processes involved are often complex and encompass attitudes, values, behaviors and identities. This symposium examines both the antecedents and outcomes of these dynamic acculturation processes, drawing on two major approaches to cultural identity. The first highlights cultural identity configurations. The Cognitive-Developmental Model of Social Identity Integration (CDMSII) advanced by Amiot and colleagues has identified three cultural identity configurations: categorization (identifying with one predominant cultural identity over others), compartmentalization (maintaining separate identities that are highly context-bound), and integration (cohesively connecting one's different cultural identities). In the first two papers, cultural participation and social support are examined as antecedents of these identity configurations. The qualitative results from semi-structured interviews demonstrate that notable differences in the patterns of social support and cultural engagement emerge across second-generation immigrants and mixed heritage Canadians who primarily categorize, compartmentalize or integrate their multiple cultural identities. The researchers conclude that depending on enculturation experiences, social contexts and the meaning attributed to cultural participation, second generation and "mixed" heritage Canadians negotiate their cultural identities differently within the self and that the multifaceted relationship between the sources and experiences of support and multicultural identification invite deeper investigation into these complexities.

Cultural Identity Styles (CIS) are highlighted in the second approach to understanding the dynamics of cultural identity negotiation. Ward and colleagues have suggested that acculturating individuals who are motivated to integrate use two major strategies, or cultural identity styles, to manage their multiple cultural identities: the Hybrid Identity Style (HIS), involving selectively choosing desirable elements of two or more cultures and blending them together in a novel way, and the Alternating Identity Style (AIS), characterized by shifting cultural identities depending on the context. The third and fourth papers examine the antecedents (diversity norms) and outcomes (well-being) of CIS. Evidence suggests that while assimilation, multicultural and polycultural diversity norms are indeed related to cultural identity styles, the pattern of the relationships varies depending on the cultural similarity of immigrant groups to native-born Australians. Finally, our studies with immigrants in Australia and Hispanic Americans are the first to demonstrate a positive relationship between AIS and psychological adaptation both as a predictor of life satisfaction and as a buffer of the negative effects of bicultural stress on psychological well-being.

Paper 1

The Relationship Between Multicultural Identity Configurations and Cultural Participation Among Second Generation and "Mixed" Heritage Canadians

Authors: Jennifer Taing, Laval University
Maya A. Yampolsky, Laval University
Catherine E. Amiot, Université du Québec à Montréal

This study uses a qualitative approach to understand the enculturation experiences from multicultural individuals and how they negotiate, or configure, their cultural identities within the self. The cognitive-developmental model of social identity integration (CDSMII; Amiot & al., 2007) was used to examine three identity configurations among second generation and "mixed" heritage Canadians: having one predominant and exclusive identity (categorization), keeping identities separate from each other and context-bound (compartmentalization), and cohesively connecting several identities within the self (integration). As for cultural participation, it can be defined as an individual's involvement in one or many cultures (Rogoff, 2016; Lafromboise, Coleman & Gerton, 1993). According to Lafromboise and colleagues (1993), cultural participation can take many forms and can be expressed through different ethnic, or cultural, behaviours (e.g., cooking and eating traditional meals, speaking the heritage language, observing cultural practices, etc.; Wang et al., 2016; Phinney et al., 2001; Alessandria et al., 2016). The work of Lafromboise and colleagues (1993) proposed that the more one has strong skills in heritage and mainstream cultures, the easier they will understand, appreciate and internalize the respective elements of each culture within the self-concept. In this study, semi-structured interviews using life stories (McAdams, 1985) and open-ended questions were conducted among multicultural Canadians (N=22), where cultural participation with various cultural affiliations (heritage, mainstream, and others) and types (language, school/work, and traditional activities), were found to be connected to the process of configuring one's different cultural identities. Integrated participants mentioned mainstream and heritage languages/activities (e.g., holidays, meals, rituals, etc.) as important factors to feel connected to their different cultures, and to strengthen the identification and integration of their cultural identities in the self. Compartmentalized participants also talked about heritage and mainstream languages/activities, but separately according to different contexts (e.g., only speaking Japanese at home and English at school). Those who identified as predominantly Canadian (Canadian categorized) participants tended to distance themselves from their heritage culture even though they reported participating in heritage language, activities and school, and they preferred mainstream cultural activities. When participants experienced low enculturation in their heritage culture growing up, Canadian categorized participants tended to view this lack of knowledge as an obstacle to their current cultural participation and did not seek to fill their knowledge gaps in adulthood. Integrated participants seemed to see it as a motivation to learn more about their heritage culture and to gain cultural knowledge/skills. Depending on enculturation experiences, social contexts and the meaning they attributed to cultural participation, second generation and "mixed" heritage Canadians may negotiate their cultural identities differently within the self.

Paper 2

A Qualitative Exploration of Social Support and Multicultural Identity Configurations

Authors: Maya Yampolsky, Laval University

Frédéric Thériault-Couture, Laval University

Geneviève Ouellet, Laval University

Catherine E. Amiot, Université du Québec à Montréa

In order to deepen our knowledge of the context variables that potentially influence negotiating multiple cultural identities within the self, the current research investigated the fundamental role of social support in managing, or configuring, one's multiple cultural identities. For multicultural individuals, social support systems are nested within their different cultural affiliations, such as their heritage culture, their mainstream culture and from other cultural or bicultural sources (Berry et al., 2004). Prior research on support and multicultural individuals has primarily investigated how support predicts different outcomes, such as well-being, adjustment, and perceived discrimination. However, research still needs to address the direct relationship between social support and navigating one's multiple cultural identities. The current study fills this gap by qualitatively exploring the role of social support, both in terms of its cultural source and its nature, in the process of configuring one's different cultural identities. In order to examine how multicultural individuals configure their different cultural identities within the self, we used the cognitive-developmental model of social identity integration (CDSMII; Amiot et al., 2007). Three configurations were examined: identifying with one predominant cultural identity over others (categorization); maintaining separate identities that are highly context-bound (compartmentalization); and cohesively connecting one's different cultural identities (integration). Semi-structured interviews were conducted with multicultural Canadians of second-generation and/or "mixed" heritage (N=22). The interview structure combined life narratives (McAdams, 1985) adapted to multiple cultural experiences, and open-ended questions about the relationship between their cultural identities. Each interview was coded using thematic content analysis. The extent to which each participant's identity statements represented each of the configurations was also coded. Social support from family, friends and the community at large were major themes that were spontaneously mentioned by all of the participants. In addition to support from members of heritage and mainstream cultural groups, support from multicultural (i.e., bicultural, "mixed") peers and friends was discussed by the majority of the participants, regardless of their identity configurations, indicating that multicultural individuals also value social support from outside their mainstream and heritage groups. Support experiences were also expressed differently depending on one's identity configuration. Those who identified predominantly with their Canadian identity (categorized; N=7) reported feeling more accepted by their mainstream culture than their heritage culture, as well as a greater affiliation with people from their mainstream culture. Compartmentalized participants (N=3) discussed their perceived social support by making comparisons between their heritage and mainstream groups, and discussed their support experiences as dependent on the cultural context. Integrated participants (N=12) expressed support experiences in terms of feeling accepted and included. Moreover, their support experiences were situated in mixed-cultural contexts, where heritage and mainstream cultural members were simultaneously present. These findings reveal the multifaceted relationship between support sources and experiences and multicultural identification, and invite deeper investigation into these complexities.

Paper 3

Identity Styles and Wellbeing Among Bicultural Australians: The Roles of Perceived Diversity Norms and Similarity to the Majority Culture

Authors: Caroline Ng Tseung-Wong, University of Canberra; University of Mauritius
Justine Dandy, Edith Cowan University

We present findings from our study of the antecedents and consequences of alternating and hybrid identity styles in a sample of immigrants in Australia who identify as bicultural (N=397, 225 women, 166 men, four Transgender and two, self-describe). First (n=186) and second (n=211) generation immigrants from diverse ethnic backgrounds completed an online survey, in English, including the Multicultural Identity Styles Scale (Ward, Ng Tseung-Wong, Szabo, Qumseya & Bhowon, 2018), a measure of identity consolidation (Cameron, 2004), and Diener et al.'s (1985) measure of life satisfaction. Biculturalism research has rarely looked at the acculturation process of immigrants who are culturally close to the larger society, i.e. the majority group. Half our sample (n =199) came from British cultural backgrounds and identified as British Australian or New Zealander Australian. These countries remain the largest sources of immigrants to Australia and these groups are culturally similar to the majority Anglo-Australian culture. We found that these groups were significantly lower on hybrid and alternating identity styles compared with the rest of the sample. HIS was related to a perceived polyculturalism norm whereas perceived multiculturalism and assimilation norms were linked to AIS. Participants from non-British cultural backgrounds (including Indian Australians and Chinese Australians) also demonstrated a preference for HIS. Both HIS and AIS were related to perceived multiculturalism and assimilation norms in this group; but perceived polyculturalism was unrelated to the identity styles. Furthermore, hybrid (r = .539; r = .334) and alternating identity styles (r = .179; r = .157) were positively related to identity consolidation and life satisfaction, respectively in the British background sample. The same trend was found in the non-English background sample, excepting alternating identity style was unrelated to life satisfaction. Further analyses showed that identity consolidation partially mediated the effect of hybrid identity style on life satisfaction for the British background group and fully mediated the relationship for the non-British group. Identity consolidation fully mediated the effect of alternating identity on life satisfaction for both groups. The results provide further validation for the identity styles approach as a means of examining how bicultural individuals – including those who are culturally close to the majority - negotiate their identities in a diverse context. The results are discussed in terms of the differential influence of diversity norms on immigrant groups linked to their cultural distance to the majority group.

Paper 4

Can Alternating Cultural Identities be Adaptive?

Authors: Colleen Ward, Victoria University of Wellington
Agnes Szabo, Massey University
Seth J Schwartz, University of Miami
Alan Meca, Old Dominion University

There is strong evidence that immigrants and minority group members who integrate, identifying with both their ethnic and national cultures, experience better psychological and sociocultural adaptation (Nguyen & Benet-MartÃnez, 2013). However, there is far less research on how this integration is achieved or if the manner in which one maintains multiple cultural identities affects these adaptive outcomes. Ward and colleagues have advanced the notion of cultural identity styles,

proposing that Hybridizing (selecting desirable elements from two or more cultures and blending them together in a novel way) and Alternating (shifting cultural identities depending on the circumstances) are two strategies that bicultural individuals use when they are motivated to integrate. Research to date has shown that the Hybrid Identity Style (HIS) predicts greater cultural identity consolidation and higher levels of well-being while the Alternating Identity Style predicts greater cultural identity conflict and lower levels of psychological adaptation. More broadly, the question as to whether AIS can be adaptive has yet to be resolved. In this study we test AIS as a buffer of the negative effects of bicultural stress on psychological well-being in a sample of 873 Hispanic students (75.9% female, 35% overseas-born) at a university in Miami who were involved in daily diary research. For the purposes of this study, participants completed measures of Hybrid and Alternating Identity Styles, Bicultural Stress, and Psychological Well-being on Day 1; on Day 12 they completed the measure of Psychological Well-being a second time. The data were analysed in a hierarchical regression analysis controlling for age, gender, birthplace, and psychological well-being at Day 1. The results indicated that bicultural stress was associated with lower levels of psychological well-being at Day 12 but that the Alternating Identity Style buffered this detrimental effect over time. More specifically, simple slope analyses showed that bicultural stress was linked to poorer outcomes under the low and medium levels of AIS. but not at the high level. We conclude with a discussion of the ways in which alternating identities may facilitate psychological adaptation.

T3

Fostering Mutuality & Resonance in Intercultural Encounters

Chair: Young Yun Kim, University of Oklahoma

Discussant: Ling CHEN, Hong Kong Baptist University

When two people meet for the first time and begin to engage each other, a wide range of behaviors is potentially possible between them. From all possible verbal and nonverbal messages, the interactants select certain ones and, in so doing, succeed or fail to agree on what is and what is not to take place subsequently. Such agreements are the basis for mutuality reflected in a cohesive unfolding of the interaction, as well as for the resonance the interactants experience, a sense of inner connection or the "meeting of the minds." This level of personal engagements, however, does not come easily in intercultural encounters. More often than not, the participants in intercultural interactions are constrained by notable differences in culturally-based normative expectations and habitual modes of communication, along with the unsettling psychological constraints of uncertainty and anxiety. Yet, like in all face-to-face interactions, satisfying and meaningful intercultural experiences cannot be had without achieving at least some degree of mutuality and resonance vis-à-vis our interaction partners.

How, then, can we bridge cultural differences and foster mutuality and resonance in our interactions with cultural strangers? The two presenters addresses this question based on their respective expertise in intercultural communication theory, research, education, and training. Milton J. Bennett (Intercultural Development Research Institute, Italy) takes an in-depth look at the notion of "third-culture" building as a practical aim guiding the process of mutual adaptation between culturally dissimilar interactants. Young Yun Kim (University of Oklahoma, USA) identifies two key theoretical dimensions of associative communicative acts, individuation and consonance, through which individual interactants can move beyond cultural and linguistic constraints, so as to discover each other's unique personhood and, thereby, the shared humanity itself.

The symposium begins with the Chair (Young Yun Kim) introducing the symposium topic, the presenters, and the discussant. Each presenter makes his/her presentation for 20 minutes, followed by the discussant, Ling Chen (Hong Kong Baptist University, PRC), offering a 20-minute commentary in response to the presentations. Chair will then lead an open discussion. Members of the audience will be actively encouraged to join the presenters and the discussant in reflecting on and sharing their own personal experiences of mutuality and resonance in intercultural encounters, offer comments on the viability of the concepts and ideas offered in the presentations, and explore together future research possibilities for investigating the phenomenon of mutuality and resonance in intercultural encounters.

Paper 1
Constructing "Virtual Third Culture" Through Mutual Adaptation

Author: Milton Bennett, IDR Institute

Using a constructivist definition of "communication" as the mutual creation of meaning and following E. T. Hall in defining "culture" as a communication-based group coordinating system, this presentation will apply Gregory Bateson's idea of "meta-communication" to understanding the process of mutual adaptation in intercultural communication. It will suggest that intercultural communication is a kind of coordination of coordinating systems, and that such meta-coordination necessitates self-reflexive consciousness on the part of participants.

In all intercultural communication events, participants face the implicit question of "who will adapt to whom?" The most ethnocentric response is an unconscious assumption that others will always do the adapting; for instance, men who may assume without question that women will be the ones to adapt their cultural style to male-dominated workplace environments. A slightly less ethnocentric form of this one-way adaptation is the dictum, "when in Rome do as the Romans." This form of adaptation might fuel a serious effort to apprehend the experience of another worldview, but more often the dictum is used to indicate a superficial attentiveness to customs of food and dress. In either case, it is still a one-way process – one that people may apply more rigorously to others than to themselves.

We are rapidly approaching, if not arrived, at the condition where "everywhere is Rome." In those global/multicultural contexts, it is unclear that the physical location of the interaction can or should dictate the cultural style of interaction. For instance, if more-or-less prototype Japanese, U.S. Americans, and French people form a work team for a Chinese company operating in Nigeria, should the group default to the African context? Or to the Chinese corporate culture? Or to the most aggressive style (American or French, depending)? Clearly, these solutions are silly, but the question is relevant and a more serious answer is incumbent.

If the goal of intercultural communication is meta-coordination of worldviews, not just adaptation to one or another of them, then ideally all interlocutors are 1) ascertaining what relevant differences in cultural worldview (including their own) exist in the situation; 2) considering how the various cultural differences might impede or facilitate the effective completion of the task; and 3) consciously attempting to communicate (construct meaning) in a way that reconciles the valuable diversity in the group with a unity of purpose. The result of this mutual meta-communicative process can be called "third culture."

The term "third culture" is employed to echo the way it is used by Ruth Useem in her work on "third culture kids" as well as by John Brockman in his conception of the role of scientists in bridging the cultural divide between rigorous science and everyday experience. To make the term connote a more dynamic communication process, it might be better stated as "virtual third culture," where the integrative condition is brought into existence in the particular interactional space of the multicultural meta-coordination, and where the condition ceases to exist when the interactional space dissipates.

Paper 2

Reaching for the Humanity: Communicative Acts of Individuation and Consonance

Author: Young Yun Kim, University of Oklahoma

Studies in psychology and communication have investigated a wide range of communication behaviors in intercultural and intergroup interactions. Based on the substantial empirical evidence linking specific behaviors to cohesion and cooperation, on the one hand, and tension and conflict, on the other, the Contextual Theory of Interethnic Communication (Kim, 2005, 2018) integrates the various communication behaviors along a bipolar continuum of association and dissociation.

In this presentation, I focus on the behaviors at the associative end of this continuum and put forth a theoretical claim that individual participants in intercultural encounters can foster mutuality and resonance by enacting specific behaviors constituting the two interrelated dimensions of associative communication: individuation and consonance.

The first dimension, individuation, refers to the intrapersonal decoding behaviors of information gathering and processing in which a given cultural stranger is regarded as a unique person rather than simply a member of a cultural group. To individuate, one needs to act, or react, primarily based on information about the other person's particularities, rather than relying on categorical and stereotype-based information on his or her culture or ethnicity. Individuation, as such, is an inclusive concept that incorporates within it a number of existing terms pertaining to interpersonal communication competence and cooperative intergroup communication including: "cognitive differentiation" (Brewer & Miller, 1988), "particularization" and "decategorization" (Billig, 1987; Detweiler, 1986), "fully-focused gathering" of information (Goffman, 1979 "person-centered perception" (Applegate & Sypher, 1988; Burleson, 1987), and "mindfulness" (Langer, 1989; Gudykunst, 2005).

The second dimension, consonance, represents the external verbal and nonverbal behaviors that reflect the communicator making adjustments in his or her habitual behaviors in such a way that the modified behaviors are more in sync with those of the other. Like individuation, consonance is a broad, inclusive term incorporating a variety of other more specific concepts such as: "person-centered messages" (Applegate Sypher, 1988), "synchrony" (Kim, 1991, 2015),"behavioral flexibility" (Samter, Burleson & Basden-Murphy, 1989), "convergent behavior" (Gallois, Ogay, & Giles, 2005), "alignment talk" (Hopper, 1986), "emphathic listening" (Rosenfeld & Hancks, 1990), and "responsiveness" (Cegala, Savage, Bruner, & Conrad, 1982).

I argue that these and other related communicative acts of individuation and consonance help bridge the barriers of cultural-level differences and engender mutuality and resonance in intercultural encounters. By actively engaging ourselves in such communicative practices, we are able to put aside the conventional categories of "us and them," and move toward a more inclusive interaction posture in which a cultural stranger is regarded as "one of us"--a fellow human being. In making this claim, I affirm and augment Buber's (1965) conception of "dialogue"—a genuine form of conversation in which "each of the participants really has in mind the other or others in their present or particular being and turns to them with the intention of establishing a living mutual relationship between himself and them" (p. 19).

W1

Intercultural Education in the Context of Internationalization at Chinese Universities:
Pedagogical Explorations from the Rich-Ed Project

Chair: Sara Ganassin, Newcastle University

Discussants: Hongling ZHANG, Shanghai International Studies University;

Darla K. Deardorff, Duke University & AIEA

Additional Collaborators: Prue Holmes, Durham University;

Jan Van Maele, KU Leuven

The RICH-Ed "Resources for Interculturality in Chinese Higher Education" Erasmus+ project1 seeks to develop a set of tools consisting of intercultural teaching and learning activities—for intercultural language teachers and administrators in the context of internationalisation. The project partnership consists of five Chinese institutions (The University of Nottingham Ningbo, China; Zhejiang Wanli University; Harbin Institute of Technology; Hangzhou Dianzi University; Jilin University), and of three European partners (KU Leuven, Belgium; Durham University, UK and the University of Bologna, Italy). The project is underpinned by a non-essentialist approach and guided by an earlier European funded project (IEREST), which provided the initial stimulus for the proposal. In response to the IAIR & CAFIC 2019 call for "Advancing Intercultural Research and Dialogue: Crossing Boundaries and Building Bridges", this workshop will highlight the RICH-Ed project genesis and rationale and its theoretical, pedagogical and methodological framework developed from an interpretivism-based social constructivist view of interculturality. The workshop will demonstrate the applications of the RICH-Ed pedagogy by inviting participants to trial and discuss a number of project activities developed for students and teachers in China with an emphasis on experiential learning characterized by critical and reflective engagements of the learner.

The workshop addresses in particular the theme of intercultural education and interventions towards global diversity and intercultural competence with a focus on interculturality and internationalisation in Chinese higher education. It will be of interest to teachers of intercultural learning, institutions seeking to develop and implement intercultural resources in the context of internationalisation and intercultural exchange, and more generally, those wanting to develop collaborative partnerships between China and Europe.

Rich-Ed Workshop (Part 1)
The Rich-Ed Project: Conceptualizing Interculturality in Chinese Higher Education (20 Min)

Author: Sara Ganassin, Newcastle University

We offer an overview of the RICH-Ed project including its genesis, the project partnership, its aims, and its theoretical, methodogical and pedagogical underpinnings as we discuss how the project has been building a basis for co-constructing a pedagogy for intercultural learning in Chinese universities. We also report on the aims, approaches and perspectives that underpinned the project proposal, and outline the early developments as well as future goals. In general, with

the RICH-Ed Project, we hope to lead the teachers and students away from the essentialist view of intercultural communication and set out on a journey of true intercultural learning through crossing boundaries and open dialogues.

Rich-Ed Workshop (Part 2)
The Rich-Ed Training Course for Intercultural Learning (30 Min)

Author: Li SONG, Harbin Institute of Technology

We present the project "training" course and, in particular, focus, aims and assessment methods of the activities. Participants will be invited to discuss and trial a sample of activities in small groups. The activities —aimed at students, teachers and administrators —are being by the project partnership around four main themes: Introducing interculturality (language; culture; identity; power); Developing "international talents" 国际化人才; Internationalisation (study abroad; study at home); Employability. The activities are designed to engage the learners to explore how intercultural understanding can be achieved through critical, reflective and experiential learning and open dialogue at intrapersonal, interpersonal and intercultural levels. In the activities, learners will also be encouraged to question the simple divide of people by their national, ethnic or other socially attached labels and to take an initiative in the co-creation of the third culture or intercultural space that embraces diversity and explore global values and ethics for the community of a shared future for humankind through intercultural dialogue.

Rich-Ed Workshop (Part 3)
Intercultural Learning in China and Beyond (30 Min)

Authors: Li SONG, Harbin Institute of Technology
        Yi'an WANG, Hangzhou Dianzi University

Participants discuss their experiences of trialling the RICH-Ed activities (theoretical, methodological and pedagogical issues) in small groups: What did you like about the activities? What would you improve? Would the activities be relevant in your teaching/learning context? How would you adapt them? Each group will be given a flipchart to record their reflections and will present the key points to the other groups. As a group, we will then critically discuss how the RICH-Ed approach might fit with the realities of Chinese institutions and the Ministry of Education goals for developing ICC in higher education. We conclude by addressing questions and comments about the RICH-Ed approach to intercultural learning of students, teachers and administrators in China.

S7

Bridging Intercultural Study & Literature:
Theories, Methods, Cases (1)

Co-Chairs: Michael Steppat, University of Bayreuth

Ling LIN, Shanghai International Studies University

Discussant: Xiaojia ZHANG, Shanghai International Studies University

In its Intercultural Research book series, the Intercultural Institute at SISU in Shanghai published a volume a few years ago which, perhaps surprisingly, includes attention to works of fiction. The volume demonstrates how issues of intercultural identity construction, a highly sensitive problematics in our time, are thematized in social science as well as in narrative fiction to tell a cultural story. In a dialogue between disciplines, our communicative practices have begun drawing benefit from literature and film. For the methodological foundations of multiculturally oriented communication theory, there is a demand to give attention to allegories, novels, and poems (Yoshitaka Miike), to richly textured qualitative inquiry. Edward Hall already found that literary artifacts can be worth studying as "a key to perception". Investigating cultural identity and value orientations enables a focus on the work of Lin Yutang. On intercultural adaptation, an incisive recent study of career design processes suggests paying attention to narrative fiction: to Lionel Shriver's novel The Post-Birthday World. John Condon has proposed that a very good way to explore cultural patterns of communication would be through literature and film.

Yet too often, such a perspective has been ignored. This symposium asks whether and how fictional artifacts can fill glaring gaps in social science literature; as astute observers of the social world, fiction authors contribute valuable insights into intercultural processes. Psychological research has shown that fiction, like film, can have strong effects on recipients' real-world beliefs and actions. Hence, gaining competence to analyze literature's persuasive power in disseminating cultural values is a task we cannot afford to neglect or marginalize. We should reconsider and update Aristotle's assessment that poetry is more philosophical and higher than history; for poetry expresses the universal, history the particular.

Post-positivists may ask whether fictional works are not based on a writer's perception, making them "merely" phenomenological and subjective. How can one possibly ensure the validity of any literary analysis, or prove interpretive arguments? Here, the newly critical approach of intercultural communication (e.g., Halualani and Nakayama) is illuminating. It points to problems that traditional approaches encounter, and calls for a critical lens on topics such as race, social and language inequalities, local-to-global articulations, or diasporas. In literary representations of cultural interaction, differential power relations are diagnosed carefully. These are also intrinsic to intercultural negotiation processes. Investigating such connections requires attention to both synchronic and diachronic movements of cultural forms, interacting with and generating each other. This phenomenon, known as transculturation, can alter the very ground of cultural interaction and exchange. The research spaces of literature and film participate in these movements, which makes them fertile for analyzing the crossing of cultural lines. We believe it is time for intercultural research to address such connections in much greater depth than has been the case. Our complementary topics, embracing value projections, representational media, signifying bodies, and cultural identity negotiation, suggest some prominent ways of doing so.

Paper 1
Values, Perspectives, and the Re-Evaluation of Values in Intercultural Studies

Author: Ming XIE, University of Toronto

What happens in intercultural encounters and interactions? What is involved in cross-cultural valuations and re-valuations? How do values of different cultures come to be known and recognized (in the double sense of the word), affirmed and reinforced, but also often come into conflict with one another or come to be put into question when boundaries are crossed? Literary works not only ask these questions, but offer penetrating insights.

I aim to explore the relations between values and perspectives in intercultural studies, with particular reference to the notion of "re-evaluation of values," and then illustrate the relations with key literary instances. My argument is that while the usual tendency is to project one's own values onto a foreign culture and thus often fail to perceive much value in what the foreign culture has to offer, there is a more productive but more difficult mode of engaging with the values of a different culture. This mode allows the strangeness of the foreign to challenge us and assert its claim on us. It places both native and foreign values into conflict, in order to develop forms of understanding and interpretation that are not readily available either to an insider or an outsider of a given culture.

In this process of intercultural engagement, values get interpreted or explained cross-culturally—but differently from the way insiders usually explain them to themselves or each other. The dual risk involved in intercultural exchange is reflected in two common illusions: the illusion that we can understand the natives as they understand themselves and the illusion that we do not project our own values onto a different culture, thereby reducing a different culture to a confirmation of our own value system. What really matters, I argue, is how values of both cultures get to be seen differently through perceiving and generating what is strange from within one's own culture precisely by means of a defamiliarization afforded by encountering a different culture. Fictional works negotiate this procedure. But distantiation and perspectivism are equally important for intercultural studies. What matters is that new inter- and transcultural values emerge out of the dialogue and dialectical engagement between cultures through both appropriation and disappropriation.

Paper 2
Cultural Thought Patternings: William Faulkner and Mo Yan

Author: Mengyu LI, Ocean University of China

A cultural pattern in the field of intercultural communication is a system of integrated beliefs and values that work in combination to provide a coherent, if not always consistent, model for perceiving the world (Larry Samovar).The beliefs and values are the core of each culture, and they reflect and determine different cultures' perceptions of the world. Hence, aspects of subjective culture are especially significant, with invisible components of cultural thought patternings, ideas, and attitudes—including stereotypes and prejudice. This paper explores the possibility of a dynamic intercultural dialogue based on two distinctive perceptions of prevailing social conditions: William Faulkner's The Sound and the Fury and Mo Yan's representative novel Big Breasts and Wide Hips. The American and the Chinese writer are both Nobel Prize winners and enjoy a world reputation. A comparative reading of the two novels challenges a recipient, whether as analyst or

casual reader, to confront and grow aware of their own initial and culturally bound perception, in assessing the values and cultural thought patternings embodied in these works. With this method, the idea and images of embodiment become especially salient: "getting writing onto the body" is a sign of the attempt to "make the material body into a signifying body" (Peter Brooks). This happens in striking ways in each of the novels, which anatomize the conditions of paternally dominated societies. The sociocultural milieus obviously differ owing to the backgrounds, the American belonging to an aristocratic cultural pattern which underscores the ethical values of gentility, chivalry, and virginity, while the Chinese is a feudal pattern. However, they also share similarities: in both, expectations regarding a woman's acceptable conduct impose a tense ethical pressure upon the major characters. An ethics of the body is explored by both writers, as a highly revealing indicator of their respective cultural situations.

Faulkner's dialectical attitude, in imaging an American South in transition, can be better understood in relation to Mo Yan's celebration of sexual and maternal love, reproductive energy, and the nurturing earth. Faulkner illustrates the stereotype of female virginity in Southern culture in the tragedy of Quentin, who is trapped by what he realizes is only a male invention, sensing that it is an inhuman way of prohibiting women's rights and freedoms. Yet when the mechanical and commercial Northern culture invades the South, the latter's values are difficult to maintain and become corrupted. Foregrounding innocence and stain, Faulkner illustrates his worry regarding the decay of Southern morality by focusing on a tension between sexual transgression and obsession with loss of virginity. In surprising ways, Mo Yan finds culturally significant answers to Faulkner's troubled representation.

Paper 3
Muslim Identities in Literary Representation: Constructing Cultural Hybridity in a Coming-of-Age Narrative

Author: Ling LIN, Shanghai International Studies University

The paper explores the representation of diasporic Muslim identities in a coming-of-age narrative: Arab American female novelist Mojha Kahf's bestseller The Girl in the Tangerine Scarf published in 2006. It examines how a religious and diasporic hybrid identity is mobilized within the female protagonist Khadra Shamy, including the ways she struggles to negotiate her identity across the boundaries of different cultural terrains and gendered, racialized, intergenerational configurations. It attempts to show how these literary representations construct—and help conceptualize—the ways we understand the acculturation difficulties of diasporic Muslims in the U.S.

The individual experiences as narrated in the novel illuminate a series of essential socio-political questions facing the community as a religious minority in a secular context. The paper will address these questions through the representation of cultural hybridity in the literary narrative, utilizing the framework of postcolonial theory and method. It focuses on three constructs of the novel that are central to the conceptualizing of a hybrid identity of the female protagonist: firstly, the mirror images and moral panics that generate cultural clashes in the East-West encounter; they foreground, secondly, the predicament of an ambivalent existence of the protagonist as a diasporic individual; and thirdly, the ways she forges her hybrid identity as a New Woman within the diasporic context..

S8

Viewing Intercultural Adaptation & Social Inclusion Through Constructs of National Identity: Part 1

Chair: Adam Komisarof, Keio University

The transnational movement of immigrants presents an exigent sociopolitical challenge in the contemporary globalized world. Its impact on host nationals, immigrants, and government policies is an enduring feature in the demographic landscape that has both positive and negative outcomes. Some communities have flourished due to increased ethnocultural diversity and the strengthening of social bonds through intercultural contact. For others, the influx of immigrants has given rise to tension and sometimes open conflict. Moreover, longitudinal changes in the ethnocultural makeup of host societies has fueled a debate over what it means to be "one of us."

This symposium addresses intercultural adaptation and inclusion with a specific interest in constructs of national identity—i.e., how such constructs influence adaption among immigrants, expectations for their adaptation among host culture members, and how the interplay of these constructs with attitudes and behaviors affect acculturators' belonging in their host societies. For instance, attributes such as language, lineage, or religion are often used among members of the host societies to define national identity, and by extension, to recognize or deny the claimed identity of others (Kiely, Bechhofer, Stewart, & McCrone, 2001), which has practical ramifications for immigrants' belonging. The criteria—or "markers" most emphasized in host societies also vary, depending upon whether ethnic, civic, or cultural identities are most valued (Reijerse, Van Acker, Vanbeselaere, Phalet, & Duriez, 2013); moreover, criteria can be mutable (e.g., beliefs or adherence to social norms) or immutable (e.g., physiognomy, place of birth, or ancestry), which can profoundly influence immigrant acceptance.

More recently, Leong (2014) proposed "social markers of acculturation/acceptance" to uncover the benchmarks that host nationals use in determining if an immigrant is considered a member of the host society. While this approach provides a useful blueprint to study immigrants' inclusion, it also leads to the question of whether and when immigrants can reasonably adopt such normative approaches to adaptation, or instead the criteria for adaptation and inclusion might be reconsidered and negotiated between host and immigrant groups.

Presenters will introduce research related not only to social markers of acculturation/acceptance, but other conceptual frameworks evoking various types of markers and how they impact the degree of belonging that immigrants achieve in their host societies. Each of the papers has been submitted to a special issue of Elsevier's International Journal of Intercultural Research (scheduled for 2019), which examines the relationship between constructs of national identity (particularly as instantiated through various forms of markers), intercultural adaptation, and belonging.

By investigating this nexus, we hope to gain deeper insight into how we can facilitate acceptance of immigrants and other acculturators within their host societies. Moreover, with these research findings, we aim to provide an essential informational resource for them to understand expectations for acculturation from their hosts; however, the findings also can be used to challenge members of host societies to consider whether these expectations enable belonging or hinder it—thus providing a potential catalyst for concepts of national identity to become more flexible, open, and ultimately to creating more inclusive host societies.es.

Paper 1

Markers of National Identity and Acceptance of Migrants: Framing the Literature

Author: Adam Komisarof, Keio University

Today, migration fuels an intense debate as to what should be the demographic texture of recipient cultures (e.g., mono- or multiculturalism) and what it means for immigrants to become accepted members in host societies. While the concomitant embracing of host and immigrant cultures (i.e., integration) is seemingly the strategy linked to the most optimal socio-psychological outcomes for immigrants (Berry & Sabatier, 2010), Leong (2014) argued that this approach is not achievable in every situation or acculturation domain and that some cultural features clearly matter more than others to gain acceptance. Indeed, recent empirical evidence has called for a rethink in how acculturation should be theorized (Komisarof & Leong, 2016) as hosts demand that immigrants embrace key characteristics of the national culture, or selective assimilation (Navas et al., 2005). The purpose of this presentation will be to introduce and distinguish concepts that are central to this alternative approach to theorizing acculturation, i.e., utilizing different types of markers of acculturation/acceptance in constructing national identity, thus clarifying the nomenclature and models which will be utilized by subsequent speakers in these two symposiums.

Perhaps the first question asked by host culture members in making decisions about who belongs (and who does not) is "Who are we?" In other words, constructs of national identity profoundly impact who is admitted as a member. National identity can be construed as ascribed or achieved; these concepts elucidate the criteria by which people construct their national identity and decide whether to accept immigrants as ingroup members. Ascribed identity depends on largely immutable criteria such as shared genealogy, territory, traditions, and/or religion (Esses, Dovidio, Semenya, & Jackson, 2005), the latter by fulfilling selected social contracts such as endorsing specific values and principles (Ditlmann, Purdie-Vaughns, & Eibach, 2011), respect for the host country's cultural traditions (Ha & Jang, 2015), or voluntary commitment to laws and institutions (Esses et al., 2005). Here, national identity becomes largely a matter of individual choice (Weinreich, 2009).

National identity can also be framed as unique clusters of specific attributes such as following a certain religion, speaking a language, or even "feeling" like a member. For instance, Leong (2014) proposed a framework using Social Markers of Acceptance as a benchmark of intercultural adaptation. The markers are socially-constructed indicators, or perceptual signposts that recipient nationals use in deciding whether a migrant is a part of the host community. Research can clarify which, how many, and to what extent the markers are considered important in various cultures—collectively reflecting the degree of host inclusiveness. Alternatively, identity markers (Kiely, Bechhofer, Stewart, & McCrone, 2001) are used to claim one's national identity, or to accept/reject such claims from others.

The presenter will introduce the nomenclature for discussing national identity and its markers and give the audience a conceptual framework for understanding the relationship between subsequent presentations in the symposium. Speakers will utilize this terminology to frame their research and provide the symposium with broader conceptual cohesion.

Paper 2

Work as a Marker of Immigrant Inclusion: Negotiating National Identity and Belonging in the Public Sphere

Author: Hui ZHANG, Carleton University

In this paper we investigate how immigrants negotiate their national identity and belonging in the public sphere in Canada and the UK. As immigration and citizenship policies increasingly target "highly skilled" immigrants (Cerna, 2014), we argue that a master narrative has evolved, which lays out market-based parameters for the societal inclusion of immigrants. While considerable research has addressed barriers to employment (e.g., Al Ariss and Crowley-Henry, 2013; Ramboarison-Lalao et al., 2012) and strategies to overcome those barriers (e.g., Al Ariss, 2010; Al Ariss & Syed, 2011; Person et al., 2012), less is known about the identity work immigrants engage in as they strive to gain societal inclusion despite these hurdles. Drawing on 116 accounts published in The Guardian and Passage to Canada by economic immigrants to Canada and the UK, we use the master narrative framework (McLean & Syed, 2015) to examine the interplay between personal and societal narratives as individuals grapple with this tension.

We found that immigrants negotiate identity and belonging by engaging alternative migration narratives that elaborate on the antecedents, outcomes, and barriers to labor market participation. We identified four main alternative narratives used to support their personal claims of belonging in relation to the master narrative (work aiding integration, persevering, struggling and complementary narratives). However, these alternative narratives often reinforce the master narrative, especially for those not meeting the marker of highly skilled work.

Our paper contributes to literature on the social construction of national identity by elaborating on the role of labor market participation in perceptions of immigrant inclusion and belonging. We conceptualize national identity as a process of negotiation and juxtapose the perspectives of both the society and individual immigrants as they attempt to negotiate a place in society through public narratives. Through this process, we explore how individuals claim national belonging even when they do not meet a key marker of inclusion. More broadly, our study demonstrates the impact of policy level initiatives on personal identity work. As citizenship and immigration policies are being overhauled in countries around the globe, it is becoming increasingly relevant that neoliberal, market-based policy-making takes into account individual immigrants' identities, as well as majority understandings of national belonging. Unlike most research on citizenship and integration, which is primarily conducted at the national level, we focus on the impact of immigration policies on individual identity work in relation to perceptions of belonging and acceptance into the national group. Through in-depth examination of alternative narratives negotiated among those who faced barriers to meaningful labor market participation, we highlight the importance of giving immigrants public voice, so that alternative narratives of belonging become more visible, which may aid in breaking down exclusionary narratives of perceived social integration and national belonging.

Paper 3

Host Community Acculturation Orientations in Plainstown, USA: A Mixed-Methods Examination of Attitudes, Acculturation Markers, and Antecedent Factors

Author: Kelly McKay-Semmler, University of South Dakota

This study uses survey data collected from 211 native-born residents of a rural Midwestern U.S. American community, "Plainstown," to examine host community members' acculturation orientations, perceived markers of immigrant acculturation, political views, and contact with local immigrants. Concurrent with quantitative measures, the survey included two open-ended questions that qualitatively explored hosts' reactions to Plainstown immigrants. The findings (1) show incongruous results for quantitative and qualitative assessments of hosts' acculturation orientations; (2) identify acculturation markers described by hosts; and (3) demonstrate that interpersonal contact with immigrants was a better predictor of hosts' acculturation orientations than were their political views. This study underscores the continued importance of direct intergroup contact in promoting acceptance, inclusivity, and a shared sense of national identity despite recent concerns over the growth of nativist and anti-immigrant political movements internationally.

This study used the interactive acculturation model (IAM) (Bourhis, Moïse, Perreault, & Senécal, 1997) to explore three research questions and answer five hypotheses. In brief, the study (1) examined which acculturation orientations hosts most supported and what markers of immigrant acculturation they identified; (2) tested research hypotheses concerning the influence of hosts' direct intergroup contact with immigrants on hosts' acculturation orientations; and (3) explored the relative influence of direct contact on hosts' acculturation orientations compared to their political views (conservative or liberal).

Respondents supported Bourhis' acculturation orientations in the following order: integrationism, assimilationism, individualism, exclusionism, and segregationism. However, a qualitative thematic analysis of the approximately 38 transcribed pages of single-spaced, open-ended comments showed the most frequently occurring acculturation orientation was assimilationism, followed by exclusionism, individualism, integrationism, and segregationism. Quantitatively and qualitatively, strong support for assimilationism was found. Thus, further qualitative analyses were conducted to explore the second research question about the markers of acculturation identified by participants.

Four themes were identified using thematic analysis methods: (1) an expectation that immigrants learn to speak English (and relatedly, that immigrants not expect hosts to learn their language); (2) the need for immigrants to follow the rule of law, which included respondents' perceptions that immigrants habitually break laws related to their legal status, driving, hunting, etc.; (3) adapting to host cultural norms for behavior, specifically, following community standards for home maintenance, respectful interactions with local people, and personal hygiene; and (4) an expectation that immigrants become financially independent as quickly as possible.

A structural equation model tested the five hypotheses and final research question, positing that intergroup contact and political views (liberal or conservative) influence the acculturation orientations that hosts endorse for newcomers to their community. All of the path coefficients between intergroup contact and the acculturation orientations were in the predicted directions ($p \leq .001$), while only one path was significant between political views and the acculturation orientations, suggesting that when compared directly, intergroup contact is a better predictor of

acculturation orientations than one's political views.

Paper 4
Understandings of Nationhood and Outgroup Attitudes in Culturally Diverse Mauritius

Author: Femke van der Werf, Utrecht University

Social and political scientists (e.g., Jones & Smith, 2001; Leong, 2013; Verkuyten & de Wolf, 2002) have examined the meaning of nationhood predominantly by focusing on Western nations in which shared ancestry is often important for what it means to be a national. They examined how natives understand the concept of nationhood and how different understandings relate to attitudes toward immigrants. The current study aims to extend this research in three ways. We investigate 1) how people define national group membership in a non-Western, ethno-culturally heterogeneous nation, 2) to what extent different ethno-cultural groups hold similar or different understandings of nationhood, and 3) how these different understandings relate not only to attitudes toward foreign groups but also toward established ethno-cultural groups within a nation. For this investigation, we turn to the context of Mauritius. This island country, located in the Indian Ocean, has no native population and there is a high degree of ethno-cultural diversity within the nation, both in terms of longer established groups and in terms of recent immigrants and foreign workers.

Data were collected among a representative sample of the resident population in Mauritius aged 18 years and older and belonging to the three numerically largest ethno-cultural groups (Hindus, Muslims, and Creoles; Ntotal = 1770). In line with earlier, predominantly qualitative, studies (e.g., Tsang, Irving, Alaggia, Chau, & Benjamin, 2003; Ullah, 1990; Verkuyten & de Wolf, 2002), three understandings of nationhood emerged: being, doing, and feeling Mauritian. This distinction was found among all three groups, with some small exceptions. We further examined how these three understandings of nationhood were related to attitudes towards established and new groups in Mauritius. Being Mauritian (e.g. place of birth, citizenship) turned out not to be an important criterion for outgroup exclusion.   Further, we found that the criterion of doing Mauritian (e.g., country of residence, language) was related to less positive attitudes to these outgroups, which is in line with expectations we had based on perception of ethno-cultural outgroup practices as undermining or threatening the national identity (Sniderman & Hagendoorn, 2007). In contrast, the criterion of feeling Mauritian (e.g., feeling Mauritian, being tolerant of other religions) contributed to more acceptance of outgroups, which we expected given that the content of Mauritian identity revolves around intergroup tolerance and respect for diversity (Ng Tseung-Wong & Verkuyten, 2015). Our findings provide a novel direction for future research and for policies about how nations can try to stimulate acceptance of newcomers and established outgroups. An emphasis on national belonging does not have to have exclusionary consequences for outgroups, but rather can provide an inclusive environment depending on the specific understanding that is emphasized. Altogether, the findings make a novel contribution to the literature on how lay people understand nationhood, how these understandings are shared among ethno-cultural groups within a nation, and how these relate to attitudes toward foreign as well as established outgroups.

S9

Enhancing Intercultural Competence:
Applying Theory to Practice in Educational Settings

Chair: Kenneth Cushner, Kent State University

Discussant: Jane Jackson, The Chinese University of Hong Kong

Applying intercultural theories and concepts into practice in the field of education has long been fraught with challenges, from the assumptions many study abroad administrators make that simply having an international experience translates into effective intercultural learning to the notion many teachers make that intercultural competence can be acquired simply and quickly through cognitive inputs and good intentions.   The presenters in this symposium provide examples of university coursework, student experience, professional collaboration and partnering initiatives with secondary schools across cultures that depend upon establishing effective intercultural relations while aiming to enhance the intercultural skills of students and teachers.

Paper 1
Preparing Students for a Global Experience on Semester at Sea

Authors: Nan Sussman, The College of Staten Island, CUNY
        Kenneth Cushner, Kent State University
        Steve J. Kulich, Shanghai International Studies University

Semester at Sea is a floating university that provides students with a semester of academic courses while preparing them for experiences in 10 -12 countries. Each semester, approximately 500 students along with 50 faculty and student life professionals circumnavigate the globe aboard the MV World Odyssey, meeting in classes each day while at sea and engaging in field classes and/or independent travel in each country visited. This shipboard community has two cultural adjustments: first to life aboard the ship composed of students from around the world and throughout the United States, and then to the brief but intense experiences in 14 cities on 4 continents. Since 2017, two Academy members have been involved as Intercultural Specialists developing the intercultural component of the one required Global Studies course that each student takes, while one has twice served as host site for visiting students at Shanghai International Studies University. We will discuss the intercultural component that has become an integral part of the experience, including presentations on intercultural interaction and adjustment theory, pre-port discovery sessions, and post-port reflection sessions. We will also share the successes, challenges, and recommendations for similar intercultural programs.

Paper 2
Building Trust While Enhancing Teaching Practice in a Maasai Community School

Author: Kenneth Cushner, Kent State University

Opened in 2008, Orkeeswa Secondary School is located in an under-served Maasai community in the Monduli Hills of northern Tanzania. In a nation where only 7% of girls attend secondary

school and 2% graduate, Orkeeswa has proved successful at creating a co-educational learning environment comprised of 60% girls who learn side-by-side with boys, thus empowering young women and promoting gender equality. Employing teachers from the national schools means that few have experienced models of teaching beyond the more traditional lecture methods. In 2015, I began a relationship with the school, twice a year providing professional development for teachers, and connecting them in meaningful ways with children and teachers in schools in Ohio. After a brief video presentation introducing the school, I will discuss strategies employed to develop trust with the school community, examples of initiatives proven to enhance the instructional repertoire of teachers, and intercultural learning opportunities between teachers and students at Orkeeswa and in Ohio.

Paper 3
Preparing Students for a Global Experience without Crossing Borders

Authors: Eiko Ujitani, Nagoya University of Foreign Studies
        Tomoko Yoshida, Keio University

We will present two initiatives in which we provide global learning opportunities for Japanese students without the need to leave their country. We will begin by describing a 10-day international work camp one of us organizes for Japanese and Taiwanese students in rural areas in Japan. Work camps are volunteer projects where participants live and work together for local communities. Although it takes place in Japan it is still called international work camps since the projects were designed for participants from different cultural backgrounds to promote their cultural understanding. Through the international work scamps, the participants' stereotypes about each other decreased as a result of living and working together and explore possible facilitating elements of the programs based on four conditions in Contact Theory (Allport, 1954).

We will then share what one of us does in an intercultural training class at a Japanese university. During the first semester, the students examine the various ways in which culture influences their perception, values, behaviors and how this affects their daily lives, education, and business. During the second semester, under the theme of "Multicultural Japan," students re-examine what it means to be Japanese, analyze majority privileges they have, examine the lives of various minorities in Japan before embarking in their own project to make Japan more multicultural. Specific activities and student projects will be shared.

Paper 4
It's Not You, It's Us: Inter/Intra-Cultural Learning Among Globally Diverse Teachers Engaged in Short Term Professional Development in the U.S.

Author: Jenny Mahon, University of Nevada, Reno

Studies of intercultural learning often seem focused on what the sojourner learns about the host culture and vice-versa. In the case of professional exchange programs, the emphasis on the professional coming to enhance his/her knowledge by observing the host's practices may lead to a greater assumption that the cultural learning is uní-directional. Differences in work practices and other factors vis-a-vis the sojourner may create a power differential which gives tacit approval to the host that the visiting professional is generally in the student desk — both professionally and culturally. This study focuses on the process and outcomes of intercultural learning among 20

teachers from 20 countries living and learning together for six weeks. The aspect of shared peer group all engaged in the same learner role and recognition as professional equals initially enables the group to circumvent the power differential of the host. However, group dynamics can derail the process. The presenter discusses the approach to keeping positive group dynamics as well as providing opportunities for increased cultural knowledge. Results are discussed from multiple data sources including open ended pre-assessment of cultural knowledge of countries represented, mid-program cross-cultural interviews between matched pairs, and end of program interviews and quantitative data. In short, the reported learning between members of the group yields a global professional knowledge network with potential for continued intercultural interaction and knowledge growth.

S10

Intercultural Communication & Acculturation in Chinese Contexts

Chair: Baohua YU, The Education University of Hong Kong

Intercultural communication and acculturation have been posited as significant parts of intercultural research, and there is a growing interest in exploring influential factors and intercultural competence in different cultures.

Addressing the Chinese context, this paper symposium aims to bring together the most updated data with the focus on the experiences and studies on intercultural communication and acculturation at different levels in Chinese context. The first paper reviews related frameworks that link Willingness to Communicate (WTC) in the second language (L2) with cross-cultural adaptation and propose a model on the role of WTC in cross-cultural adaptation among Mainland students in Hong Kong. A model is tested and presented for the use of future studies.

The second paper examines the job satisfaction level of 200 foreign teachers in Chinese. Different promoting factors and predictors of job satisfaction are identified. The implication on how a more desirable environment is built in different workplaces (training centers and schools) of foreign teachers.

The third paper examines the intercultural relationship at the student's level and explored the influential factors in the Mainland-Hong Kong friendship development. 124 university students were invited to participate in the questionnaire survey, while 11 were further selected and shared their experience about how different factors contribute to the friendship development at different stages. The findings indicate that the level of Mainland-HK friendship is positively associated with the L2 WTC, instead of the perceived proficiency of other languages.

The final paper extends the focus to intercultural education at the curriculum level, examining how an intercultural course cultivates students' intercultural competence in four dimensions: attitudes, knowledge, skills, and awareness among mainland students in China.

These four papers investigate the important topic of acculturation and intercultural communication at different levels in Chinese contexts. Implications for curriculum design and instructional practices were thoroughly discussed, and suggestions were made regarding possible research direction in the future.

Paper 1
The Role of Willingness to Communicate in the Cross-cultural Adaptation

Author: Baohua YU, The Education University of Hong Kong

Despite widely reported "Mainland-Hong Kong conflicts", recent years have witnessed progressive growth in the numbers of Mainland Chinese students in Hong Kong's universities. This study aims to find out the role of willingness to communicate in cross-cultural adaptation of such a group of sojourning students. The structural equation modelling showed that the competence in L2 communication played a significant role in L2 WTC, which had an influential effect on academic adaptation, which was itself identified as a mediator between the psychological

adaptation and socio-cultural adaptation. Implications for curriculum design for courses, and instructional practice on international students are discussed.

Paper 2
What Acculturation Factors Are Impacting Job Satisfaction in China? An In-Depth Study into Foreign Teacher Turnover

Authors: Alexander English, Shanghai International Studies University
Jehan Mirzaei, Concordia University

Foreign teachers are highly sought after in China, even those from non-native countries and those who are not qualified to be teaching. With demand from Chinese parents high, and with foreigners able to change their jobs easily, it is important to understand why foreign teachers might become dissatisfied with certain jobs and to seek "hop jobs" in China. We collected data from 200 foreign teachers, the majority of whom were based in Shanghai, China, to assess their current job situation and what factors are promoting job satisfaction. Results suggest that management, student interactions, job location, and curriculum structure are strongest correlates in teachers' overall workplace satisfaction. Staff interaction, knowledge of Chinese culture, and Chinese language ability positively predicted job satisfaction. Length of time spent in China and income satisfaction dually led to longer stay at current workplace. Low salary and long office hours predicted low levels of job satisfaction. This study will conclude by discussing the current situation of English language business in China and how workplaces (training centers and schools) can provide an environment for happy hard working foreign teachers.

Paper 3
Gradual Growth and Crucial Moment: The Influential Factors and Turning Points of Mainland-Hong Kong Friendship

Author: Yick Wah LEUNG, The Education University of Hong Kong

In previous literatures, it is frequently reported that the friendship between Mainland and local students is important, but challenging task in Hong Kong. However, the cultural conflict between Mainland and Hong Kong are often underestimated in different studies, which is yet to be explored.

To facilitate the development of Mainland-HK friendship, 124 Mainland university students were invited to participate in a quantitative survey and proposed the perceived influential factors in Mainland-HK friendship. 11 students were further selected and shared their experience about how different factors contribute to the friendship development at different stages.

The findings indicate that the level of Mainland-HK friendship is positively associated with the willingness of communicate, instead of the perceived proficiency of other languages. Moreover, the friendship level is interdependent with several categories of perceived influential factors and turning points. It is found the Mainland students are more concern about the environment and background, e.g. proximity and value / cultural difference, while Hong Kong students show more emphasis on the individual attribute.

Paper 4

Cultivating Chinese College Students' Intercultural Competence with Intercultural Language Teaching Approach - An Action Research

Author: Yuting MU, The Education University of Hong Kong

Cultivating students' intercultural competence has become one of the objectives of language teaching, and a range of courses have been designed and conducted for preparing students to take an active part in the global world. As more college students are willing to work at multinational corporations or studying abroad, language teachers play an important role in providing students with more opportunities to enhance their intercultural knowledge and skills. Under the guidance of Byram's intercultural competence model (1997), by applying the intercultural language teaching approach proposed by Liddicoat (2003; 2013), the researcher developed a course that aims to cultivate students' intercultural competence in four dimensions, attitudes, knowledge, skills, and awareness. Two classes of second-year English major students attended the 12-week course, one acted as the treatment group. During the course, students experienced a process from notice, compare, to reflect through the intercultural activities. Using a range of resources including questionnaire, interview, and reflective journals, the study found that students' intercultural competence has been promoted, and the course has positive influence on students' attitudes cultivation, cultural knowledge acquisition, and intercultural skills development. Suggestions for future language teaching practice and curriculum development are also provided.

P13

Intercultural Business

Chair: Maria Lai-Ling LAM, Calvin College

Paper 1
Reflection from Diversity Management Education

Author: Maria Lai-Ling LAM, Calvin College

Diversity management education is designed to enable and motivate students to be prepared to serve as "change agents" in their corporate culture with the goals of greater organizational effectiveness and increased social justice which may result in more equity and less political polarization in the highly dynamic and globalized market economy. The goals of diversity management education include equipping students with knowledge of their own identities and with skills which enable them to create, sustain, and operate in an inclusive environment. During the Spring semester of 2019, twenty-three students in the author's Organization Behavior and Management Course at Calvin College are guided to managing diversity and inclusion. The basic philosophy is to adopt learning and development paradigm and cultivate virtues. There are 7 elements in the process design: model the way of mindful listening and vulnerable collaboration, practice dialogical pedagogy, provide secured space and sufficient time for reflection, read relevant articles, use 9 minutes' activities to reinforce the skills of mindful listening and vulnerable collaboration, address how cultural context and the dominant power narratives shape students' interpretations of who they are, and apply their learning in solving diversity problems and proposing campus culture change. Students are exposed to multiple ways of thinking. Many students' attitude, knowledge, values and skills about diversity and inclusion are improved in a pre and post-test by using Self-Efficacy Theory. Business educators need to be patient and be mindful in the process of guiding students to embrace the discomfort or tension in learning as transformation experience and facilitating them to have a desire to learn more about diversity and inclusion.

Paper 2
Cultural Diversity in the Workplace: The Moderating Role of Cultural Resilience and Inclusive Leadership

Authors: Carlijn van Alphen, Vrije Universiteit Amsterdam
Karen van der Zee, Vrije Universiteit Amsterdam
Arjen van Witteloostuijn, Vrije Universiteit Amsterdam

Over the past decades the European workforce has become increasingly culturally diverse. The main effect of cultural diversity in the workplace is however not well established in the literature: diversity has been shown to lead to positive outcomes, such as enhanced team creativity, but also to negative outcomes, such as decreased employee wellbeing. As a response, scholars have pointed out the importance of looking at moderating variables instead of focusing on a simple main effect approach (e.g. Van Knippenberg & Schippers, 2007). In the current study, we investigate the significance of moderators on the impact of cultural diversity in the workplace. In specific, we look at the role of cultural resilience and inclusive leadership. These concepts are

referred to as potentially important moderators, but there has only been little empirical evidence on the effects so far. As outcome measures we focus on social identification, creativity, and career prospects. We expect no strong main effect of cultural diversity. Instead we expect that cultural resilience and inclusive leadership play an important role in obtaining positive outcomes of cultural diversity. A survey study was conducted among employees in three large private companies operating in different sectors and with headquarters in the Netherlands. The sample consisted of 3.123 employees (64.5% female, 10% with a non-Western migration background), covering a wide variety of departments, functions, locations, and working levels. Results showed that cultural resilience and inclusive leadership indeed played an important role in obtaining positive outcomes of cultural diversity. The main effect of cultural diversity on the outcome variables was positive, but the effect size was very small. This was in line with our expectations. An important observation however was that cultural diversity affected cultural majority and cultural minority members differently. When looking at the group of cultural minority members separately, a substantial positive main effect of cultural diversity was found. Thereby, the role of cultural resilience and inclusive leadership was less strong for cultural minority than for cultural majority members. We can understand from these outcomes that cultural diversity may be threatening for cultural majority members and hence they need resources to overcome this threat. More applied, the study suggests that the concepts of cultural resilience and inclusive leadership are a promising starting point for successful interventions as part of an organization's diversity policy. Besides, whereas diversity programs generally tend to put emphasis on cultural minority members, shifting the focus more towards cultural majority members might generate more fruitful results.

Paper 3
How to Reconcile a Real-Life Intercultural Business Dilemma in HRM

Author: Vincent Merk, Eindhoven University of Technology

Globalization develops more and more nowadays in various areas, but business norms, values and business practices may not evolve as quickly as necessary. Generally speaking, business people around the world need to solve various dilemmas they are facing in their daily practices. One of the cultural dimensions typically involved in this area is the rule vs the exception, seen as opposites on the continuum of human resource management (HRM). There is abundant data and sources in the management literature on these topics.

One solid source is the book "Intercultural Management. A Case-Based Approach to Achieving Complementarity and Synergy" (edited by Ch. Barmeyer & P. Franklin, Palgrave 2016). It features a chapter on business dilemma reconciliation in a HRM-context. As a co-author of this chapter, I will present a real life case that addresses the issue of intercultural business dilemmas in the field of HRM, focusing particularly on Corporate Social Responsibility (CSR) practices inside the company in question. Concretely, the case features a professional and ethical dilemma between respecting the general rule that applies to all within the company, or making an exception for a specific employee after that employee has been caught breaking a company rule by sending a personal parcel using the company postal services.

Participants will learn how to reconcile this intercultural business dilemma by applying the dilemma reconciliation theory proposed by the intercultural management scholars Trompenaars and Hampden-Turner. We will then evaluate the level of CSR best practice this new situation has created inside the company and propose recommendations for HRM.

Paper 4

The Effectiveness of Incorporating the Cultural Detective Intercultural Competence Developmental Tool into a Cross-Cultural Management Course

Authors: Pauline Vromans, Radboud University Nijmegen

Joost Bucker, Radboud University Nijmegen

Eelke de Jong, Radboud University Nijmegen

Hubert Korzililus, Radboud University Nijmegen

Due to globalization, more and more employees need to be effective in intercultural contexts and the European Union recognizes the need to develop the intercultural competence of the future labour force (Stier, 2006). It has been argued that intercultural competence development requires training (Triandis, 2006). While some European universities have started adding mandatory intercultural courses to their international study abroad programmes, these do not include the domestic students which actually constitute the majority of students (Otten, 2003). Developing intercultural competence in the classroom would allow more students to develop this competence and not just those on study abroad. However, teachers are often not supported and prepared by the educational institutions to integrate intercultural learning into the standard curriculum and to utilize the diversity present in the classroom for intercultural learning (Otten, 2003). Therefore, this study investigates a six-week cross-cultural management course at a Master program in Business at a Dutch academic institution, whereby a blended learning tool, Cultural Detective, was incorporated in the course with the aim of enhancing students' intercultural competence. The contribution of this study is three-fold. First, the effectiveness of the Cultural Detective training tool is empirically researched which has not been previously done and more research is needed which assesses which type of learning experiences and activities are effective (Deardorff, 2015; Perry & Southwell, 2011)). Second, effectiveness is measured in a mixed methods study, while most studies use either quantitative or qualitative methods. Third, the study also sheds light on how students learn and what facilitates their learning from their own perspective, which has mostly been studied only theoretically or based on trainer experiences.

The course was given twice and students' cultural intelligence was quantitatively measured before and after the course (n=26) and compared with students from another international business course (n=28). Qualitative semi-structured interviews with 9 students investigated their learning experiences. The quantitative results show no significant changes in cultural intelligence. However, the qualitative findings demonstrate that most students developed cultural knowledge, awareness of own and others' culture, openmindedness, understanding, non-judgmentalism, listening, observing and analytical skills. Factors facilitating learning were a multicultural class, opportunities for intercultural experiences, class discussions and small group work. Challenges centered around stereotyping, adaptation and intercultural behavioral strategies. Learning was also different for different students, depending on their background, developmental stage and intercultural experiences. This study raises questions around measuring the effectiveness of intercultural training tools and whether the transformational nature of intercultural learning and the different learning experiences of students can be captured with quantitative pre- and posttest questionnaires. This study implies that universities can build in intercultural competence development tools into their otherwise theoretical cross-cultural management courses in order to develop this competence in a domestic and classroom setting and informs which factors to take into account in course design. Research limitations are small sample size, self-report bias and researcher subjectivity.

P14

Chinese FLT & EFL

Chair: Xiaoqiu FU, Yangtze University

Paper 1
A Review of Domestic Empirical Studies on the Intercultural Perspective in Foreign Language Teaching

Author: Keli LIU, Yangtze University

We reviewed all the empirical studies on the intercultural perspective in foreign language teaching, published between 2008 to 2018, on 6 Chinese major refereed journals of linguistics and foreign language education. 21 articles were identified after three rounds of screening. Each article was analyzed from three dimensions: research content, research participants and methodology. The results indicated that domestic studies were mainly involved in new pedagogical strategy application, instrument or model construction, and culture teaching assessment. Most of the research participants were Chinese university students. Only four articles included teachers or foreign students, and one mentioned high school students. In terms of methodology, we found that Chinese scholars widely adopted a mixed methodology, by using both qualitative and quantitative methods. Finally, the study pointed out some weaknesses of the reviewed articles and put forward several suggestions to promote the foundations on the intercultural perspective in foreign language teaching.

Paper 2
Cultural-Specific Aspects in Chinese EFL Audio-Visual Textbooks in Higher Education

Authors: Junying GUO, Shanghai International Studies University

Ya'nan WU, Shanghai International Studies University

In the context of improving students' intercultural communication competence at higher education in China, cultural-specific components are embedded in audio-visual textbooks. Being the most important input material in second language learning (Ellis, 2012), textbooks can integrate both language learning and culture learning. Using content analysis (Zhang, Y. B. & Harwood, J, 2004: Lee, 2009; Liu, Y& Khine, Myint Swe, 2016), the present study aims at examining the cultural-specific aspects, including Big"C" and small "c" categories(Paige et al. 1999, 2003; Lee, 2005, 2009), of four randomly selected audio-visual textbook used in Chinese higher education, in an attempt to investigate into how many of and in what way these aspects of culture learning are represented in these textbooks. As a result, it could be found that the four textbooks reflect considerable amount of cultural-specific aspect of cultural learning, centering on English-speaking nations and their cultures. Finally, implications and suggestions are given as to how to use these textbooks properly in order to fulfill the needs of Chinese learners of English as lingua franca and to raise intercultural awareness of Chinese students.

Paper 3
Correlation Study on the Relationship Between English Proficiency and Intercultural Communication Competence

Author: Wanlu GAO, Chongqing University

The importance of intercultural communication competence in second language learning has gradually been recognized by an increasing number of researchers. Traditional view holds that language proficiency is positively related with intercultural communication competence. However, after reviewing recent studies, it is found that there is still a lack of empirical research on the relationship between language proficiency and intercultural communication competence. In order to fill this research gap and provide pedagogical suggestions to English teaching, this thesis aims at investigating the general situation of English-major postgraduates' intercultural communication competence in Chongqing University and probing into the exact relationship between language proficiency and intercultural communication competence.

This thesis invited a group of 50 first-year English-major postgraduates in Chongqing University as research subjects to participate in the intercultural communication competence measurement to assess their levels of intercultural communication competence and a total of 40 valid samples were collected. Descriptive analysis and Pearson correlation analysis were conducted to figure out participants' overall level of intercultural communication competence (ICC total) and the relationship between English proficiency (TEM-8) and intercultural communication competence (ICC total). Results indicated that the intercultural communication competence of English-major postgraduates in Chongqing University was at an intermediate level. Besides, results also revealed that there existed a statistically significant relationship between English proficiency and intercultural communication competence. Therefore, tertiary English education in China should attach importance to the cultivation of intercultural communication competence to make sure that students can have enough chances to practice their skills to communicate with people from different cultural backgrounds and become competent in intercultural communication..

Paper 4
Developing the Intercultural Perspective in Foreign Language Education: A Comparative Review of International and Domestic Data-Based Journal Papers from 2008 to 2018

Authors: Xiaoqiu FU, Yangtze University
        Keli LIU, Yangtze University

With an official promotion of the intercultural approach to foreign language education (FLE) of all levels in China, a big number of related papers have been published in domestic academic journals. In order to discern the trend of research in this field, the present study has made a comparative review of data-based journal papers published in 6 major domestic refereed journals and an international journal "Language and Intercultural Communication (LIC)" between 2008 and 2018. 18 articles from domestic journals and 23 from the international journal were identified as the data for this study after three rounds of sorting. The data were then sorted and analyzed from three perspectives: research participants, research purposes, and methods. The results showed much discrepancy between the research in China and abroad. Participants of research in China were overwhelmingly university students, except one including students of secondary education. The research participants of abroad, however, included both teachers and students of all levels from

primary to tertiary education. The research purposes of domestic articles were mainly of two types: exploring the effects of proposed teaching strategy/approach, and the assessment of students' intercultural communicative competency. The research purposes of articles in LIC were diversified. And so were the methods adopted by research taken abroad, as compared with domestic research methods. At the end of this paper, suggestions were given for future research.

P15

Intercultural Education

Chair: David Dalsky, Kyoto University

Paper 1

Multinational Online Intercultural Exchanges of Indigenous Psychology Concepts: Towards Virtual Internationalization of A Japanese National University

Authors: David Dalsky, Kyoto University

Jueyun Su, Kyoto University

Internationalization is a major goal for Japanese universities, albeit a challenging one. To be sure, Japanese students perceive difficulties with academic English (Dalsky & Tajino, 2007), which can inevitably lead to negative learning attitudes. This attitude coupled with the typical Japanese student's lack of interest in studying abroad or interacting face-to-face with foreign students poses a challenge to university faculty; i.e., to design syllabi that provide students with "glocal" opportunities. To address this challenge, we report the culmination of a four-year grant project that took a step towards contributing to the internationalization of Kyoto University. The students were positioned as inclusive practitioner-researchers (Exploratory Practice; Hanks, 2018) who worked in collaboration with their teachers and fellow students (Team Learning; Stewart, Dalsky, & Tajino, in press). Web 2.0 tools were used in the project via a Learning Management System (Edmodo), and an online collaborative word processor (Google Docs). Digital communication apps such as WeChat, LINE, WhatsApp, Messages, Skype, and FaceTime were used for texting and video chatting. The following is a description of the participants, methods, and goals of the online intercultural exchanges. Year 1: Two Chinese university undergraduate academic English classes collaborated online with two Kyoto University undergraduate academic English writing-listening classes during two semesters. The goal of this exchange was for students to compare and contrast the following indigenous psychology concepts: 1) giri 義理 / renqing 人情, 2) amae 甘え / sajiao 撒娇, 3) honne/tatemae 本音/建前 / biaoxiang/zhenxinhua 表象/真心话, 4) shudan ishiki 集団意識 / jitizhuyi 集体主义. In the end, the Kyoto University students composed comparison/contrast term papers about the concepts, whereas the Chinese students made presentations. Year 2: Two German university graduate seminar classes on qualitative methods collaborated online with two Kyoto University undergraduate academic English writing-listening classes. This exchange targeted different goals for different classes. The goal of the German class was to interview the Japanese students to gain insights into various "culturally unique" Japanese concepts related to psychology and education (e.g., amae). The goal of the Kyoto University class was to practice academic English writing, listening (and speaking) in an authentic environment. Term papers about the experience were the outcomes for both classes. Year 3: A research team at an Indonesian university on the Java island collaborated for two semesters with graduate students in the Kyoto University seminar course, "Intercultural Understanding Pedagogy." The goal was for students to collaborate on writing research papers for publication on a website, in which they compared and contrasted indigenous Javanese, Chinese, and Japanese "culturally unique" psychology concepts. Results of the online exchanges will be presented in the form of comments collected from students on open-ended surveys. For example: "I knew some difference between China and Japan. Shudan ishiki was related to the Japanese mind. I was proud of Japanese culture and I became interested in Chinese culture" (a Japanese student). Conclusion: Online intercultural

exchanges are a viable and affordable option that could play a role in the internationalization of Japanese universities and transculturality of both students and teachers.

Paper 2
Building Empathy in Intercultural Communication Classroom Through Meta-Cognitive Tasks

Authors: Irina Golubeva, University of Maryland, Baltimore County
Ivett R. Guntersdorfer, Ludwig-Maximilans University Munich

Empathy is widely perceived and understood as an unquestioned component of intercultural competence. The authors see the ability to empathize with others and to see their point of view as an important condition for developing an ethnorelative viewpoint. Even within the same culture, for successful interpersonal interactions, interlocutors must be able to interpret and understand others' emotional cues whilst also regulating their own internal experience of emotion and how it is expressed through verbal and non-verbal communicative modes. In the context of intercultural communication, such abilities are particularly important not only due to the fact that the misreading of emotional cues can lead to misunderstandings, but also that empathising with others who may have different values and perspectives can be difficult.

In recent years, some empirical work has emerged which draws connections between emotional skills and intercultural skills, and between intercultural competence and empathy in particular (e.g. González et al., 2013; Melvin, Ephraim & Sussie, 2013). However, when it comes to the practice of intercultural education a lot of questions arise: What does it really mean to foster empathy in intercultural communication classroom? Can empathy be taught? In their paper, the authors will provide answers to these questions.

The authors strongly believe that it is important for the field of intercultural education to take up such insights to expand the possibilities for systematically incorporating activities and materials to enhance empathy and other aspects of emotional intelligence for intercultural communication. Moreover, they see it as a core part of developing intercultural competence.

In their paper, the authors will discuss the importance of meta-cognitive tasks when addressing empathy in the intercultural communication classroom, and why students should be provided opportunities for describing emotions and given time for personal reflections. The authors will also present the task sequence they developed for building empathy through intercultural telecollaborative micro-project, which focuses on the verbalization of students´ emotional understanding.

Paper 3
Understanding Intercultural Outcomes in Student Mobility in Europe: An Interdisciplinary Approach

Author: Joana Filipa Almeida, Newcastle University

This paper aims to demonstrate the strengths of an interdisciplinary approach to better understand intercultural outcomes in student mobility contexts.

Deriving from a forthcoming monograph to be published by Routledge, this paper depicts the experiences of 50 sojourners in different situations of cultural immersion. More specifically, 22 credit-seeking mobile students and nine highly skilled immigrants in Portugal, and 19 degree-seeking students in the United Kingdom. Various mediating and outcome variables shaping their immersion experiences will be analysed from different disciplinary and/or theoretical standpoints; from intercultural learning theories, to second language acquisition, social support theory , sociology of space and human capital theory. It is sought, in this way, to leverage the strengths of an interdisciplinary approach that is guided by a 'both/and' thinking instead of a 'either/or' approach (Repko & Szostak, 2017; Szostak, 2015) to produce a comprehensive account of student mobility and its intercultural gains.

This all-encompassing approach targets both conceptual and methodological levels, the latter of which addressed through the combination of quantitative and qualitative methods. Specifically, a mixed methods multi-phase design encompassing the three sojourner groups during the in-country phase of their stay in Portugal and the UK. Quantitative and qualitative data yielded by a pre and post-test will be analysed to understand the intercultural learning and development of the 50 sojourners. To analyse these data the aforementioned theories will be brought together in a narrative that depicts both the dynamic intercultural processes of sojourners' immersion and the development of intercultural competencies. In this sense, this paper is situated at the intersection of two areas in the call for submissions: of IAIR's 11th Biennial Conference: Intercultural Education and Intercultural Interaction.

Implications for research shed insight into the strengths of an interdisciplinary approach in bridging disciplinary boundaries in intercultural research to provide sustained responses to the complexities of intercultural learning and development in situations of cultural immersion. Implications for practice draw attention to the importance of recognising how our own conceptual and methodological positioning can influence knowledge generation in intercultural research.

Paper 4
An Investigation into English Teachers' Local Cultural Disposition in Middle Schools

Author: Canggu CHEN, Zhejiang Normal University

Under the background of the Belt and Road, English teachers in China have been bestowed responsibilities of spreading traditional Chinese culture to the world, which has been prescribed by the National English Curriculum (2017). The study intends to explore English teachers' local cultural disposition, specifically, (a)the current state of teachers' knowledge of traditional Chinese culture; (b)understandings of local culture; (c)spreading abilities of local culture.

A mixed mode approach was adopted. One hundred and eighty teachers of both Senior and Junior middle schools covering all of the 12 areas throughout Zhejiang Province, China, were chosen as research subjects. Their titles can be classified as three levels: advanced level, intermediate level and low level. Primary data have been collected through questionnaires, interviews, classroom observations and lesson plans. They have been analyzed according to the framework of cultural levels proposed in the National English Curriculum (2017).

The study reveals the following results: (a)The middle school English teachers lack knowledge of traditional Chinese culture and have difficulties in expressing it in English; (b)The understanding

degree of local culture is conditioned by English teachers' teaching ages and experience. Teachers of advanced titles whose teaching age is over ten years understand local culture much more deeply than teachers of low title whose teaching age is within ten years; (c)Seventy-nine percent of English teachers in middle schools tend to attach more importance to language points and neglect the exploration of cultural spirits when they are dealing with the texts.

The study provides guidance for the cultivation of English teachers' local cultural disposition.

S11

Bridging Intercultural Study & Literature:
Theories, Methods, Cases (2)

Co-Chairs: Michael Steppat, University of Bayreuth

Min ZHOU, Shanghai International Studies University

Discussant: Weiwei SHEN, Shanghai International Studies University

In its Intercultural Research series, the Intercultural Institute at SISU in Shanghai published a volume a few years ago which includes attention to works of fiction. The volume demonstrates how issues of intercultural identity construction, a highly sensitive problematics in our time, are thematized in social science as well as in narrative fiction to tell a cultural story. In a dialogue between disciplines, our communicative practices have begun drawing benefit from literature and film. For the methodological foundations of multiculturally oriented communication theory, there is a demand to give attention to allegories, novels, and poems (Yoshitaka Miike). Edward Hall already found that literary artifacts can be worth studying as "a key to perception". Investigating cultural identity and value orientations enables a focus on the work of Lin Yutang. On intercultural adaptation, an incisive study of career design processes suggests paying attention to narrative fiction: to Lionel Shriver's novel The Post-Birthday World. John Condon has proposed that a very good way to explore cultural patterns of communication would be through literature and film.

Yet too often, such a perspective has been ignored. Extending Symposium 1, this symposium asks whether and how fictional artifacts can fill glaring gaps in social science literature; as astute observers of the social world, fiction authors contribute valuable insights into intercultural processes. Psychological research has shown that fiction, like film, can have strong effects on recipients' real-world beliefs and actions. Hence, gaining competence to analyze literature's persuasive power in disseminating cultural values is a task we cannot afford to neglect or marginalize. We should reconsider and update Aristotle's assessment that poetry is more philosophical and higher than history; poetry expresses the universal, history the particular.

Post-positivists may ask whether fictional works are not based on a writer's perception, and are hence "merely" phenomenological and subjective. How can one possibly ensure the validity of any literary analysis, or prove interpretive arguments? Here, the newly critical approach of intercultural communication (e.g., Halualani and Nakayama) is illuminating. It points to problems that traditional approaches encounter, and calls for a critical lens on topics such as race, social and language inequalities, local-to-global articulations, or diasporas. Literary representations of cultural interaction diagnose differential power relations, which are also intrinsic to intercultural negotiation processes. Investigating such connections requires attention to both synchronic and diachronic movements of cultural forms, interacting with and generating each other. This phenomenon, known as transculturation, can alter the very ground of cultural interaction and exchange. The research spaces of literature and film participate in these movements, which makes them fertile for analyzing the crossing of cultural lines.

We believe it is time for intercultural research to address such connections in much greater depth than has been the case. Our topics are complementary to the proposal for Symposium 1: problems of multiculturalism as well as in-between-ness in a Canadian context, and imagology in connection with cultural hybridity in a mutual East/West perspective.

Paper 1
Multiculturalism, Cosmopolitization, and the Narrative Response

Author: Min ZHOU, Shanghai International Studies University

Disputes on multiculturalism have been carried on around ways to deal with issues of diversity and integration. Apart from being a descriptive and a normative term, it also designates certain types of government policies. As a normative term, multiculturalism affirms the value of cultural diversity and provides normative grounds for accommodating it. As a policy-oriented term, it refers to government policies that aim to accommodate people's cultural differences, especially culturally differentiated rights (Annamari Vitikainen). Within political philosophy, the focus has been on the normative concept, on questions relating to the appropriateness of responses to people's cultural differences and to efforts directed toward dialogue. While multiculturalism has influenced politics, economics, and education, its impact has been especially felt in cultural practices, which are the focus of this paper. It will be argued that, as literature helps us to see, multiculturalism is justly faced with conceptual challenges.

A. Robert Lee sees the task of studying multicultural American literature as mapping and comparing the arising literary fictions of Afro-America, Native America, Latino/a America and Asian America. For Canada, the first country to implement multiculturalism in 1971, Smaro Karoumbeli's anthology of "Canadian multicultural literature" includes First Nations writers but excludes "Anglo-Celtic" authors. Canadian literature's multicultural character can be analyzed in terms of the narrative strategy of literary codeswitching, with parts of texts written in more than one language, to construct a discourse on multilingualism together with multicultural identities (suggested by Mirko Casagranda). Yet Slavoj Žižek has attacked multiculturalism as the best ideological form of global capitalism, "a disavowed, inverted, self-referential form of racism." For various reasons, Canada has recently been challenged to replace it with interculturalism, as a more suitable crossing of boundaries, in order to avoid a threat of ghettoization. A scandal erupted in May 2017, when the magazine of The Writers' Union of Canada published the editor's opinion piece "Winning the Appropriation Prize" in the context of Indigenous writing: "In my opinion, anyone, anywhere, should be encouraged to imagine other peoples, other cultures, other identities. I'd go so far as to say that there should even be an award for doing so – the Appropriation Prize for best book by an author who writes about people who aren't even remotely like her or him."

The critical space opened by literature indeed shows that diversity and resulting antagonisms have not been adequately addressed by the existing concepts. Could Ulrich Beck's proposed values of cosmopolitization be a more promising pathway? What is needed is a culture story of community, enabling groups to find commonness in difference, answering to Confucius's understanding of "Ren" or 仁, as a dynamic interconnection. It can draw strength from a perceptive response to fictional writing.

Paper 2
Between European Lady and American Cowboy: Canadian Cultural Antagonism in Munro's Fiction

Author: Yi ZHOU, Shanghai International Studies University

Taking Alice Munro's short story "Walker Brothers Cowboy" as an example, this paper explores a tradition of Canadian culture: the idiosyncratic national psyche of in-betweenness. Being

sandwiched between the influences of the old Europe, its mother countries, and of the United States as the latter's "economic colony," Canada suffers a pent-up feeling of cultural marginality, and forever holds a passion for identity.

As one of Canada's most critically acclaimed authors and one of the world's best short story writers, Munro is provincial in a positive sense and her works are for the most part based in small towns and rural parts of Canada. In "Walker Brothers Cowboy," the opening story of her very first short story collection, Dance of the Happy Shades, Munro introduces her archetypal Canadian small town family, the Jordans, as a perfect metaphor for the Canadian colonial mentality. The family consists of a European lady mother, an American cowboy father, a sensitive daughter who has a strong feeling of being caught in between and hence perplexed, and an unobservant younger brother. The story takes place shortly after the family has lost their fox farm and relocated to the outskirts of Tuppertown, a location that is neither "in" nor "out of" the town. The family thus stays in a very awkward position in the social caste structure.

Mother considers the relocation as a social downfall, even though she lives physically better in the town than on the farm. To compensate for her sense of loss, Mother turns to memories of the family's farm days. She thinks that the family used to live according to the old British gentry tradition, and she even tries to copy the social classification of the British gentry society in her Canadian reality: she identifies herself as a "lady."

Father, instead, attaches himself to a new cultural power center, the United States, by identifying himself as a "cowboy." When he finds a selling job in the Walker Brothers Company, he considers himself "lucky." The "lucky" concept is characteristically American, depicted in the influential, popular American movies as being the essence of the American Dream. The Company does exist in history, as an American-based company in Canada. Yet Father's ambition gets no encouragement either at home or in the Canadian community. There is a further cultural split: Father's former sweetheart in the Wild West, Nora Cronin, is a Roman Catholic, while he is Presbyterian Scots and Mother is Anglican Irish.

The paper argues that Canada inwardly suffers from alienation and suspicion between the Protestant denominations as well as between Protestants and Catholics, so that these religious cultures enter into complex conflicts; at the same time, outwardly the communities are threatened by the United States' cultural imperialism. These faultlines interact in subtle ways. Munro's story records and diagnoses the particular Canadian cultural geography of her time, expressing her concern regarding the cultural predicament that Canada has faced--and faces.

Paper 3: Discourses of Asia: Imagology and Hybridity in Okakura Kakuzō's Work

Author: Zhi LIN, Dalian Maritime University

This paper aims to demonstrate how the critical paradigm of intercultural studies can benefit from an interdisciplinary positioning of image studies (Beller and Leerssen) in conjunction with post-colonial theories. Imagology elucidates the textual codification of literary images pertaining to a culture. It lays ground for the insight that images presenting relations between the cultural Self and Other, as understood in symbolic interactionism and filtered through the meanings behind images, are not culturally neutral, context-free, or independent of power differences.

Yet research has neglected the symbolic power of image-creation with the capacity to represent culture within an image system, what Stuart Hall might term a "regime of representation." Attention to this symbolic power in literature strengthens a potential chance of cultural dialogue without the presence of the reductive paradigms of historically imperialist and imperialized worlds, First and Third World, including West and East. It would be a dialogue in which both Self and Other are equally valid and interact on a level playing field. Discourses of Asia illustrate this: they have been mostly constructed by the dominant West, as an imaginative Other serving to enhance a Western "grand récit." The Other is then necessary to identify, construct, and perfect the Self, as the definition of the Self depends on a negation of the Other. According to Imagology, however, this means that the Other's image is passed on to the Self, which considers its role to be that of observer, narrator, and creator of images; the actual process reveals that there is a bridge rather than dualism or opposition between Self and Other.

To counter certain weaknesses within the critical paradigm, this paper outlines a process model of hybridity to make suppressed cultural voices better heard. This is what Japanese art historian and bi-cultural writer Okakura Kakuzō, an astute observer of the social life of the countries he knew, exemplified successfully in the early-20th-century Book of Tea. Hybrid features of expression in his work cross boundaries, to enable a better understanding and an opening of identities. They are opposed to any Eastern or Western rejection of other cultural values, a balance of effective critiquing through "appreciating." Considering instances from several of Okakura's works, this paper will suggest a reconsideration of dialectics as a paradigm within critical intercultural communication. Dialectics should speak to the impact of culture capital and historical conditions, recognizing that a person can be among both "us" and "them" depending on circumstances which are nourished by hegemonial inequalities. As Okakura's work illuminates this, it allows us to recognize ways in which a culture harbors elements of other cultures that may appear foreign yet are engaged in subtle interplay with native elements. This makes his works quintessentially Asian yet accessible to a western readership. The topic should also shed light on the promotion of Chinese literary culture.

S12

Viewing Intercultural Adaptation & Social Inclusion Through Constructs of National Identity: Part 2

Chair: Adam Komisarof, Keio University

Discussant: Stefan Kammhuber, University of Applied Sciences Eastern Switzerland

The transnational movement of immigrants presents an exigent sociopolitical challenge in the contemporary globalized world. Its impact on host nationals, immigrants, and government policies is an enduring feature in the demographic landscape that has both positive and negative outcomes. Some communities have flourished due to increased ethnocultural diversity and the strengthening of social bonds through intercultural contact. For others, the influx of immigrants has given rise to tension and sometimes open conflict. Moreover, longitudinal changes in the ethnocultural makeup of host societies has fueled a debate over what it means to be "one of us."

This symposium addresses intercultural adaptation and inclusion with a specific interest in constructs of national identity—i.e., how such constructs influence adaption among immigrants, expectations for their adaptation among host culture members, and how the interplay of these constructs with attitudes and behaviors affect acculturators' belonging in their host societies. For instance, attributes such as language, lineage, or religion are often used among members of the host societies to define national identity, and by extension, to recognize or deny the claimed identity of others (Kiely, Bechhofer, Stewart, & McCrone, 2001), which has practical ramifications for immigrants' belonging. The criteria—or "markers" most emphasized in host societies also vary, depending upon whether ethnic, civic, or cultural identities are most valued (Reijerse, Van Acker, Vanbeselaere, Phalet, & Duriez, 2013); moreover, criteria can be mutable (e.g., beliefs or adherence to social norms) or immutable (e.g., physiognomy, place of birth, or ancestry), which can profoundly influence immigrant acceptance.

More recently, Leong (2014) proposed "social markers of acculturation/acceptance" to uncover the benchmarks that host nationals use in determining if an immigrant is considered a member of the host society. While this approach provides a useful blueprint to study immigrants' inclusion, it also leads to the question of whether and when immigrants can reasonably adopt such normative approaches to adaptation, or instead the criteria for adaptation and inclusion might be reconsidered and negotiated between host and immigrant groups.

Presenters will introduce research related not only to social markers of acculturation/acceptance, but other conceptual frameworks evoking various types of markers and how they impact the degree of belonging that immigrants achieve in their host societies. Each of the papers has been submitted to a special issue of Elsevier's International Journal of Intercultural Research (scheduled for 2019), which examines the relationship between constructs of national identity (particularly as instantiated through various forms of markers), intercultural adaptation, and belonging.

By investigating this nexus, we hope to gain deeper insight into how we can facilitate acceptance of immigrants and other acculturators within their host societies. Moreover, with these research findings, we aim to provide an essential informational resource for them to understand expectations for acculturation from their hosts; however, the findings also can be used to challenge

members of host societies to consider whether these expectations enable belonging or hinder it—thus providing a potential catalyst for concepts of national identity to become more flexible, open, and ultimately to creating more inclusive host societies.es.

Paper 1
Which Social Markers Are Important to Majority Members in Australia, to What Extent Do Immigrants Perceive They Fit Them and How Is This Related to Immigrants' Stress?

Author: Justine Dandy, Edith Cowan University

In this paper we present findings from our ongoing research into social markers of acceptance in Australia in order to further understand what is expected of immigrants in order to 'fit in'. Previously we piloted the social markers measure (Leong, 2014) and identified Australian-specific markers with samples of undergraduate students (Dandy & Muller-Townsend, 2017). Here we present the results of two further studies, in which we examined the social markers among 1) a representative sample of majority members (people who identified their ethnicity as "White", "Australian", or a variant thereof, from a national sample; n = 1357), and 2) a sample of immigrants (students who were born overseas and were Australian citizens or Permanent Residents; n = 191). Our aims were to further validate the markers measure in the Australian context, drawing upon both majority and minority perspectives. An additional aim was to explore the relationship between immigrants' perceived fit with the markers and their self-reported stress. We found consistency of endorsement of the items across the majority and immigrant samples, and the pattern was largely similar with that observed with our previous student sample. Overall, despite indicating a high degree of fit with the markers, there was a significant negative correlation between degree of perceived fit (total) and stress (r = -.224, p <.01) for immigrant participants. Moreover, ratings of the markers' importance by the majority sample suggest that several markers deemed as having a low degree of fit by immigrants are important to majority-culture members. Specifically, "Behaves like an Australian" was ranked 21st in importance in the majority-culture sample (M = 4.23; SD =1.91), but only 36th in degree of fit by the immigrant sample. "Participates in local politics" was rated 27th in importance by the majority-culture participants (M = 3.92; SD = 1.93), but only 38th in degree of fit by immigrants. "Gives up foreign cultural norms or behaviours" was ranked 22nd in importance by majority-culture participants (M = 4.13, SD = 2.18), but only 46th in degree of fit by immigrants. Two of these markers were negatively related to perceived stress, albeit weakly: giving up cultural norms or behaviours, r = -.14, p = .05; and behaving like an Australian, r = -.16, p = .03. The results will be discussed in terms of majority members' expectations of immigrants, how they are perceived by immigrants and how this might impact on immigrants' wellbeing.

Paper 2
How Inclusive is Canada?

Author: Saba Safdar, University of Guelph

Although Canada is one of the world's highest immigrant-receiving countries, and Canadians endorse diversity and freedom, relatively few psychology studies have examined the degree of inclusivity of Canadians. In this presentation, the results of two studies will be presented, examining the inclusivity of Canadians by exploring the social markers of acceptance of

Canadians. According to the social markers approach, citizens may endorse certain traits to be required from newcomers, in order for them to be considered naturalized citizens, with a lower number of required traits being indicative of a higher inclusive nation (Leong, 2014).

Study 1 included 20 Canadian-born participants. Four focus groups were conducted and questions were asked on four topics: what is uniquely Canadian, what is expected of immigrants to integrate into Canadian society, feedback on social markers of acculturation, and a discussion on varying immigrant groups. Thematic Analysis was conducted and the results indicated that the findings fell into four themes: Canada is diverse, the importance of respect and freedom, the irrelevance of fitting into one category, and uniquely Canadian social markers.

Study 2 consisted of 264 Canadian-born participants (88% female). A quantitative survey assessed perceptions towards general social markers derived by Leong (2014) and culture-specific markers. Results indicated that only 9 of 46 social markers were deemed important. The highest five social markers deemed important were being respectful of Canadian laws and policies, respecting Canadian citizen's freedom of choice, being accepting and respectful of other cultures and behaviours, taking pride in Canadian diversity, and taking pride in being Canadian. Exploratory factor analyses on the social markers of acceptance indicated two latent factors: socioeconomic adaptation and social psychological adaptation. Overall, social psychological adaptation was deemed more important than socioeconomic adaptation by the sample. Linear regression analyses indicated that feeling threatened by immigrants, endorsing assimilation of immigrants, having a positive outlook on Canada's economic future, and finding social psychological adaptation important were significant predictors of deeming socioeconomic adaptation important. Finding socioeconomic adaptation to be important was a significant predictor of also deeming social psychological adaptation important.

The findings from each study will be presented and discussed in detail. Canadians endorsed a low number of social markers of acceptance. Overall, our findings support a shared meaning of respect for diversity and freedom to be important to Canadian identity. Our results indicate that Canada may be regarded as a country high in inclusivity. These findings will be contextualized in the Canadian context, and challenges that Canada still faces in regards to multiculturalism (i.e. marginalization of Indigenous populations) will be highlighted. Finally, potential future research directions will be discussed.

Paper 3
Influence of Societal Context on Social Markers of Acceptance: A Comparison across 5 Cultures

Author: Chan-Hoong LEONG, National University of Singapore

Social markers of acceptance are yardsticks that recipient societies use to evaluate and determine if an immigrant be considered as a full participating member in the host community, like a local born and bred resident. The theoretical framework was established by Leong (2014), and it was empirically validated across five other cultures including Japan, Finland, Canada, Germany and Australia. In contrast to the traditional markers of adaptation, this approach adjusts for the level of difficulty in attaining each identity marker using the ease of acquisition as weights to the model. Multigroup confirmatory factor analyses identified four latent factors that meet the scalar invariance criteria. The four factors are labeled as nativism, sociolinguistic, economic and social interactions. Nativism factor reflects the emphasis on local products, sociolinguistic factor on

the proficiency in the local vernacular language, economic factor on productivity and contribution at work, and social interactions refer to bonding with people in the workplace colleagues and neighbours.   Significant cross cultural differences in factor ratings were found.   The comparative scores on the markers mirror selected attributes found in the Migrant Integration Policy Index (MIPEX) on immigrant inclusion and other sociological evidence regarding linguistic diversity and fractionalization.   Among the six countries, Finland has the least scores on three of the four latent factors (i.e., more inclusive on nativism, economic, and social integration), and the most favorable attitude on MIPEX ratings.   Japan reported the highest rating on the sociolinguistic factor. This effect echoes the strict lingua franca policy in the Japanese society, corroborated by its MIPEX ranking, and the low linguistic fractitionalisation.

S13

Intercultural Competences in Education

Co-Chairs: Miriam Schwarzenthal, Universität Potsdam;

Joep Hofhuis, Erasmus University Rotterdam

Discussant: Dharm Bhawuk, University of Hawaii at Manoa

In times of globalization, worldwide mobility increases rapidly and as a result, educational contexts are becoming increasingly culturally diverse. More and more students go on exchanges abroad and even the ones that stay in their home countries encounter an increasingly large variety or cultural worldviews, values, or beliefs in their schools or universities. In order to manage these intercultural interactions appropriately and effectively, intercultural competence is needed (Deardorff, 2004).

Research on intercultural competence is itself rather diverse. Intercultural competence is sometimes treated as a predictor and sometimes as an outcome variable. It is conceptualized in many different ways, ranging from personality aspects to skills, and is studied among a large range of different target groups in different contexts. This symposium aims to reflect on the role of intercultural competence in educational contexts specifically, and examine the topic through different theoretical lenses, using different quantitative methodologies.

We will first present research exploring how intercultural competence interacts with contact experiences to predict the adaptation of international students (Study 1 and 2). The focus will then shift to how students may acquire intercultural competence in culturally diverse educational contexts, e.g., through intercultural friendships or enrolment in international degree programs (Study 3 and 4, respectively). The studies draw on different conceptualizations of intercultural competence, specifically the concept of multicultural personality (Study 1, 2, and 4) and the concept of cultural intelligence (Study 3). Moreover, they include different target groups, namely university students (Study 1, 2, and 4), high school students (Study 3), students going abroad (Study 1 and 2), students encountering cultural diversity at home (Study 3) or a combination (Study 4).

We hope to stimulate an inspiring discussion on the diverse roles of intercultural competence in educational contexts. The discussant will pull together the rich findings and further discuss their educational and social implications.

Paper 1
Who Needs Intercultural Contact? The Moderating Role of Social-Perceptual Traits in Sojourner Adaptation

Authors: Kinga Bierwiaczonek, ISCTE-University Institute Lisbon, Portugal; VU Amsterdam, the Netherlands

Karen van der Zee, VU Amsterdam, the Netherlands

Sven Waldzus, ISCTE-University Institute Lisbon, Portugal

Most experiences of living abroad include contacts with the culturally dominating outgroup, the

local people. On the one hand, cross-cultural adaptation theory suggests that intercultural contact may be stressful as it implies exposure to cultural differences. On the other hand, research on the contact hypothesis shows that contact improves intergroup attitudes and therefore should facilitate sojourner adaptation. We propose that whether intercultural contact is beneficial may depend on sojourner intercultural traits. This proposal was explored in two studies with international students. Study 1 (cross-sectional survey, N = 220) showed a positive relation between contact and cross-cultural adaptation but only for students low on the intercultural trait of open-mindedness. Open-minded students were well-adapted regardless of how much contact with locals they had. In Study 2, 270 international students produced images of typical local people in a Reverse Correlation Task. These images were assumed to translate their representation of the host national outgroup. The valence of these images was evaluated by independent raters (N = 50 Mturk workers) and these evaluations indicated a curvilinear relation between representation valence and contact, moderated by inter-sojourner differences in social initiative. Sojourners high on social initiative had more positive representations of locals if they reported low or high intensity of contact than if they reported moderate intensity of contact. This finding suggests that for students high on social initiative occasional contact produces mostly intercultural stress, which is, however, outbalanced by positive contact effects when contact is more intense. For sojourners low on social initiative, moderate contact seemed to be optimal. We conclude that intercultural contact may have differential effects on sojourner adaptation depending on their intercultural traits, and that these effects are consistent with, but only partially predictable by, cross-cultural adaptation theory and the intergroup contact hypothesis.

Paper 2
How Do Elements of Personality Differ by the Acculturation Experience? Evidence from International Students and Expatriates in China

Author: Alexander English, Shanghai International Studies University

With the rising numbers of foreign expatriates and international students in Mainland China, it is important to investigate what types of personality traits and experiences these sojourners have and how it contributes to their overall adaptation. This study tested which personality traits from van Oudenhoven's Multicultural Personality Questionnaire (MPQ) would best predict cross-cultural psychological adaptation. A total of 366 expatriates and international students participated in an online survey. The general results support previous researchers' findings regarding the link between multicultural personality traits and psychological adaptation. More importantly, expatriates and educational sojourners differed on how open-mindedness helped facilitated their cross-cultural adaptation. In hierarchical linear regression analysis, I found evidence of a three-way interaction (intercultural contact x open-mindedness x sojourner experience (242 expats vs 117 students). Results showed that for expatriates, high open-mindedness buffered intercultural contact. When expats were not interacting with locals and were not open-minded, their psychological well-being was lowest, however their psychological adaptation increased when they were highly open-minded and highly engaged with locals. This differed international students as low contact and high open-mindedness was related with more psychological adaptation. In this instance, I will conclude this presentation by providing explanations about why this difference emerged and spell out possible scenarios where having an open-mind for expats maybe most important. Finally, I also discuss some practical ways that sojourners in China can be open-minded and be more engaged with Chinese locals.

Paper 3

How May Adolescents Attending Culturally Diverse Schools Acquire Cultural Intelligence? The Crucial Role of Intercultural Socialization in Friendships

Authors: Miriam Schwarzenthal, Universität Potsdam

Linda Juang, University of Potsdam

Maja K. Schachner, University of Potsdam

Fons van de Vijver [†], Tilburg University; North-West University, South Africa; University of Queensland, Australia

Cultural diversity in schools may promote the formation of intercultural friendships which have been deemed one of the most powerful forms of intergroup contact (Pettigrew, 1998). Adolescents with intercultural friendships tend to have more positive intergroup attitudes and higher social competence, especially if these friendships are of high quality, involve self-disclosure and the friends spend a lot of time together. However, little is known about if and how intercultural friendships may also foster intercultural competence.

An important prerequisite for the development of intercultural competence is that students actually reflect on cultural variations. We term the degree to which students experience and discuss cultural variations in intercultural friendships intercultural socialization in friendships. As students' understanding of cultural variations gets more complex as they get older, intercultural socialization may increase with age. Moreover, it may depend on other intercultural friendship characteristics such as the cultural composition of the students' friendship group, as well as on the quality of specific intercultural friendships.

Thus, we explore the following research questions: 1) Does intercultural socialization in friendships mediate the relation between age, intercultural friendship characteristics (friendship group composition, and length, quality, and interaction frequency of the closest intercultural friendship), and adolescents' intercultural competence? (2) Do these relations depend on the adolescents' self-identification with majority and minority culture(s)?

The sample included 571 adolescents in Germany who reported having at least one intercultural friendship (48.2 % female, age range: 11-18 years, Mage= 13.69 years, 52% only identifying as members of the cultural majority, 48% (also) as members of a cultural minority). Intercultural competence was measured using a self-report questionnaire and open-ended questions capturing the adolescents' interpretation of and reaction to intercultural situations. Quantitative measures tapped into friendship characteristics (friendship group composition and length, quality, and interaction frequency of the closest intercultural friendship) as well as into intercultural socialization. These variables were set in relation to each other using multigroup path analysis with latent variables in Mplus.

Results showed that intercultural socialization linked age and intercultural friendship characteristics with adolescents' intercultural competence. Specifically, adolescents who were older, reported having a more diverse friendship group, and whose closest intercultural friendship was of higher quality reported engaging in more intercultural socialization in friendships. Intercultural socialization, in turn, was positively related to the adolescents' self-reported intercultural competence as well as to their scores in the open-ended questions. The relations partly varied depending on the adolescents' cultural self-identification.

We conclude that intercultural friendships are associated with important skills that are needed in increasingly multicultural societies if adolescents experience and discuss cultural variations in these friendships. Future research should investigate how intercultural socialization in friendships may be fostered, e.g., by a multicultural school climate.

Paper 4
Longitudinal Development of Multicultural Personality in an International University Program

Authors: Joep Hofhuis, Erasmus University Rotterdam, the Netherlands
        Jeroen Jansz, Erasmus University Rotterdam, the Netherlands

Most international university programs state enhancement of students' intercultural competences (ICC) as one of their main aims. Reaching this goal requires a thorough understanding of the way in which these competences develop over time, and which factors enhance or inhibit their growth. We will present a longitudinal study of ICC development among a sample of first-year students in an international English-language university program in the Netherlands (n = 230). Of the sample, 49% were local students, 51% were international students. The study operationalized intercultural competences using the Multicultural Personality Questionnaire (MPQ; Van Oudenhoven & Van der Zee, 2001), which consists of five dimensions that have been shown to enhance individuals' effectiveness in intercultural situations: Cultural Empathy, Openmindedness, Flexibility, Social Initiative and Emotional Stability. The MPQ dimensions were measured before the start of the program (T0), and at three points during the first year (T1-T3). We also examined the development of stress and life satisfaction across the same time points, and recorded academic success (GPA) at the end of the year. Age, gender, nationality and prior international experience were included as individual characteristics. Latent growth curve modelling shows that, on average, MPQ scores show a positive development over time. However, individual variance is highly significant, which suggests that not all students develop along a similar path. Intercept and slope are negatively correlated, showing that development is greatest among students who start with lower scores. Stress also increases as the academic year progresses, but life satisfaction remains stable. Academic success is slightly positively related to MPQ. Furthermore, our results show that international students score higher on Openmindedness, Cultural Empathy and Flexibility at the start of the program. Local students start with lower scores on these dimensions, but their rate of development is higher, and levels are similar at T3. Local students with prior international experience display similar development as international students. In sum, our findings show that enrolling in an international university program is beneficial for the development of intercultural competences for all types of students. However, the benefit seems to be the greatest among students from the host country, with no prior international experience. This group starts the program at lower levels of three of the five dimensions, but catches up to international students and those with prior international experience within a year.

S14

Global Women Leaders: Exploring Multi-Dimensional Diversity

Chair: Kiyoko Sueda, Aoyama Gakuin University

Discussant: Tomoko Yoshida, Keio University

Although the number of female employees in the workforce is increasing, women are still underrepresented in leadership. It has been suggested that women leaders are adept at managing multi-dimensional diversity. Moreover, accelerated globalization requires collaboration among people who are diverse across many dimensions.

This symposium intends to explore how women leaders develop their global mindset, deal with diversity or intersectionality, and are encouraged or discouraged to become leaders. The symposium has three characteristics: 1) It includes both qualitative and quantitative studies based on different cultural perspectives and disciplines. 2) Global women leaders include those in academic institutions, business organizations, as well as any women professionals in multicultural contexts. 3) The theme is focused on gender, but is inclusive of different kinds of diversity (e.g., nationality, ethnicity, religion, economic class, and educational background).

In the first presentation, "Perspectives on women leadership in global times," Claude-Helene Mayer will focus on women leaders in South Africa and their perspectives on leadership in terms of identity creation, global female leadership, and the factors that influenced their engagement and encouragement at work. The study is based on 29 in-depth interviews with women leaders from four different cultural groups within South Africa. The findings will be presented and discussed within the framework of exploring culture-specific perspectives on female leadership.

Second, Kiyoko Sueda will present "Perspectives on becoming a global leader—Focusing on the career path of a Japanese woman executive." The presentation highlights the life story of a former Japanese woman executive who worked at international companies and organizations. The following three points will be discussed: 1) how the former Japanese woman executive developed her global mindset; 2) what it means to be a global leader; and 3) what encouraged and discouraged her from becoming a global leader.

Third, Akiko Asai will present "Taking leadership in career development: Factors influencing Indonesian nurses and care workers in Japan and Indonesia." She examines how Indonesian nurses and care workers took leadership of their careers. She also identifies the factors that influenced their career leadership in Japan and Indonesia. This presentation is based on data collected through semi-structured interviews among Indonesian nurses and care workers who came to Japan under the Indonesia-Japan Economic Partnership Agreement and either continued to work in Japan or returned to Indonesia after passing the national exam. She identifies personal (micro) and societal (macro) factors that influenced their perceptions of career and leadership.

Last, Soyeon Kim will present "When is female leadership effective and stable in Asia?" This study investigates why Korean and Japanese companies still consider leadership by women as unsteady and ineffective, despite research consistently showing that female leadership is advantageous to organizations. Building on the interview results, the study suggests the conditions within which female leadership is effective and stable in Asia. The findings are expected to help change views on female leadership as well as increase the number of female leaders in companies.

Paper 1

Perspectives on Becoming a Global Leader - Focusing on the Career Path of a Japanese Woman Executive

Author: Kiyoko Sueda, Aoyama Gakuin University

Although the number of female employees in the workforce is increasing, Governance Metrics International Ratings 2013 indicate that merely approximately 1% of the directors of business organizations in Japan are women. Therefore, the story of a pioneering Japanese woman (Ms. A) who started her career 40 years ago as a secretary and moved up the organizational hierarchy to occupy an executive position in several international companies and organizations in various industries is particularly inspiring.

This study purposes to analyze the life story of Ms. A from both the micro- and macro-perspectives according to the Trajectory Equifinality Approach (TEA) (Sato, Yasuda, Kanzaki, and Valsiner, 2014), which is based on the epistemology of cultural psychology.

In this study, from May 2014 to February 2017, four sessions of semi-structured interviews with Ms. A were conducted. By applying the TEA, a Trajectory Equifinality Model (TEM) was drawn from the collected data. Subsequently, based on the TEM, three sessions of interviews were conducted with Ms. A to examine how she had become a global leader and acquired a global mindset. An interview ranged from 90 to 120 minutes.

In the presentation, the author discusses the following four points: 1) the manner in which the former Japanese woman executive developed her career path and global mindset, 2) the way she handled multidimensional diversity (gender, nationality, ethnicity, educational background, expertise, etc.), 3) factors that encouraged (Social Guide) her in and discouraged (Social Direction) her from becoming a global leader, and 4) the manner in which the meaning of "being global" has changed throughout her career path. An analysis of her life story is intended to help us understand what it means to be a global leader and how we can nurture a global mindset.

Paper 2

Taking Leadership in Career Development: Factors Influencing EPA Indonesian Nurses and Care Workers in Japan and Indonesia

Author: Akiko Asai, J. F. Oberlin University

This presentation focuses on the leadership taken by Indonesian women nurses and care workers who came to Japan under the Indonesia-Japan Economic Partnership Agreement (EPA). Although there are previous studies on women's global leadership, there are at least two shortcomings that need to be addressed: (1) global leadership should not only deal with different cultures effectively, but also consider the perspectives of sustainable globe development goals (United Nations, 2012), and (2) the contexts of micro, mezzo, and macro levels should be incorporated when interpreting leadership. Our 10-year research on Indonesian nurses and care workers underlined the importance of subjective well-being (SWB), which involves the cognitive and affective evaluations of the lives of the individual (Asai & Minoura, 2018). The concept of SWB was originally coined by Diener (1985 & 2000), but its importance was underlined in our long-term research. This study employs the concept of SWB in interpreting Indonesian women's leadership in their careers. The research questions are as follows: (1) What are the global visions of the EPA

Indonesian in their role as leaders? (2) What are the micro, mezzo, and macro factors that encouraged and discouraged them from taking leadership roles? (3) How was their either taking or not taking leadership roles related to their SWB?

Data was collected through semi-structured interviews from 61 Indonesian nurses and 79 care workers. A total of 6 cases were examined in depth in terms of their expressions of feelings and emotions in taking a leadership role or not.

The following results were obtained: (1) Some EPA nurses "have clear visions of wanting to become a bridge between Japan and Indonesia," "wanted to take on challenges and apply their acquired knowledge from Japan into the different fields of health care," and "wanted to apply the sense of 'team spirit' learned in Japan to lead other Indonesian nurses." (2) Factors promoting leadership were: critical thinking, communication skills, satisfaction of personal growth, having a good relationship within the organization (micro), significant support from the organization (mezzo), and the EPA scheme providing good Japanese training and support in preparation for the National Exam (macro). Factors that discouraged leadership included a lack of self-efficacy in terms of taking leadership as a foreigner in a Japanese organization, and negative feelings of being unmarried at their age (micro), as well as a negative atmosphere for an Indonesian taking a leadership role (mezzo), and high expectations for getting married and raising children from their parents and Islamic teaching (mezzo and macro). How proactive they were in taking leadership depended on their expected overall SWB, which consisted of their SWB at work and SWB in their private lives including family life. The government-led international scheme of health care needs to be evaluated and reconsidered, in terms of training global leaders for a sustainable globe as well as securing the SWB of the participants during and after the program.

Paper 3
When Is Female Leadership Effective and Stable in Asia?

Author: Soyeon Kim, Shujitsu University

Researchers consistently argued that female leadership is advantageous to organizations. In spite of the argument and reliable evidence, there has been no remarkable progress in empowering woman in a leadership position. This is mainly because unsteady views on the effectiveness of female leadership are still more prevalent than trust in it. Even if doubts on the female leadership effectiveness seem to be a global phenomenon, such doubts are even more serious in Asia, which made women rarely present at top managerial positions of business. This is because of cultural values and strongly stereotyped views on gender role in the Asian society. The concept, "Think manager, think man," which is raised around 40 years before, is very significantly grounded and supported in Asia.

However, given that female participation is anticipated to enhance economic and social values to society, the current pessimistic view on the female leadership effectiveness will risk future benefits. Thus, the current pessimistic views on the female leadership should be changed. In consideration of the significance of female leadership, the present study investigates Korea and Japan, which tops the gender inequality index among OECD countries. The study interviews female leaders and employees working for companies in both countries. Based on the findings from interviews and prior studies, the study clarifies critical reasons why female leadership is considered as ineffective and questionable in both countries. The study further suggests the boundary conditions where female leadership is effective and stable in Korea and Japan. The

finding is expected to contribute to transforming the view on female leadership and appointing more female leaders in companies not only in Korea and Japan, but also in Asia.

Paper 4
Perspectives on Women Leadership in Global Times

Author: Claude-Hélène Mayer, University of Johannesburg

Research in the South African context has shown that women leaders are on the rise and that the South African government supports the increase of diverse workforces within the organisations through Affirmative Action and BEE processes. Women leaders are particularly challenged by copying with the restructuring processes and local challenges within South Africa, while competing on global levels with globalised workforces.

The presentation focuses on women leaders in terms of their globalisation experiences, on South Africa and their perspectives on leadership in terms of identity creation, globalised women leadership and the factors which influence their engagement and encouragement at work. The aim is to explore women leaders views on globalised cooperation and what is needed to become global leaders.

The study uses a hermeneutical research paradigm and is based on 29 in-depth interviews with women leaders from four different cultural groups within South Africa.   These women leaders belong to the HERS-SA network (Higher Education Research Services) across eight institutions. Observations were made in one organization to support the data analysis and interpretation. Data was analysed through content analysis.

Findings show that women leaders aim at using their creative potential to manage and lead in their daily work interactions. For them, it is important to define themselves in terms of their own identity within the South African context, as well as on a global levels. Women leaders therefore strive to look beyond the historical influences within their country and the categories of gender and race. The study also refers further on to factors which influence their engagement and encouragement at work, such as upbringing, roles of women in their family of origin, social support, networking, and personal strategies to manage daily challenges.

Findings are presented and discussed to explore culture-specific perspectives on women leadership. Conclusions will be given and recommendations for future women leadership practice and future research will be provided.

P16

Intergroup Conflict

Chair: L. Ripley Smith, Bethel University

Paper 1
Intergroup Emotions and Intergroup Attitudes in Post-Apartheid South Africa

Author: Elirea Bornman, University of South Africa

Early theories in intergroup relations such as the frustration-aggression-hypothesis indicate that emotions could be an important factor determining intergroup attitudes. Traditionally, attitudes towards outgroups and concomitant emotions have however been regarded as individual phenomena related to personal goals, ambitions, desires and resources. The tide turned with the development of ideas that the self is at least partly defined in terms of group membership. In addition to studying self-categorization and social identification, researchers are increasingly focusing on the nature and implications of emotions arising from group identification and membership and the role that emotions play in strengthening group boundaries. Whereas most research on intergroup emotions has been of an experimental nature and has been conducted in North America, little is known regarding the impact of intergroup emotions in societies at large and in particular in post-conflict societies. As South Africa represents one of the most profound examples of intergroup tension and conflict in recent history, the study of intergroup attitudes and emotions could serve as indicators of the "state of the nation" in the post-Apartheid era. The more so as the end of intergroup conflict does not necessary imply harmonious relations. The fact that post-Apartheid South Africa has been plagued by various societal problems such as corruption, high crime rates could furthermore have incited renewed intergroup tension. This paper will explore the extent to which various White and Black South Africans experienced particular group-related emotions – anger, disgust, fear, pity and envy – and the relationships between these emotions and intergroup attitudes. The results of two questionnaire surveys among a total realised sample of 1 269 respondents representative of all main groups will be discussed. Conclusions will be drawn regarding the implications of intergroup emotions for intergroup relations in particular in deeply divided societies as South Africa.

Paper 2
The Tao of CQ: Investigating the Relationship Between Social Initiative, Intercultural Apprehension, and Open-Mindedness

Author: L. Ripley Smith, Bethel University

A great deal of intercultural research suggests that intergroup or interethnic friendships produce numerous positive outcomes from increased trust, cultural intelligence, and forgiveness for past offenses to reducing prejudice, stereotyping, and microaggressions (Deardoff, 2011; Pettigrew, Tropp, Wagner, & Christ, 2011; Yeke & Semercioz, 2016). These outcomes often translate to other intergroup contexts as well. The development of interethnic friendships, and by extension Intercultural Communication Competence (ICC) is ultimately contingent on a process variously referred to as identity transformation (Kim, 2006), identity negotiation (Ting-Toomey, 2005), or identity malleability (Pauker, Meyers, Sanchez, et al., 2018) as those friendships evolve. As one's identity becomes more adaptive, or multicultural, intercultural situations are perceived as safe,

intergroup tensions are navigated more successfully, and one's behaviors are judged as more culturally intelligent by interlocutors (Herfst, Van Oudenhoven, & Timmerman, 2008; Van der Zee and Van Oudenhoven 2000, 2001). While we understand that key mediators of this process include reduced anxiety and empathy, and that neuro-plasticity is a fundamental aspect of adaptability (Kim, 2006), what is less well understood is the psycho-social process of that boundary-spanning friendship cultivation.

This paper presents the results of three mixed-method studies that investigate the relationship between social initiative, intercultural apprehension, and open-mindedness and attempts to create a statistical model of identity malleability as it manifests in intercultural relationship building. Study 1 presents the findings of a pre-post measurement of study abroad participants (N=103); Study 2 presents the findings of a pre-post measurement of community volunteers with local immigrant organizations (N=268), and; Study 3 presents the findings of a pre-mid-post assessment of study abroad participants (N=52).

The discussion of findings and model fit attempts to extend current understanding of how identity malleability occurs during intercultural relationship development, resulting in increased cultural intelligence.

Paper 3
Integrating Ethno-Cultural and National Group Membership, a Challenge? An Examination in Culturally Diverse Mauritius

Authors: Femke van der Werf, Utrecht University, Ercomer
        Maykel Verkuyten, Utrecht University, Ercomer
        Borja Martinovic, Utrecht University, Ercomer

Identification with both one's ethno-cultural and national group has been argued to be beneficial for a person's well-being, and the ability to integrate both identities has been assumed to indicate a harmonious co-existence between the two (e.g., Benet-Martínez, Leu, Lee, & Morris, 2002; Berry, 1997). However, more recent research has shown that identity integration is a two-dimensional construct consisting of distance (versus overlap) and the degree of conflict (versus harmony) between two group memberships (Benet-Martínez & Haritatos, 2005). The current study investigates identity conflict among people who have a sense of dual ethno-cultural and national belonging, and we focus on attitudinal correlates of these experiences.

To this end, we turned to the context of Mauritius, an island country in the Indian Ocean in which multiple ethno-cultural groups live together as Mauritians since the country's independence in 1968. The most common societal description is that of a 'fruit salad': a unified nation in which separate groups can still be distinguished (Eriksen, 1997). Relatedly, ways to achieve or maintain intergroup harmony focus on fostering national unity and treating all groups the same (versus treating certain groups in a specific way). The country has been described as a strong candidate for 'truly successful polyethnic societies' (Eriksen, 2004, p. 79; see also Ng Tseung-Wong, 2013). We wanted to find out to what extent in this society where dual identities are the norm, the duality of belonging is experienced as harmonious or conflicting by the citizens and how this was related to their societal views.

Data were collected among a nationally representative sample of 1770 adult Mauritians who are members of one of the three numerically largest ethno-cultural groups in the country (Hindus,

Creoles, and Muslims). In line with the expectations, the results indicate that 69 per cent of the participants felt a full blend of their ethno-cultural and the Mauritian, national group. However, 47 per cent of these experienced this bi-culturalism as conflicting, whereas the other 53 per cent did not. Feelings of identity conflict turned out to be more prevalent among people who felt relatively unique and special based on their ethno-cultural group membership and who perceived threat to the position of their ethno-cultural group in society. Furthermore, the conflicted individuals tended to be more in favor of policies that ensure the representation of each ethno-cultural group and to be less accepting of people with another ethno-cultural background.

The findings support the idea that people who integrate two group memberships do not necessarily experience this as harmonious, but can feel conflicted about it as well, even in a context where dual ethno-cultural and national identification is prevalent. Furthermore, identity conflict has important implications for attitudes towards one's ethno-cultural group and the wider society.

P17

Inter-Group Contact within Chinese Contexts

Chair: Ruobing CHI, Shanghai International Studies University

Paper 1
Influence of Self-Expansion Motivation and Intercultural Friendship Variables on Chinese International Students Toward A Positive Acculturation Orientation

Authors: Lulu HUANG, Shanghai International Studies Univeristy
Steve J. Kulich, Shanghai International Studies University
Yan Bing Zhang, University of Kansas

Based on Berry's seminal work on the acculturation process, this study examines Chinese international students' acculturation orientation in the United States. It also investigates the influence of sociodemographic factors (gender, age, length of stay, language proficiency, perceived cultural difference, cultural maintenance) and predictors (self-expansion motivation, intention of acculturation-related self-disclosure, and friendship closeness) on Chinese international students' acculturation orientation toward American culture. Through hierarchical regression analysis, our survey of a sample of 156 Chinese international student in the United States confirmed the predicting power of identified factor and further examined the effect of intercultural friendship closeness over and above self-expansion. Studied further showed that except for sex, examined demographic factors had no significant influence on Chinese international students' acculturation attitude toward American culture except for sex. Findings also provide valuable insights for education workers to manage effective acculturation programs and provide efficient guidance.

Paper 2
Acculturation in a Sibling Culture: The Psychological and Academic Adaptation of Mainland Chinese University Students in Hong Kong

Author: Baohua YU, The Education University of Hong Kong

Existing research on the psychosocial and academic experiences of China-born students studying outside of China has primarily been conducted in English-speaking countries using acculturation models. Such research has generally indicated the importance of various personal and interpersonal resources in understanding China-born and other international students' cross-cultural adaptation. Using a similar coping resources framework, we investigated factors in both the psychological and academic adaptation of a survey sample of 2,201 mainland Chinese students (74% female) studying in universities in Hong Kong, China's Special Administrative Region. We found that academic self-efficacy, social support, and a low level of perceived discrimination predicted both psychological and academic adaptation, while proficiency in English and Cantonese further contributed to mainland Chinese students' academic adaptation. Implications for future research and higher education policies and practices are discussed.

Paper 3

The Influence of Ethnic Identity and Intergroup Contact on Working Location Choice: A Study of Hui Ethnic Minority Youth from Ningxia Hui Autonomous Region

Author: Xiaoxue LIANG, Shanghai International Studies University

Hui nationality, as an ethnic minority group, boosts a population of over 12 million in China. According to the latest 2010 national census, in Ningxia Hui Autonomous Region (known as the home of Chinese Muslims), Hui population alone takes up 34.77% of its total 6.3 million population.

The situated identity of Hui college students can partly reflect the modern Muslim generation's values. Therefore, this research focuses on how ethnic identity, interethnic contact and other possible ethnic-related factors influence Hui college students when they choose where to live and work upon graduation. Questionnaires (modifications of MEIM - The Multigroup Ethnic Identity Measure) were distributed among senior Hui students recruited from North University of Nationalities. The results show that strong ethnic identity exists among most Hui students, coherently mirrored by a relatively abiding belief and ethnic behavior. For most of them, ethnic factors (religion, ingroup marriage and ethnic customs) still raise the biggest concern. Thus most respondents prefer a more homogeneous environment where their own group members live compactly rather than in a place where they feel marginalized.

However, the in-depth interviews with Hui youngsters who left Ningxia at an early age for college education show quite differently: subtle changes might occur to one's ethnic identity in a global setting where members of ethnic minority groups are socialized. The interviewees are quite different from their peers in Ningxia in terms of values and behaviors. They are exposed to much more diverse cultural experiences, thus are able to internalize what they have learned to come up with a new set of worldviews and opinions based on the former understanding of their ethnic identity.

Paper 4

Investigating the Status of Intercultural Education in FLT in Higher Education Institutes of Henan Province Under the Background of B&R Initiative

Author: Hao YUE, Zhengzhou University of Aeronautics

Since President Xi Jinping proposed the Silk Road economic Belt and the 21st Century Maritime Silk Road (now known as B&R Initiative), transactions and exchanges between China and the world have reached fever pitch. Higher education, once played a major role in enhancing dialogues between students of different nations, racial and religious groups, can make a more important and meaningful contribution to sustainable and tolerant societies, which plus UNESCO's "global citizenship education" model provide the background for the investigation of the intercultural education status among higher education institutes, such as colleges and universities, in Henan Province geographically located in the vast economic hinterland of central part of China. Acting on Professor Zhang Hongling's advice that culture is inseparable from language and foreign language teaching(FLT) has a built-in advantage of integrating intercultural

education into the FLT curriculum, it becomes imperative for us to investigate the status quo of intercultural education in FLT in the hinterland. The importance of the intercultural approach to FLT as a factor of intercultural education has been supported by the outcomes of an explorative empirical research. Furthermore, some factors and barriers blocking the promotion of intercultural education are analyzed based on multiple methods of data collection. Finally, tentative proposals are made to facilitate the regional higher education healthy development and FLT reform in order to integrate inland foreign language education into national strategy and globalization around the world as a whole.

P18

Chinese Education & Culture

Chair: Gefei SUO, Shanghai International Studies University

Paper 1
Chinese College Students' New Media Consumption Patterns From the Perspective of "Prosumer"

Author: Gefei SUO, Shanghai International Studies University

In the age of mobile communication, one-to-one, one-to-many, many-to-many mode of communication has become possible; user generated content (UGC) has granted new roles and features to new media consumers and become a focal point in new media studies. College students, born as the Internet inhabitants, are also the most active and skillful group in cyber space. In order to figure out how Chinese college students participate in New Media ecology and how New Media use makes impact on youth culture, this research borrows Tofler's concept of "prosumer" and examines the mode of interaction between new media and college students, ways of consumption and production to analyze the new features and patterns of college students' media consumption behavior.

After analysis of 786 questionnaires and 60 in-depth interviews, this research generated the following research findings: 1) Chinese university students have established their role of prosumers in the new media; 2) Three types of prosumers were found among college students: non-prosumers, passive prosumers, and active prosumers; 3) Three features of prosumers were found among college students: 50% students' new media consumption tends to be driven by entertainment and social interaction; 35% students have higher intellectual pursuit in their new media consumption and contribute much to a healthy and positive new media ecology; 15% students are faced with the problem of new media addiction.

Paper 2
Exploring the Unit Themes of Traditional Chinese Culture in English Textbooks from the Multicultural Perspective

Author: Lu ZHAO, Zhejiang Normal University

In an era of globalisation, the coexistence of different cultures draws more and more attention and cultural exchanges are becoming incessantly frequent. To have an active communication with other cultures and spread more excellent traditional Chinese culture to the world, it is of great necessity for Chinese students to possess relevant knowledge of local culture. Therefore, the study explores the local culture in Chinese English textbooks and attempts to address two research questions: (1) What kind of unit themes of traditional Chinese culture have been covered in junior English textbooks? (2) What are teachers' perceptions and students' opinions on the traditional Chinese culture content in the textbooks?

The study employs the combination of qualitative and quantitative methods. Considering the importance of English textbooks in English learning, the author selects five volumes of junior English textbooks Go for it (Grade7-Grade9, 2013) published by People's Education Press. Firstly,

based on the five dimentions of culture proposed by Moran, including cultural products, cultural practices, cultural perspectives, cultural communities and cutural persons (Moran 2009), the study explores the types of unit themes of traditional Chinese culture in English textbooks. Secondly, the questionnaire is used to probe into students' opinions on traditional Chinese culture content in English textbooks. Adapted from the questionnaires on the Chinese culture in English textbooks designed by Hu Yaping (2018) and Chao Weihong (2014), the study adopts a questionnaire concerning students' knowledge about traditional Chinese culture, opinions on traditional Chinese culture content in English textbooks and expectations on traditional local culture content in textbooks and teachers' teaching. Thirdly, the study interviews 40 English teachers from 4 average middle schools in Hangzhou and Ningbo, Zhejiang Province, China, each school with 10 English teachers. The interviewees are required to present their perceptions of traditional Chinese culture in English textbooks, teaching objectives designed and practices in classroom teaching.

The results of the study are as follows: (1) compared to the English textbooks of former versions, the proportion of unit themes of traditional Chinese culture in the current version has been increased, accounting for 20.69%; (2) students usually have difficulty in expressing traditional Chinese culture in English but they expect a larger proportion of traditional Chinese culture in English textbooks; (3) teachers appreciate traditional local culture in English textbooks but they are not very competent in teaching traditional native culture.

The study is of great practical significance. Traditional Chinese culture should be more valued and it is worthwhile to explore into. Other mainstream cultures could have a better understanding of Chinese local culture so as to promote equal and active communication between different cultures in the world. It contributes to developing Chinese students' spreading ability of traditional culture as well.

Paper 3
The Growth of an Intercultural Communication (IC) Teacher in FLT Context - Focusing on Teacher Knowledge

Authors: Peng WU, Shanghai University of International Business and Economics
         Xiaodi JIANG, Shanghai University of International Business and Economics

This study aims to investigate the professional development of intercultural communication (IC) teachers in Chinese FLT context by examining teacher knowledge. Informed by theory on teacher knowledge, a longitudinal case study has been conducted to trace the growth of an IC teacher in one school year. The study collects data via multiple methods of class observation, simulated recall interview and in-depth interview at three phases along the year. With thick description of her teacher knowledge for IC teaching, this study finds out the IC teacher can develop content knowledge and pedagogical knowledge to fulfill the teaching task. The study further finds out that participation into module team, wide reading and reflection are critical factors for such development. The research findings will have implication on the professional development among IC teachers in FLT context in the booming time for IC teaching.

Paper 4
Global Journalism as a Type of Cross-Cultural Education: Theories and Practices in China

Author: Lanjuan MENG, Communication University of China

Based on summaries and analysis of the origin and research approaches of the term Global Journalism in international academia, this paper explores the possibility of Global Journalism as a type of cross-cultural education along with a discussion of Chinese interpretations and developments of this concept in both academic and educational arenas. Sparks (2001) thinks the research paradigm of International Communication has evolved to that of Globalization in the 1990s. Along with "the rise of the rest", the classification and study of news as "local", "foreign" and "international" with nation-states as frame of reference are no longer adequate. The transnational flows of media ownership, journalists and audiences, news products as well as news values in this global networked sphere have called for Global Journalism, the study of which should "draw on collective intelligence", therefore be interactive, collaborative, open and exploratory(Wasserman, 2011).Education on cultural diversity and multi-culturalism has long been an indispensible component of liberal education for Journalism-major students in Western countries; Chinese universities and news institutions have, in recent years, realized the importance of cross-cultural education in improving students'/newsworkers' cross-cultural competence so that China can enhance its international communication efficacy. Global Journalism education can certainly add to these efforts because the "global outlook" of journalism is characterized by more "cosmopolitan, pluralistic and universal values" (Reese, 2008), "Global Citizens" are increasingly concerned with events that are of common interests to the international community, and journalists are required to re-consider the issue of global professionalism for enhancing a global public sphere. In China, researchers have proposed the concept of Global Journalism Notions, discussed the possibility of Global Journalism Ethics, instead of western Professionalism, and constructed models of Global Competence for journalism and communication talents. Further researches are needed for developments of Global Journalism as a discipline and creative ways of cultivating Global Journalism talents.

P19

International Adaptation for Workers

Chair: Adam Komisarof, Keio University

Paper 1
I Don't Want to Be Assimilated: A Case Study of Chinese Former International Students Working in Contemporary Japan

Authors: Youqi Ye-Yuzawa, Meiji University
           Reiko Nebashi-Nakahar, Meiji University

This paper clarified what conflicts Chinese former international students confronted and how they dealt with these conflicts when they stayed on in Japan as foreign workers after their studies. It focused not only on the barriers that they encounter within the workplace but also the impact of these difficulties on their family and personal lives. This study contributes to enriching our understanding of Chinese former international students, who are considered as skilled migrants, by paying attention to such group in the context of contemporary Japanese cultural context in contrast to those studies on Chinese migration in the western countries.

The reasons that we chose Chinese skilled migrants who were international students in Japan as research subjects are as follows: First, According to the change of Japanese immigration policies, more highly skilled foreigners, especially those who are international students hoping to develop their career in Japan after their graduation, are encouraged to enter the local labor market; Second, Chinese students are the biggest group of international students as well as the biggest group of choosing the study-to-work transition in the host country.

The data was collected based on semi-structured interviews with 11 Chinese skilled migrants working in Japan including 8 females and 3 males. All of the interviewees achieved the master's degree at Japanese universities. The interviews were conducted both before they graduated from the graduate school and after they joined the Japanese companies.

By analyzing these interview data, we found that the biggest problem they confronted was that they were expected to work like Japanese. Similar to their Japanese colleges, most of the interviewees were asked to work long hours as full-time employees and do the same work as other Japanese co-workers. They felt it was difficult to utilize their bilingual and bicultural skills though they were told that they were employed as global talents. We also found that there were communication problems between Chinese employees and their Japanese supervisors due to their different cultural backgrounds. Moreover, as both a foreigner and a woman, they were at a disadvantage compared to males in the workplace. At the same time, they confronted the gender barriers in their private lives. For example, one of the interviewees commented that she even did not have the time and chance to find a partner and get married because of the long-time work and lack of support in Japan. Finally, we found that with the help of their social network within and beyond the workplace, some of the interviewees succeeded in handling these difficulties.

Paper 2

A Study on the Cross-Cultural Adaption of Overseas Chinese Volunteer Teachers - MTCSOL's Perspective

Author: Jin DU, Chongqing university

More and More Students in the program of Master of Teaching Chinese to Speakers of Other Languages(MTCSOL） have become overseas Chinese volunteer teachers due to the special requirement of their major. One of the MTCSOL's training objectives is to prepare students with cross-cultural competence. This paper examines the cross-cultural adaption of these MTCSOL volunteer teachers from the aspects of teaching,socioculture and psychology by interviewing and making survey of the subjects working in Korea, America, South Africa, Italy,Austrilia,etc.

Paper 3

Intercultural Adaptation Strategies in Sino German Joint Ventures from the Perspective of Interaction

Author: Enuo WANG, University of Shanghai for Science and Technology

Cross-cultural adaptation issues will affect the working conditions and business performance of joint venture employees. At present, there are few research findings of a systematic study on the adaptation strategies of employees of both sides in Sino-German joint ventures using qualitative methods. This study has isignificance for expatriates and local employees. This article takes the difficulties encountered by employees in Sino-German joint ventures as the starting point, through an interactive perspective, that is, through the construction of the self-image, the other-image and meta-image of both interactive sides, from the three dimensions of cognition, emotion and behavior the adaptation strategies adopted in the adaptation process are described and analyzed. Based on the theoretical framework of the three dimensions, based on empirical research data, this article focuses specifically the four aspects of language, interpersonal relationship, work and achievement during the work in the enterprise to discuss the cross-cultural adaptation strategies of Chinese and German employees. And then, this paper sums up the patterns of cross-cultural adaptation strategies in Sino-German joint venturesas a whole. The results show that: First, the employees of both parties in the Sino-German joint venture adopt language strategies, interpersonal strategies, work strategies, and achievement strategies to achieve mutual cultural adaptation. Second, the adaptation strategies in Sino-German joint ventures present three strategies patterns: positive convergence, negative deviation and integration. Third, cross-cultural adaptation strategies are cultural relevant. Forth, through the summarization of the four strategies, three dimensions and the three patterns, a dynamic development model of cross-cultural adaptation strategies was generated.

Paper 4

Validating a New Framework of Workplace Acculturation: Belonging and the Negotiation of National and Organizational Group Boundaries

Author: Adam Komisarof, Keio University

Human beings seek belonging and are driven to form positive, lasting, and stable relationships to satisfy this basic human need (Abrams, Hogg, & Marques, 2005). Research also broadly indicates

that belonging is an important outcome at work: acceptance from colleagues in both domestic and international contexts can have many benefits, including coworker unity, organizational commitment, and improved individual and group productivity (Aycan, 1997; Levine & Moreland, 1991).

While belonging has been treated to a certain extent in prominent frameworks of acculturation (Berry, 2013; Bourhis, Moise, Perreault, & Senecal, 1997), it has emerged as a central theme in Japan-based acculturation (Asai, 2006; Komisarof, 2009, 2012); this necessitates a keener focus on acculturators' sense of belonging to understand acculturation dynamics and outcomes in Japan, and arguably outside Japan, too. Therefore, this study aims to validate a survey instrument that assesses how the fulfillment (or frustration) of belonging needs at work affects acculturation processes and outcomes between Japanese and foreign coworkers in Japan-based organizational settings.

The survey validated in this study is based upon Komisarof's (2016, 2018) framework of workplace acculturation, which examines how acculturators' need to belong inclines them to construct specific types of "ontological interpretive spaces," or perceptual frameworks for conceiving their daily intercultural communication dynamics and broader acculturation outcomes. This framework highlights two key dimensions underlying participant constructions of their acculturation: the degree to which they feel accepted as members of their outgroup's cultural-linguistic community and as core members of their shared work organization. These two dimensions are then juxtaposed to identify four acculturation profiles within which acculturators make sense of their intercultural interactions and assess the quality of their intercultural work relationships.

In the current study, each of the four acculturation profiles was hypothesized to correlate in unique ways with five variables: intercultural communication competence, flourishing, organizational commitment, foreign language competence, and job performance. These variables represent outcomes of central importance to acculturators: the extent they perceive themselves as proficient communicators in reference to their cross-cultural peers, enjoy positive intercultural relationships, and feel empowered to actualize their professional skills in the workplace.

Survey items were generated from Komisarof's framework (2016, 2018), which was derived in previous studies from qualitative methods including autoethnography and grounded theory analysis of interview data. Items measuring belonging in another cultural-linguistic community and one's work organization were reviewed by a panel of four experts for content validity in relation to these constructs as well as clarity; poorly-rated items were excluded. A convenience sample of both non-Japanese (over 20 nationalities) and Japanese participants took the survey online in either English or Japanese, respectively. Though data collection is ongoing, the sample now includes over 100 Japanese and non-Japanese participants each (n = 203). The presenter will share the results of tests to establish the validity and reliability of the scales measuring cultural-linguistic community and organizational belonging, as well as tests of the hypotheses for relationships between each acculturation profile and the five dependent variables. Study limitations and recommendations for further research will also be noted.

P20

Cultural Diversity

Chair: Yiheng DENG, Southwestern University of Finance and Economics

Paper 1

What is up with Cultural Appropriation? The Perspective of Diversity Ideologies

Authors: Rui ZHANG, Dickinson College

Jaee Cho, Hong Kong University of Science & Technology

Michael Morris, Columbia University

Malody Chao, Hong Kong University of Science & Technology

Cultural appropriation refers to the use or borrowing of cultural elements of one group (typically representing a minority culture) by another group (typically representing the majority culture). Recent years have witnessed increasingly clashing views over widely publicized charges of cultural appropriation in the United States and Canada. We propose that the current divide over cultural appropriation can be understood as perhaps unavoidable, yet predictable consequences of disagreement over how to manage cultural diversity. In three studies, we tested the implications of three common ideological approaches to diversity (Rosenthal & Levy, 2010) for understanding why people criticize or defend cultural appropriation: colorblindness (which downplays the importance of group categories), multiculturalism (which recognizes and appreciates cultural distinctiveness), and polyculturalism (which emphasizes how cultures have influenced and interacted with each other throughout history). In two U.S. college student samples (N = 78; N = 143) and one online sample of U.S. adults (N = 318), we found that individual differences in the endorsement of the three diversity ideologies uniquely predicted how a variety of cases of cultural appropriation was judged. Polyculturalism consistently predicted less perceived wrongness of cultural appropriation, whereas multiculturalism (especially measured as normative ideals) tended to predict more perceived wrongness and colorblindness sometimes predicted less perceived wrongness. Furthermore, when participants were queried about the grounds for their judgement, results showed that lay reasoning about cultural appropriation exists along three or four dimensions. Multiculturalism predicted greater concerns about various costs of cultural appropriation (negative intention; misrepresentation, social, and symbolic; identity, legal, and economic). In contrast, colorblindness predicted minimization of or inattention to most of those costs. Interestingly, polyculturalism sensitized participants to potential gains of cultural appropriation (positive intent and positive cultural crossing) as well as some, although not all, costs. In short, multiculturalism justified the harshest criticism of cultural appropriation, whereas colorblindness was characterized by casual dismissal. Situated somewhere in between was polyculturalism representing what can be expressed as cautious optimism. Overall, this research suggests that diversity ideologies orient people to divergent stances on cultural appropriation, in part, because of their influence on how judgment-relevant information is weighed.

Paper 2
Chinese Organizational Culture via Value Statements: An Emic-Etic Yin-Yang Approach

Author: Yiheng DENG, Southwestern University of Finance and Economics

Most organizational culture research in China has focused on experienced culture, often using instruments based on Western theories and expectations. In contrast, we explore firms' aspirational culture as defined in value statements published on their websites. We analyze 277 Chinese value statements and 241 American value statements using a hybrid emic-etic approach that allows each culture to inform and define the other. Our exploratory study produced three main findings. First, the uniquely Chinese aspirational values identified from our emic-etic hybrid approach overlap with experienced values identified in previous emic studies of Chinese firms' organizational culture, thus supporting the use of value statements as a measure of aspirational organizational culture. Second, when examining the influence of a firm's external environment on its aspirational values, we find national culture is more influential than industry environment. Finally, we find that our emic-etic hybrid approach identified several Chinese organizational values which provided useful information when studying the aspirational values of American firms, thus indicating that organizational culture researchers be more open to the input of non-Western theories and viewpoints.

Paper 3
Crossing Boundaries and Building Bridges Through Diverse Dialogue in New Zealand

Authors: Erina Ogawa, Daito Bunka University
          Shunji Yamazaki, Daito Bunka University

In New Zealand, Maori language and culture is a part of the lives of all New Zealanders. Maori names sit alongside English ones for people, food, and place names. The amount of Maori words used in everyday English dialogue expresses a diversity that is shared. Maori culture is an important aspect of what makes New Zealand culture unique. Government commitments to protect this national treasure have resulted not only in laws, but also funding of language education and culture through media and public schooling. Examples set by the public sector in respecting the Maori culture in ceremonies and inclusive policies concerning dialogues on diversity have been adopted throughout society.

After providing an idea of how the Maori language and culture co-exists with English language and culture in Aotearoa / New Zealand, we will explain background information on where the Maori language and culture comes from. We will then turn to problems arising from the founding treaty of New Zealand, the Treaty of Waitangi, and how they finally began to be addressed in 1972 by the establishment of the Waitangi Tribunal to assess historical land claims and negotiate reparation. From there, we move to the current situation and explain how the Maori Language Act of 1987 and other initiatives have greatly strengthened the status of Maori language and culture in New Zealand.

Sociopolitical changes in attitudes towards Maori language and culture in New Zealand came about in three distinct phases in NZ history: an initial phase of borrowings motivated by a need to communicate; a second phase of assimilation corresponding to identifying with England; and a

third phase of renaissance associated with a developing sense of local identity. Over recent decades, the prominence of Maori loanwords has been recognized as the factor most distinguishing New Zealand English from other varieties of English and a wider variety of words and phrases are continuing to enter common usage. Today, the powhiri (greeting) from traditional Maori culture holds a place of respect at all public ceremonies, such as university graduation ceremonies and for visiting dignitaries. This is evident at the highest level of government, as when Prime Minister Jacinda Ardern met Queen Elizabeth wearing a Maori cloak that was given to her by the Maori community in London.

The topic of this conference is 'Advancing Intercultural Research and Dialogue: Crossing Boundaries and Building Bridges'. New Zealand not only has dialogues on diversity but includes diversity into the very dialogues themselves. Boundaries are crossed and bridges are built when diversity is not merely the topic, but also the nature, of the dialogue.

Paper 4
It May Be Just a Rumor, but I Heard...: Exploring Rumor as a Form of Indirect Contact Influencing Intergroup Attitudes

Authors: L. Ripley Smith, Bethel University
         Kelly McKay-Semmler, University of South Dakota

Increasingly diverse communities and workplaces combined with growing rhetorical polarization in the public sphere have made research in the areas of intergroup contact experience, host receptivity, and ingroup threat more important than ever. Recent studies on host community values orientations and perceived immigrant adjustment paths suggest that certain host community value sets, combined with perceived assimilation intentions on the part of immigrants, either promote positive intergroup outcomes or increase perceived threats and negative attitudes toward immigration (Beierlein, 2016; Celeste, Brown, Tip, & Matera, 2014; Croucher, 2013; Zagefka & Brown, 2002).

Research on the Contact Hypothesis suggests that direct contact between groups historically in conflict improves intergroup relations, with or without optimal conditions being present (Allport, 1954; Pettigrew & Tropp, 2006). This has been found for both direct, face-to-face, forms of contact as well as for a variety of indirect forms of contact (i.e., contact that is not face-to-face, co-present, or in real-time) (Harwood, 2017).

Less well understood are factors that undermine the ability of contact to reduce prejudice and improve intergroup relations. Researchers have recently begun to examine negative factors that inhibit contact's beneficial effects, finding, for example, that a negative interaction makes intergroup categories more salient and fosters marginalization (Paolini et al., 2010; Zhu & Smith, 2016). Furthermore, Barlow and colleagues (2012) demonstrated that negative contact with outgroup members was more strongly associated with increased prejudice than positive contact was associated with reducing it.

The present study explores rumor as an indirect form of negative intergroup contact that may hinder cooperative intergroup attitudes. Fundamentally, rumor is born of a need for information (importance to the speaker and listener) while the facts are simultaneously shrouded in ambiguity or characterized by lack of evidence (Allport & Postman, 1947). Rumors, Allport and Postman argue, "are profoundly purposive, serving important emotional ends. Just what these ends may be

both teller and listener are usually unable to say. They know only that the tale seems important to them. In some mysterious way it seems to alleviate their intellectual uncertainty and personal anxiety" (1947, p. vii).

In order to explore the kinds of rumors that dominant group members of U.S. American culture encounter regarding local communities of immigrants, refugees, and other historically marginalized groups, this study will ask participants to convey rumors they have heard. Samples are drawn from two localities in the upper Midwest region of the U.S.—including community volunteers from an urban area, as well as university students from both urban and rural areas facing challenges in immigrant resettlement and Native American student retention (N = 300). The diverse samples in this study permit interesting comparisons of the kinds of rumors spread about historically oppressed groups and newly arrived non-dominant groups.

The investigation probes the qualitative nature of the rumors reported using thematic analysis procedures, as well as by descriptively tabulating participants' closed-ended assessments of the rumors' veracity, from whom they heard the rumors, and the frequency or pervasiveness of the rumors.

P21

Intercultural International Relations

Chair: Gabriel Horenczyk, Hebrew University of Jerusalem

Paper 1
Interpersonal Violence Among Jewish and Arab Youth in Israel Exposed to Continuous Political Conflict

Authors: Ruth Pat-Horenczyk, Hebrew University of Jerusalem
Miriam Schiff, Hebrew University of Jerusalem
Muhammad Haj-Yahia Haj-Yahia, Hebrew University of Jerusalem

This study examined the relationship between ongoing exposure to political violence and trauma and the adoption of attitudes towards violence, micro-aggression and violent behavior towards the other ethnic group among Jewish and Arab youth who grow up in the shadow of the continuous Arab-Israeli conflict.

The study investigated a random sample of 200 Jewish and 200 Arab adolescents aged 13-17 in Israel. All participants completed a self-administered questionnaire that included the following measures: Experiencing micro-aggression (Nadal, 2011), a measure of violence, based on the CTS (Straus et al., 1996) which addressed both attitudes and behaviors of the youth and/or their friends toward the other (Jews / Arabs), exposure to political violence (Pat-Horenczyk et al., 2007), history of traumatic events (Foa et al., 1997), and exposure to violence in the community (Selner-O'Hagan et al., 1998), strength and difficulties in coping (SDQ, Goodman, 1997), loneliness (R-UCLA-Russel et al., 1980; AFB, Vazsonyi et al., 2003), academic achievement and commitment to school attendance (Hirschi, 1969).

Preliminary analyses of the findings showed that 14% of the Jewish youth and 8% of the Arab youth reported that they, or their friends, were able to shame, curse or blame the other ethnic group (Arab / Jew); and about 7.5% of the Arab and 8% of the Jewish youth reported that they, or one of their friends, were able to kick or slap the other (Jewish/Arab person). In addition, 2.8% of the Jewish adolescents and 5% of the Arab adolescents reported being willing to use the gun towards the other.

Regarding micro-aggression experiences, approximately 14% of Jewish youth and 16% of Arab youth reported having experienced a statement from the other ethnic group that indicating that all members of their ethnic group were identical. Additionally, 12% of the Arabs and 2.3% of the Jews reported that someone from the other ethnic group did not walk near them on the street because of their origin, and 1.5% of the Jewish and 9% of the Arab youth reported that someone from the other ethnic group avoided eye contact with them because of their origin.

The results of this study shed light on the prevalence of interpersonal attitudes toward violence and actual violent behaviors among Jewish and Arab youth in Israel, who reside in areas exposed to ongoing acts of political violence. The findings have practical implications for improving social and educational policies and for developing prevention programs in educational settings.

Paper 2

Ethos of Conflict, Intergroup Contact, and Life Satisfaction Among Palestinian-Arabs Christians and Muslims in Israel and the Palestinian Authority

Authors: Gabriel Horenczyk, Hebrew University of Jerusalem
Mirna Nahas, Hebrew University
Salim Munayer, Hebrew University

Under the shadow of the Israeli-Palestinian conflict, Palestinian Arabs face the difficult task of defining their identities within a context of continuous tension involving national and ethnoreligious divisions. The intergroup Israeli-Palestinian conflict, often defined as an intractable struggle, has received much research attention. Less attention has been given to internal divisions within Palestinian Arabs, some of them leading to intragroup conflicts.

Our paper focuses on the complexity of the Palestinian Arab identities, and examines differences among the diverse groups in two central variables related to their intergroup attitudes: Ethos of Conflict – defined as a set of shared of conflict-supporting narratives, that decrease support for the peaceful resolution of intractable conflicts (Canetti et al., 2015) – and Intergroup Contact (operationalized in terms of quantity and quality of contact; Islam & Hewstone, 1993). We also examine group differences in the respondents' satisfaction of life.

The study used a 2 (Ethnoreligious group – Christian/ Muslim) X 2 (Place of residence – Israel/ Palestinian Authority) design. A questionnaire was distributed among 340 Palestinian Arabs from the four ethno-religious-civic groups: 86 Christians from Israel, 92 Muslims from Israel, 82 Christians from the Palestinian Authority, and 80 Muslims from the Palestinian Authority. The questionnaire included various sections: SWLS (Satisfaction With Life Scale; Diener et al., 1985), EOC (Ethos Of Conflict; adapted from Bar-Tal et al., 2012); and Intergroup Contact with Israeli Jews (Quantity and quality – based on Islam & Hewstone, 1993). Respondents were young adults, and approximately 79% were women.

Results showed that Satisfaction with Life was more positive among respondents residing in Israel, as compared to participants from the Palestinian Authority. Identification with the Palestinian ethos was higher among Muslims as compared to Christian Arabs; as to identification with the Israeli ethos, as expected, this was higher among residents in Israel than respondents from the Palestinian Authority. Findings revealed also a significant Place of Residence X Ethnoreligious Group interaction: Out of the four groups, Muslims from the Palestinian Authority showed the weakest identification with the Israeli Ethos of Conflict. Lastly, differences between the two Israeli groups (Christian and Muslim Arabs) were found only with regards to the quantity – and not to the quality – of contact. A similar pattern was found concerning the Ethos of Conflict: Quality of contact with Israeli Jews was positively correlated with the Israeli EOC and negatively with the Palestinian EOC, but quantity of contact was not correlated with any of the EOCs. It should also be noted that Israeli EOC was correlated, albeit weakly, with Palestinian EOC.

The findings will be analyzed in terms of processes and changes affecting Palestinian Arabs in general, and Palestinian Christian Arabs in particular, in light of previous research (Munayer & Horenczyk, 2014) on multi-group acculturation orientations in the changing Palestinian context. As to practical implications, we will give emphasis to intergroup contact as a major means for the improvement of intergroup attitudes and relations, arguing for the importance of the quality –

rather than the quantity – of the intergroup contact.

Paper 3
Sinology in Australia and New Zealand - From the Past to Current Situation

Author: Ying ZHU, New Port Technology Ltd.

Sinology study involves intercultural education and intercultural interaction. This article gave details of Sinology in Australia and New Zealand (ANZ) from the past to date, based on the latest investigation conducted between June and October in 2018. The investigation shows that Australia has a long history of relations with China, its Sinology can date back to a century ago when Christianity missionary Robert Henry Mathews started his mission in China inland, and in modern times, Sinology study in ANZ have grown rapidly since diplomat and Sinologist Stephen FitzGerald championed Asian studies in the context of national education policy in 1988.

In the two countries, we collected academic information of fifty two Sinologists' in total, who were/are affiliated with Australian and New Zealand organizations, forty five from Australia, seven from New Zealand. In our investigation, Australian Sinologists and New Zealand Sinologists have different gender distribution: men Sinologists are twice as much women Sinologists in Australia, while New Zealand Sinologists are comprised of five women and two men scholars.

The old generation Sinologists were associated with religious missions or national diplomacy by and large. Contemporary Sinologists and translators are mainly based in universities, several scholars work in other organizations like national diplomacy or independent cultural firms. The age of contemporary Sinologist and translators divides out broadly, from 30 plus to 80 plus. Academic and professional activities of all these Sinologists were/are up to 80 plus.

In the past, Sinology study focused on Chinese language, culture and a certain politics. And contemporary Sinologists are expertise in a broad field, the majority is China's social issues, economy, politics, including but not limited urbanization, labour rights, environmental issues, gender inequalities, NGOs' voice, territory economy and foreign policies. These social themes are followed by Chinese history, historical thoughts, Chinese literature, arts and Traditional Chinese Medicine as well.

Translation is an important media for culture exchange, so we also collected translators information, in particular those whose native language is English. We named it as NES translators (native English speaking translators). Twenty NES translators have been recorded, and full-time translators are twelve, five women and seven men. The translation genres mainly fall into literature and arts.

Fifteen publishing institutes in ANZ have published works with themes of Chinese studies were categorized: fourteen from Australia and one in New Zealand, seven based in Melbourne, six in Sydney, two in Canberra and one in Victorian Geelong. The institutes range from large publishing company to small publisher. The scope of published works cover Chinese literature, science, history, arts, lifestyle and cooking.

In conclusion, the investigation provides a holistic picture of Sinology study in ANZ, it released the chronically development, the current research foci, the gender and age distributions of

Sinologists in both countries. The investigation demonstrates how global communication with China and with Chinese culture has developed in Australia and New Zealand.

Paper 4
What Shapes European Union (EU) Intercultural Image Abroad - Desired and Perceived Cultural Diplomacy?

Author: Lijiljana Simic, Institute for Higher Studies in Social Communication, Brussels & University of Arts, Belgrade

Communicating Europe is a complex task. Current EU intercultural image is a result of policy that represents a form of 'ad hoc-ism' more than a systemic intercultural policy strategy.

One of the factors that influences EU external perceptions is not only the identity of the countries that perceive the EU but also the EU need to differentiate itself from the others. However, this can be considered as one of the intercultural dimensions that is currently shaping EU self-images.

The EU external image eventually influences also the way in which the Europeans perceive themselves (through presence in social media or newly created House of European history). European External Action Service (EEAS) in particular is trying to apply a new strategy on international cultural relations.

EU Delegations across the world, China included, are declaring to promote intercultural dialogue and mutual respect through cultural diplomacy. We will concentrate on the analysis of how the EUs intercultural image will be reinforced and how the role of culture in EU external actions is reframed and positioned.

This research attempts to explore such a role EU diversity plays in the process of constructing its supranational European identity through cultural diplomacy.

The research will try to explore:
- How EU Delegation in China have been contributing through cultural diplomacy actions and impact that made on to EU intercultural image?
This research intends to follow three main steps:
EU intercultural strategy analysis, curriculum analysis of EU Film days in China and comparative empirical study with intercultural praxis of other EU Delegations in the world.
This approach is explorative in nature since the aim here is to explain the process and relevance of cultural synergies and its impact on EU external intercultural image. The research will try to show how the diverse 28 EU member states are facing challenging common representation of the EU culture abroad.

P22

Adaptation and Acculturation

Chair: Changyuan LIU, Harbin Institute of Technology

Paper 1
A Study of Adaptation of the Internal Migrants in Shanghai

Author: Jiaojiao MENG, Shanghai University of International Business and Economics

China has witnessed a growing internal migration in recent decades. As China is a large country with many regional differences in social, economic and cultural aspects, the internal migrants are likely to experience some adjustment problems. The present study explored adaptation of the internal migrants in Shanghai. More specifically, this study first explored some individual factors affecting adaptation process of the internal migrants in Shanghai, and then identified dimensions of the acculturative stress the internal migrants experienced in their lives. In addition, it examined the effect of social support on adaptation of the internal migrants in Shanghai. Structural Equation Modelling (SEM) was used to test the hypothesized model illustrating the relations among social support, acculturative stress and psychological adaptation.

Paper 2
Chinese' Home-Based Acculturation Towards Us Culture: A Cross-Generational Comparison

Authors: Qingqing HU, Northwest University
    Peng Pan, Arizona State University
    Xiaochun Chen, Southwest University of Political Science and Law
    Xiaoqin Liu, Chongqing Technology and Business University
    Ting Yan, Southwest University of Political Science and Law

In response to scholar's arguments that Internet serves as a communication channel through which the acculturation process could be influenced (Croucher, 2011; Kim, 2006; Woldeb, 2013), this paper argues that one's acculturation toward a foreign culture could happen before arrive in that culture if there is adequate access and exposure, and therefore, home-based (HBA). Furthermore, relevant research indicates that Chinese are becoming more and more "westernized" (Ralston et al., 1999; Zhang & Shavitt; 2003). This paper explored two research questions: first, how the use of Internet influences HBA; second, if there are differences in HBA towards US culture and Chinese-culture orientation (CCO) between young and mid-aged Chinese generations. One hundred and eighty-nine Chinese college students and 198 Chinese parents were recruited to self-report their HBA towards U.S. culture, CCO, English communication proficiency, socioeconomic status, online intercultural communication, and so on. The results indicated that: (1) Online intercultural communication was positively associated with HBA; and (2) Chinese college students and parents differed in terms of their HBA and CCO. The research found that both young and mid-aged Chinese were positively oriented towards American culture and in the meantime were still strongly tied to Chinese culture. Although they might not frequently participate in American cultural activities or behave in American ways, they did enjoy socializing with Americans and American humor. They also exhibited great interest in American cultural products.

While young Chinese were significantly more "Americanized" than their parents, they were also more frequently participated in Chinese cultural activities and more positively embrace Chinese culture. Major findings and limitations of the study were discussed.

Paper 3
The Cross-Cultural Adaptation Experiences of International Scholars in Shanghai: From the Perspective of Organisational Culture

Authors: Jiexiu CHEN, University College London
         Junwen Zhu, East China Normal University

As represented by the "One Thousand Talents" project, the Chinese government has launched a series of talent introduction projects to attract international scholars to conduct academic research within Chinese universities, aiming at facilitating the development of higher education internationalisation. Shanghai as the most internationalized city in China, has established amount of innovative centers and attracted many academic institutions and universities to develop cooperative projects. Therefore, many universities in Shanghai have set the goal of achieving world-class standard in the future, and recruiting international scholars becomes one of the important ways of developing internationalization in these universities. However, in China's monocultural context, international scholars generally face a series of problems during their cross-cultural adaptation. Despite the increasing number of international scholars in China's educational sectors, limited research has focused on this unique group. The proposed research is about the cross-cultural adaptation experiences of international scholars working in Shanghai's top public research universities. Through 21 in-depth interviews, this research conducted comprehensive analyses on the organisational culture of Chinese universities, existing problems in international scholars' cross-cultural adaptation processes and their coping strategies. This research is among the first focusing on the real life and work encounters of international scholars in China, including teaching, research, fund application, organisational politics and etc., which aims to provide first-hand knowledge and experiences for readers who are interested in Chinese academics, especially for those scholars/researchers/expatriates currently working in or planning to visit/work in China.

Detailed analyses were conducted on international scholars' experiences in relation to teaching, research and administration, including their encounters with management system, supporting system, institutional politics and institutional meetings, followed by critical reflections on their coping strategies and interactions with local faculties, respectively from the cognitive, affective and behavioural dimensions, to further reveal international scholars' perceived barriers in three levels of organisational culture, their affective responses to cross-cultural barriers, and the models of strategies applied by international scholars. The results demonstrated the hierarchical management model, the unique administrative system and the differing features of organisational culture in those universities, could bring either challenges or opportunities depending on international scholars' perceptions and reactions. Moreover, international scholars' academic background, familial and social networks also have significant influences on their adaptation experience. Based on those analyses, this research aims to propose practical advice for international scholars in China, reflect on China's talent introduction and allocation policy, and hopefully improve the implementation of relating policies.

Paper 4

Living in a Big Bubble, Break It or Not - Exploring International Students' Sociocultural and Academic Adaptation

Author: Changyuan LIU, Harbin Institute of Technology

The research aims to explore the life situation of the international students at Harbin Institute of Technology (HIT), especially their sociocultural and academic adaptation during their stay in China. The international trend is getting more popular than ever before in China in various fields, especially in tertiary education. Increasing number of international students choose to come to China to pursue their academic achievement. HIT is one of the most active universities in China where more and more international students would come to study. A qualitative research has been conducted, during which questionnaire was employed to elicit fundamental information and 15 international students have been interviewed. The interviews have been recorded and the transcriptions are used in the analysis of the international students' life situation and issues in their sociocultural and academic adaptation. The findings resulted in recommendations for improving university communication with international students, expanding international orientation, including more Chinese students in international activities, helping out international students with basic Chinese language and culture. The research also aims to find out what efforts can be made to help the international students to adapt their life more easily. These includes:

1) The international students should learn basic Chinese even though the graduate programs are carried out in English.

2) Course instructors and supervisors should purposefully improve their English level so that there will be less hindrance in communication with the international students.

3) The administration departments should better their service and establish support system specifically for the international students.

P23

Intercultural Competence

Chair: Renzhong PENG, Huazhong University of Science and Technology

Paper 1
Intercultural Competence Development in International Double-Degree Programs

Author: Eika Auschner, Pontifical Bolivarian University

Within the ongoing internationalization of Higher Education (HE), international double-degree programs have become popular elements of internationalization strategies (Taranzona, 2012; IIE, 2011). These programs aim at preparing students for international careers by studying and living in different cultures. Graduates are expected to be familiar with different cultures and therefore be able to work internationally (Schüle, 2006). Little is known, however, if and how these programs contribute to the development of intercultural competence of students and how they should be designed to foster intercultural competence development. Within an action research project, an international double-degree program in the area of Business Administration was analyzed with regards to the development of the intercultural competence of its students. The project used a mixed-methods design, collecting quantitative data in three different study programs and conducting 38 semi-structured interviews. For the analysis of the interviews, Deardorff's model on IC development (Deardorff, 2006) was combined with Bloom´s learning taxonomy (Krathwohl et al. 1978) to better understand the individual development processes of the students. Additionally, requirements were derived from literature (e.g. Kolb, 1984; Allport, 2954; Allport and Pettigrew, 1998; Taylor, 1994; Bandura 1995; Kammhuber, 2000) that seem to positively influence the development of intercultural competence of students. They were implemented in a course on Intercultural Management within the program and evaluated based on self-reflections after the course, using qualitative content analysis (Mayring, 2014). Findings show that students enrolled in international double-degree programs develop intercultural competence differently. The ability to adjust behavior flexibly in intercultural situations seems to be influenced by cognitive aspects (applying cultural knowledge in intercultural situations to regulate emotions) as well as affective aspects (critical reflection of own values). Results also suggest that various measures should be implemented in international double-degree programs to address the different facets of intercultural competence and their respective development: while courses and trainings are important to address the knowledge dimension of intercultural competence, self-reflection processes are also needed to be able to adjust the behavior in an intercultural situation.

Paper 2
Predictive Validity of Self-Reported Measures and Log-Based Behavioral Measures of Personal Qualities in Large-Scale International Educational Surveys

Authors: Jia HE, German Institute for International Educational Research
        Yi Zhang, Tilburg University

Introduction. As indispensable ingredients for a successful school life and future career, personal

qualities such as perseverance and deep learning have been recognized as important to monitor alongside academic achievement. However, reliable and valid measurement of these constructs is challenging, especially when measured with self-reported Likert scales in large-scale international educational surveys, where lack of measurement comparability can pose difficulties to draw meaningful comparative inferences. This paper proposes novel behavioral measures of personal qualities extracted from computer-generated logs in two cross-cultural assessments. Log files include automatically captured timing, keystroke, and mouse click data, and researcherâ€ designed behavior codes. We compare the validity of self-reported and log-based behavioral measures of personal qualities in large-scale surveys, with a special attention to comparisons among majority and marginalized groups.

Method. We tested the comparability and validity of the self-reported perseverance scale and a log-based behavioral measure (number of trial-and-errors in a problem solving task) among students in 33 countries in the 2012 computer-based PISA. The validity check was then replicated using a deep learning strategy (seeking additional information) measured by a Likert scale item and log-based behavioral indicators in PIAAC.

Results. In PISA, correlations between self-reported and the behavioral indicator of perseverance ranged from -.09 (Denmark) to .10 (Estonia) with a mean of .02. None of the correlations was significant. This is in line with previous research on low convergence between attitudinal and behavioral measures. At country level, the correlation between the two measures was positive but nonsignificant, r(31) = .09, p = .63.

With self-reported perseverance, the cross-level paradoxical correlational patterning was replicated: an overall positive correlation between perseverance and performance at individual level, and a negative correlation at country level. With the behavioral indicator of perseverance, the individual-level correlations with performance were in general positive. At country level, this behavioral perseverance showed positive correlations with both performance measures, which testified that unobtrusive behavioral measures show higher predictive validity than the self-reported measures in cross-country comparisons. To compare both types of measures among high and low SES students in each country, there is significantly less difference in the behavioral measures than the self-reported measure. The replication with the PIAAC data showed rather similar patterning.

Conclusions and Implications. We show that behavioral measures of personal qualities have higher comparability but less variation in comparisons to self-reported measures in two large-scale international educational surveys, thus they should be used complementarily. For sustainable development in education, we advocate that both desirable personal qualities and achievement are important indicators of educational outcomes, and they go hand in hand with each other. Personal qualities should be reliably and validly assessed with multiple methods to ensure proper monitoring and cross-country comparisons.

Paper 3
Examining Measures of Cross-Cultural Competence: What Do They Really Tell Us?

Authors: William Gabrenya, Florida Institute of Technology
          Xiaowen Chen, Florida Institute of Technology

The assessment of cross-cultural competence (3C) and related constructs is of vital importance for both theoretical and practical reasons. The present review was undertaken to evaluate the quality of instrumentation designed to measure individuals' capabilities in living and working successfully in cross-cultural contexts. The reliability, construct, criterion, and face validities of the instruments deemed most important, useful, and visible in the field were examined, and the extent to which the instruments have contributed to our understanding of 3C and overseas adaptation was evaluated. We specifically set out to review 3C measurement literature that became available since the publication of reviews by Gabrenya and colleagues (2012) and Matsumoto and Hwang (2013). Findings regarding the quality of 3C measures were mixed. First, we found that criterion validity is generally good across instruments and most show reasonable convergent validity. However, discriminant validity was lacking in several instruments. The internal structures of instruments claiming to assess multiple constructs through subdimensions was in most cases poor. Cross-cultural construct and measurement equivalences were found to be poor in the limited research conducted on this important issue. Adaptation of instruments for use outside the culture in which they were developed rarely extends beyond the use of back translation procedures. The exclusive reliance of instruments on self-reports methods poses problems for the future development of 3C instruments.

Paper 4
Exploring Intercultural Language Teaching Models in EFL Classroom

Authors: Renzhong PENG, Huazhong University of Science and Technology
         WeiPing Wu, Wuhan University of Technology

This study attempts to construct a theoretical model and a practical model with a focus on developing intercultural competence (ICC) in English as a foreign language (EFL) classroom in China. First of all, various paradigms of developing college students' ICC are literature-reviewed. Moreover, based on the Wu et al. (2013)'s theoretical ICC model for Chinese college students, the theoretical model for intercultural language teaching is constructed and centers on the goals of developing knowledge of self, knowledge of others, attitudes, intercultural cognitive skills, intercultural communication skills, and awareness. In fulfilling these goals, experiential learning, reflective learning and interactive learning are synthesized in intercultural language teaching. Built on the theoretical model, the practical model addresses how to develop intercultural competence in EFL classroom that is comprised of teaching objectives, teaching principles, teaching stages, teaching strategies and assessment. Teaching objectives are sub-divided into two parts, intercultural competence and linguistic competence, which determine teaching procedures. Teaching principles throughout the intercultural teaching process consist of critiquing, reflecting, exploring, empathizing and integrating. The stages of intercultural teaching includes discovering and experiencing culture, comparing and analyzing culture, and critically reflecting culture, with various teaching strategies integrated in each stage by combining EFL teaching with culture instruction, independent learning and cooperative learning, as well as online learning and classroom instruction. Furthermore, diverse activities are designed which promote experiential, reflective and interactive learning such as sharing cultural stories, writing reflection essay or journal, case studies, role play, intercultural interview and so on. Additionally, due to the complexity of the conception of ICC, both informative assessment and summative assessment are employed for the students' performance. Thus, the ICC-based English teaching models are theoretically meaningful to those researchers in EFL teaching. Furthermore, it provides guidance for integrating ICC in foreign language education and some alternative teaching methods for the cultivation of international talents in universities.

P24

Intercultural International Relations

Chair: Zhaohui YU, Shanghai International Studies University

Paper 1

A Study of Corporate Diplomacy with Cross-Cultural Communication Perspective

Authors: Zhaohui YU, Shanghai International Studies University
        Yaohong LIU, Shanghai International Studies University

Under the background of the Belt and Road Initiative, more and more corporates in China begin to seek a sustainable development path with a global perspective. The public diplomacy function of multinational corporates has become increasingly prominent in overseas business management. Corporate image and reputation are also an important part of the national image, which help corporates to further participate in competition and global governance. As the ultimate stakeholder, Chinese corporates are endowed with more social responsibility and public expectations. Successful corporates have never been more essential to understand different cultures and values in their internationalization strategy. In addition, the acceleration of the globalization process has profoundly affected all aspects of the corporates, understanding and accepting cultural diversity has become more important. This paper explores the cross-cultural communication mechanism of corporate diplomacy under the background of the Belt and Road Initiative from the perspective of cross-cultural needs of corporate diplomacy, the relationship between corporate diplomacy and cross-cultural communication, and the role of cross-cultural communication in corporate diplomacy. The relationship between corporate social responsibility and cross-cultural communication is a two-way exchange that is based on the following two aspects: Intercultural dialogue can inject fresh power into the business. In turn, successful CSR activities can effectively promote cross-cultural interaction, enhance understanding and trust between countries. Managers of multinational corporates need to have the ability to understand different cultural differences, especially when it comes to global teams or training foreign employees. Corporate diplomacy aims to build excellent reputation and brand awareness in the target countries. Effective cross-cultural communication can enhance corporates trust and actively promote the international expansion of the corporates.

Paper 2

Acculturation and Intercultural Communication of Chinese Students in Thai International Business Assumption University

Author: Shih Yi HUANG, Assumption University

Studying in universities overseas is becoming popular nowadays for Chinese high school graduates. Thailand, the gateway to ASEAN and pivot of the Belt and Road Initiative of China, becomes the top choice. Since 2012 Chinese students were on the top of the foreign students with amounts of 6,965 in Thailand, the number outreached 40,000 in 2017. Thai international Assumption University has the most Chinese students in Thailand. In 2000, the total number of Chinese students was 404, the number increased to 729 in 2001. And it has been over 1000

students since 2002. There were 1387 students in the school year of 2017.

However, faced with the reality of Thai culture, both in learning and in living, there is scant literature available about Chinese students in Thailand. Shen and Chen (2017) find the positive correlation between the cross-cultural adaptation and psychological well-being of the Chinese students studying in a Thailand university. Nomnian (2018) discovers that Chinese overseas students at a Thai research-based university benefit from the dynamic and interactive teaching and learning of English, which is different from exam-based in China, but the limitation is the Thai accent of English and Thai language interfering.

This study aims at investigating dimensions of acculturation of Chinese students from a "Perspective of Intercultural Communication", including six facets of culture, specifically Thai university studying culture, Thai administrative culture, Thai social culture, Thai interpersonal culture, eating habits and daily habits. 11 nonverbal facets are also investigated, namely posture, gestures, facial expressions, eye contact and gaze, touch, paralanguage, space and distance, clothing and makeup, time concept, gender concept and silence. The participants, ranging from new comers to seniors, have been studied and observed for over 4 months to two years. Questionnaires and qualitative semi-structured interviews are conducted not only to the Chinese students but also to the Thai teachers, staff who have contact with Chinese students.

It is hoped the outcome of this study contributes a better and more complete understanding of acculturation of Chinese students who study in Thai international university. It may also be of help to future students adapting successfully to Thai culture. The results and conclusions can be used to compile an intercultural manual for Chinese students who want to study in Thailand. This will also be of help to Thai universities enhance their studying prerequisites for Chinese students.

Paper 3
Space Intrusions Perceived by Chinese and Pakistan Students in China

Authors: Jingxiang CAO, Dalian University of Technology
         Guixian Li, Dalian University of Technology

Statistics released by China's Ministry of Education at a conference on March 1st, 2017 show that China has become the country with the largest number of international students in Asia. Intercultural communication increases with more international students on campus and space intrusion is perceived among other cross-cultural conflicts. It is necessary to survey and compare the spatial cognition between host Chinese students and international students, their definitions of PUBLIC vs. PRIVATE and NEAR vs. FAR so as to have better cooperation and collaboration on the internationalized campus.

15 international students were invited to take a semi-structured interview to collect a lot of scenarios viewed as impolite on Chinese campus to construct a pilot questionnaire. Responses to the pilot questionnaire shows that among all kinds of impolite scenarios, there are some differences in their perception of space intrusion. Thus, the final questionnaire is narrowed down to scenarios about space intrusions. This paper reports results from the responses from 107 Chinese and 63 Pakistani students responded to the final questionnaire.

Pakistani students responded to the Chinese-English bilingual version with 41 questions and the Chinese to the Chinese version with 36 questions. Besides demographic information (gender, age,

etc.), 24 questions are about possible scenarios about space intrusion of 3 categories of space perception in social interactions, interpersonal distance, personal territory, and individual privacy. Participants are asked to grade each question, including frequency and evaluation of each scenario. Another follow-up interview was given to a group of the questionnaire respondents.

For Pakistani students in general, the most commonly perceived space intrusion is of individual privacy like "being asked about scholarship stipend" and "being asked about others' private life." And of personal territory, such as "student couples showing affection in public places on campus" and "someone standing less than half an arm's length away when speaking to you". For Pakistani students who interact with Chinese students regularly report more space intrusion of interpersonal distance like "Chinese are too close to each other when talking, and when being asked to share food on the same plate." The biggest difference in their evaluation of space intrusion is of individual privacy and personal territory. Implications will be elaborated in the discussion.

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Paper 4
China's Influences on the World: A Perspective of the International Students in China

Author: Haiyan ZHANG, Beijing Jiaotong University

With its ranking as the second largest economy and the construction of the "Belt and Road" economic zone, China has more and more involved in the world development, and consequently regarded as an increasingly influential nation to the world.So this paper endeavors to examine what influences China has made to the world from the perspective of the international students in China based on the theories of Pull-Push and Environmental and Individual factors Model proposed by Tian and Li respectively.

A sample of 1,275 International students from all over of the world are randomly selected from the top 5 universities with the highest enrolment of the international students in Beijing , namely, Tsinghua University, Peking University, RenMin University, Beijing Foreign Studies University, Beijing Language and Culture University. The subjects are interviewed based on the questionnaire designed according to Pull theory and the modified Environmental and Individual factors which dramatically influence the international students' selection of the education source country. Environmental factors include culture, people, economy and technology, living environment which are examined through the images that the international students have made to them. Individual factors cover the personal reasons to choose China as the source country, individual graduation plan, attitude and psychology to the cultural differences and the cultural shock, etc.

Based on the analysis of 1,185 valid questionnaires eventually collected from the 1,275 subjects, Findings are made as follows: from the Environmental factors, about 75% of the interviewees can name 3 and more typical images about China even before they come to China. 82% of the subjects experienced a positively changed attitude to China and constructed better images to Chinese people, modern culture, traditional culture, economy & technology, and the living environment, etc. after their own study and life experiences in China. From the perspective of individual factors, 89% of the interviewees respond that the Chinese traditional culture and its economic and social development greatly attract them to China. China's economic development and job opportunities ranks first as the reason to choose China as the source country. About 40% of the total international students prefer staying in China or working to bridge China and their native countries. 74% of the interviewees have reported a little or no cultural shock due to their previous contacts with the Chinese culture in their home countries on the one hand, and their inclusive, open attitude, optimistic and positive psychology on the other hand.

Conclusion are drawn based on the findings. China has better communicated itself to the international students, and has cultivated the positive influences upon the students. The greatly improved and quite positive images to China, particularly to the Chinese people and culture, greatly help the students boost their confidence to overcome Intercultural difference and cultural shock. As to the individual factors, the individuals' inclusive and open attitude, optimistic and positive psychology play equally significant part in their choosing China as the source country and their intercultural adaptation.

PO2

Poster Session

Poster 1
The Effects of Learning Design Through Intercultural Exchange Among Chinese, Korean, and Japanese Graduate Students

Author: Mayumi Kubota, Kansai University

The purpose of this study is to understand the effects of learning design through intercultural exchange among Chinese, Korean and Japanese graduate students who participated in the Asian Students Seminar Round Table (ASSERT). The analysis presented was compiled from interviewing 11 Japanese students who presented papers in English.

In this study, the PAC (Personal Attitude Construct) method (Naito, 1997) is used to investigate the meaning of student learning from an individual framework; then, the data were interpreted from the variation theory of learning perspective (Marton & Booth, 1997; Akerlind, 2017).

The PAC method is a hybrid of quantitative and qualitative methods, because an in-depth interview is conducted by referring the results of a cluster analysis that is produced based on the numeral data obtained when research participants rate cards in pairs on the degree of how close key words are in their connotative meaning. This method is based on the idea that phenomenology and phycology can reveal intersubjective meaning.

The results revealed a variety of focal points that include the students' concerns for preparing to write papers logically in English, presenting in English, and exposure to a culturally new environment in Guangzhou. For example, one student noticed the importance of "succession" for checking previous papers for her own paper as well as managing ASSERT in the future. Another student, who struggled with the concept of "reflection in action" (Schon, 1983), realized what it means to present at ASSERT.

Thus, ASSERT is a useful and meaningful event for graduate students from China, Korea and Japan whose knowledge about information technology and their English presentation skills differ greatly. By giving round table presentations, the students notice weaknesses in their papers, their attitudes towards presenting, and enhance their reflective thinking. At ASSERT, four patterns of variation were revealed: contrast, generalization, separation and fusion (Marton, Runesson, & Tsui, 2004). Variation theory views learning as an expansion of awareness, in which students recognize critical aspects of a disciplinary concept, skills or practice (Akerlind, 2017). In that sense, ASSERT is a good learning design for the graduate students to expose to different patterns of variation in the critical aspects of disciplinary phenomena. Furthermore, the PAC method could touch upon the students' intersubjective meaning, and reveal the students' recognition in relation to their own past experiences. In other words, the aspects of phenomena that the students noticed is not necessarily by comparing and contrasting a variety of presentations at ASSERT, but also by comparing and contrasting their own behaviors and attitude during the preparation period before attending ASSERT. Thus, "intentionality," a fundamental idea of Husserl's (Kajio, 2014) of individual student will be the most significant factor to aware the important aspects of the phenomena. However, this discussion about "intentionality" and perception will be my future study.

Poster 2
Multicultural Discrimination Experiences and Rumination: A Narrative Approach

Author: Rebecca Angele, Laval University

Multicultural individuals in Canada are subject to many forms of discrimination. The present study sought to qualitatively examine these discrimination experiences and how the multicultural individuals who experience discrimination cognitively process, or ruminate, about those experiences. Rumination consists of persistent thoughts about negative experiences. Previous quantitative work (Borders & Liang, 2011) demonstrated that rumination constitutes a maladaptive coping strategy that mediates the associations between perceived discrimination, emotional distress, and aggression. The current study used a qualitative approach to represent and understand the complex lived experience of multicultural Canadians' discrimination experiences and how those experiences are related to rumination. Explicit and implicit forms of discrimination were examined using a microaggressions framework (Nadal, 2011; Sue & al., 2007). Life story narrative interviews (McAdams, 1985) were conducted with 22 multicultural Canadians. Twenty-five discrimination themes emerged, including bullying, identity denial, and stereotyping, among others. Rumination (e.g., dwelling on negativity and unachieved standards, insistent and invasive thoughts) and coping strategies (e.g., adaptive and maladaptive) were coded. Participants' reflections on their discrimination experiences and the relation with rumination will be discussed. Correlation analyses revealed a positive link between discrimination and rumination, with some variations between the types of discrimination. These findings unpack the relationship between discrimination and multicultural individuals' maladaptive and adaptive cognitive and coping strategies in the face of racism in our diverse societies.

Poster 3
The Trend of Gamification in Intercultural Communication Training

Author: Renate Link, Aschaffenburg University of Applied Sciences

For the last two decades "Gamification, the application of game mechanics to non-game environments (such as learning and development) has been a much-hyped trend. But in fact it is more than simply applying badges, rewards and points to everything that cannot run away: Gamification addresses the sense of engagement, immediate feedback, experimenting with rules and interpretations, rising to challenges, the feeling of accomplishment and last but not least: fun! Gamification does not trivialize learning though, on the contrary, well designed "serious" games help learners acquire skills, knowledge and abilities in short, concentrated periods of time with high retention rates and effective recall" (Simons et al. 2015). That the one who actively participates and uses their own hands learns best and fastest is not a new insight, but is based on Piaget's Constructivism and Paper's Constructionism from the 1950s and 1960s. In other words, we learn most effectively by constructing something ourselves and using our descriptive, creative and negative, i.e. tabula rasa imagination (www.strategicplay.de).

All gamification tools also make use of the concept of "storytelling". Storytelling is so helpful in teaching because it awakens the interest of course participants, connects course content, is based on a familiar way of disseminating information, and, last but not least, can make the teacher's relationship with their course participants more personal by exchanging experiences and ideas.

The extrinsic motivation evoked by innovative gamification learning tools such as the "Puzzling Intercultural Stories", "Lego Serious Play" or "Rory's Story Cubes" which are introduced in the poster and adapted interculturally can playfully be transformed into intrinsic motivation. The advantage of gamification methods like this is that there is no right or wrong, no winners or losers and no one who remains passive, which is also more than conducive to individual motivation.

Poster 4
Teaching Culture Understanding Skills Through Eap Courses: Reflections on a Large-Scale Experiment

Authors: Don Snow, Duke Kunshan University
        Shuhan LI, Duke Kunshan University

In joint venture universities in China, intercultural competence training is not something one does to prepare students for possible future encounters with people from other cultures; instead, it is directly relevant to daily lived experience on campuses with students, staff, and faculty from a wide variety of nationalities and cultures. One could go further and say that creating a campus community and culture in which students from extremely varied backgrounds learn to interact smoothly and even joyfully is essential to the success of a joint venture university in China.

In spring 2019, one joint venture university in China rolled out a new English for Academic Purposes (EAP) course built around the theme of culture learning. In some senses, the course was a traditional EAP course for Chinese EFL students, helping them build academic English reading, writing, and presentation skills. However, the entire course is designed around the issues of generalizations and stereotypes, and the role these play in learning about other cultures and introducing one's own culture. A major goal of the course is helping students become more careful and mindful when it comes to making generalizations about cultures. In a sense, this course can be viewed as an experiment in using required language courses as a vehicle for teaching intercultural competence skills that may contribute to creating a stronger multi-cultural campus community.

From early in the process of designing this course, one staff member was assigned to document the history of this course through observations, interviews, and documentary evidence, and this presentation is based largely on data gathered in these ways. The presentation itself will first tell the story of the course - why and how it was designed as it was, what opportunities and challenges are presented by the unique context of this joint venture university, and what happened as the course was actually taught through multiple sections by a diverse team of faculty members. Then the presenters will reflect on lessons learned - what appears to have been successful about the course, and what improvements seem to be called for.

Poster 5
A Qualitative Study on the Work Experience of Former International Students in Japan

Author: Misa Inoue, Aoyama-gakuin University

The number of international students in Japan has been increasing continually since the Japanese government's announcement of its plan to host 300,000 exchange students in 2008. As of 2016, there were 270,000 international students in Japan (e-Stat Japan, 2017). A recent questionnaire

administered to 7000 international students in Japan, revealed that 63.6% of all international students hope to find employment in Japan post-graduation. However, only 30% of the applicants are able to secure the desired employment (JSSO, 2015). Although a few studies have been conducted on job hunting activities of international students, insufficient research have addressed the circumstances encountered by international students after finding employment. This research uses qualitative research methods to explore the workplace experiences of former international students. In this poster presentation, I will report the findings of the research using a constructivists' Grounded Theory Approach (Charmaz, 2014). Eight research participants, both male and female, who are employed by either foreign-affiliated or Japanese companies, participated in semi-structured interviews.

The results of the qualitative analysis reported four notable findings. First, although Japanese companies employ international students, these foreign nationals are expected to behave in like the Japanese and assimilate to the majority culture rather than be encouraged to express their own perspectives and ideas. Hence Japanese companies appear keener to propagate the existing work culture instead of embracing a more global orientation. The former international students who were interviewed believe that diversified opinions are beneficial and think that their different perspectives and ideas could contribute value and yield positive results for their companies. Second, four out of the eight participants changed jobs after completing less than three years of service, because, there was a possibility that they might return to their home countries in the near future. Thus, they prefer short-term work commitments. Third, research participants believe that their current work will assist in upgrading their skills, aid career development, or be useful for future employment. Finally, most former international students interviewed for this research asserted that they have been positively affected by the relationships they have developed with Japanese nationals. Specifically, they acknowledged that by living and working with the Japanese, they have learned the value of honesty and have imbibed the quality of producing highly reliable work. This inculcation of integrity and responsibility marks their personal change and growth.

Poster 6
Passing Through Your "Intercultural Tunnel" - A Bilingual Textbook with Operational Procedures for IC Development

Author: Qun YU, Nanjing University Jinling College

This undergoing research and development project focuses on the composition of a bilingual textbook (forthcoming, Nanjing University Press) aiming at developing intercultural competence basically for Chinese sojourners in other countries, or anyone in multicultural environments. The anticipated outcomes of this textbook lie in that it not only combs/presents classical and recent IC theories with the author's independent thinking, but also provides abundant interactive activities and extended academic readings.

The arrangement of the nine units in the textbook is based on the concept of "intercultural tunnel" (figure 1). "Intercultural tunnel" is a sequential process both in time and space (Kramsch, 1998; Holmes, 2012), through which an individual encounters cultural diversities (Dervin, 2017; Hoffman & Verdooren, 2018), transforms intercultural awareness, modifies/reshapes identities (Halls, 1990; Kulich, 2010), and seek/negotiate solutions flexibly, constructively, and contextually. (Bennett, 2011; Fisher & Ury, 2012; Holliday, 2013; Kim, 2014)

encounter→relax→delay judgment→respect→learn→empathize→negotiate→adjust→enrich

(Figure 1: an intercultural tunnel)

The designing of such a "tunnel" originates from the realization that an intercultural encounter, or "a series of sustained encounters" (Holmes, 2012), in practice rather than theory, is actually a chronological and spatial process with openness on both ends and with operational procedures that learners can basically follow and practice.

One attempt during the exploration of theoretical parts in the textbook is seeking a unified yet localized voice that reconciles essentialism and non-essentialism (Wang, 1997; Dirlik, 2006; Holliday, Kullman & Hyde, 2017), as some Chinese scholars view differently in cultural homogeneity and heterogeneity (e.g., Dai, 2013) which is often discussed in non-essentialist theories, when teaching IC in Chinese higher education.

Another attempt in composing this textbook is to provide a large amount of interactive activities, including games, pair discussions, case analyses, etc., to the users to foster their IC beyond theoretical understanding. So far, the IC teaching in Chinese higher education is still weak. As "an auxiliary of language learning" (Gu, 2016), it is still "basically lacking in every part in teaching: the outlines, the textbooks, the methodologies, the assessment" (Zhang, 2012). "Current (IC) textbooks in China", in addition, "reveal a mixed picture" (Yu & Van Maele, 2018), lacking adequate contents concerning IC development.

The textbook also pays attention to a balance between introductions to Chinese scholars and to overseas scholars, so as to create a multi-voiced environment when guiding the extended readings and the explorations into different notions and theories.

Poster 7
A Comparison of Language Features of Politeness Between Chinese and Latin American from the Perspective of Intercultural Communication

Author: Xuhong DING, Zhejiang Normal University

Every nationality has its own features of polite language.(SHI Yu, 2008; TANG Ting, 2016) And globalization has brought about increasingly frequent intercultural communication. Different features of polite discourse of different culture may cause misunderstandings in intercultural communication.(YU Feng, 2013; QIAN Jing, 2012) There are not much comparative studies between Chinese and Latin American on polite expressions. Therefore, in order to promote the communication between a growing number of Latin American oversea students and Chinese students, this paper conducted a questionnaire survey on people aged from 20 to 30. The questionnaire was designed based on the previous comparative studies of politeness phenomenon between Chinese and western world. There are 30 respondents each from China (hereafter CR) and Latin America (hereafter LAR). The study found that the polite expressions of Chinese informants have no longer consisted with the results of previous studies in many aspects. In addition, there are some noteworthy places in this cross-cultural communication. This paper mainly studies the expressions of form of address, response to praise from people with different degrees of intimacy with the respondent, greeting, request, acknowledgments, apology and their sensitivity to different topics.

The study found that when it comes to the form of address, facing relatives and non-relative elders,

the LARs may address them by their first name, which is quite rare and may be considered impolite in China. When praised by friends, the LARs are more likely to tend to accept the praise and express their gratitude. Though, among the responses of the CRs, this kind of response also exists, the tendency to express gratitude is quite lower than that of the LARs. What is more, some CRs may deny the praise in order to be modest, although with a lower proportion comparing with previous studies. And if the praise is from a close friend, the CRs may not only avoid expressing gratitude, but likely "brag"to show that they are intimates. In terms of daily greetings, the LARs are more "enthusiastic" than the CRs, and may greet with a hug or a kiss, which is extremely rare among Chinese who are more likely to greet with a simple smile or a short greeting. About sensitive topics, wage is a common sensitive topic, while family background and education are considered sensitive only by the CRs. For gratitude, both sides believe that there's no need to express the gratitude between close relatives after one side helping the other, but one should do so if they are just friends and not close ones. However, the two sides may react extremely different after being helped by close friends. The LARs tend to show their thankfulness, while the CRs are side with the opinion that there's no need to do so. Furthermore, the CRs agree that the elders don't need to thank them either, while the LARs think that the elders should show their thankfulness after being helped.

Poster 8
The Role of Critical Thinking: Teaching to Improve Student's Cultural Intelligence (CQ) in Intercultural Communication Courses in Chinese Higher Education

Author: Yali GAO, University of Hertfordshire

With the development of globalization, it is more and more urgent for higher educations to cultivate the students' intercultural communicative competence (ICC). Much efforts have been put into the teaching of Intercultural courses to accumulate the students' intercultural knowledge, enhance their intercultural consciousness and improve their intercultural skills by the governments of all levels and the universities as well. However, it turns out that the teaching aims of those course are not fully realized in most classes in China which is to communicate effectively with people from west cultures. Some of our students may speak fluent English and/or have travelled abroad often. But still, the most common case is that when confronting with people from other cultures, they can not fully understand their counterparts. The reason lies in that current intercultural courses neglect to teach the students the essence of the Western culture which takes UK and the US as the typical cultures. Critical thinking teaching method could be employed to emphasize the rationality of western culture, cultivate the students' rational attitudes and skills, promote the understanding the essence of western culture, realize the effective communication by speaking a rational language that both party can understand, and become the main means to improve the students' thinking abilities. In this article, "binary question analysis" and Socratic questioning of critical thinking teaching method are introduced to the teaching of intercultural courses. A detailed example will be given which is based on this method to show how to prepare and teach such a lesson through "binary question analysis", how to manage the class through the Socratic Questioning, and how the cultural intelligence (CQ) of the students' is improved.

Poster 9

Investigating the Status of Intercultural Education in Flt in Higher Education Institutes of Henan Province Under the Background of B&R Initiative

Author: Hao YUE, Zhengzhou University of Aeronautics

Since President Xi Jinping proposed the Silk Road economic Belt and the 21st Century Maritime Silk Road (now known as B&R Initiative), transactions and exchanges between China and the world have reached fever pitch. Higher education, once played a major role in enhancing dialogues between students of different nations, racial and religious groups, can make a more important and meaningful contribution to sustainable and tolerant societies, which plus UNESCO's "global citizenship education" model provide the background for the investigation of the intercultural education status among higher education institutes, such as colleges and universities, in Henan Province geographically located in the vast economic hinterland of central part of China. Acting on Professor Zhang Hongling's advice that culture is inseparable from language and foreign language teaching(FLT) has a built-in advantage of integrating intercultural education into the FLT curriculum, it becomes imperative for us to investigate the status quo of intercultural education in FLT in the hinterland. The importance of the intercultural approach to FLT as a factor of intercultural education has been supported by the outcomes of an explorative empirical research. Furthermore, some factors and barriers blocking the promotion of intercultural education are analyzed based on multiple methods of data collection. Finally, tentative proposals are made to facilitate the regional higher education healthy development and FLT reform in order to integrate inland foreign language education into national strategy and globalization around the world as a whole.

Poster 10

English Public Speaking Classroom - A Tentative Intercultural Foreign Language Teaching Practice

Author: Lina SHI, Fudan University

In recent years the objective of foreign language teaching in China has gradually shifted from developing learners' "foreign language communicative competence" modeling native speakers of the target language to developing their "intercultural communicative competence." Accordingly, learners are required to surpass mere language acquisition, break cultural restraints, and comprehend a wide diversity of thinking modes, communicative patterns, values and lifestyles, etc. Learners are also expected to acquire intercultural communicative competence which will enable them to survive and succeed in various social and cultural environments.

As a practical course with varying hands-on exercises, English Public Speaking (EPS) classroom practice has 3 major characteristics. Firstly, applying a combined pedagogy of didactic approach and experiential approach, EPS classroom practice is characterized by learner-centeredness and learner autonomy. By contextualizing and personalizing both the teaching materials and the learning process, EPS classroom practice attempts to achieve a progressive balance between requirements and challenges. Secondly, EPS classroom practice aims to mobilize multi-layered language and culture teaching through multiple channels, including the motivation of learners' personal intelligences, academic intelligences, expressive intelligences and emerging intelligence. Thirdly, EPS classroom practice cultivates learners' intercultural awareness and sensitivity by engaging them in the comparative exploration into multiple cultures as well as constant reflection

on their own culture.

With these three distinctive features, EPS course is thus able to turn learners from habitually ethnocentric "foreign language speakers" into effective "intercultural communicators" armed with a keener insight into diverse cultures, an enhanced ability to appreciate other cultures and a reinforced capacity to interact with people from across the world.

Poster 11
Introducing Digital Learning Tools in Higher Education - A Comparative Study Between China and Germany

Author: Bernadette Gruber, University of Hagen

Digitalisation has not only become a trend word, but change that comes along with it challenges people all around the globe on a daily basis. Fear, enthusiasm and feeling overwhelmed are not untypical emotions when dealing with digitalisation and its impact on society.

In the presented comparative cultural study, case studies in China and Germany are analyzed in regard of the different approaches towards digitalisation processes with a special focus on its integration into higher education. Where do we find differences? Where do we see similarities? How can be benefit from each other's experiences and master together the common challenge the inevitable digital change poses for us? Transforming societies is what we find today. How we can organize this transition smoothly and be active practitioners of digital change, is what we have to figure out now, especially as educators. We cannot ignore digital advancements in daily life and leave the monopoly in digitalized education to private firms.

When learning from each other's best practices, hearing about successful transformation and starting step by step one by one on a small scale, we can overcome the perceived threat of digitalisation and face united the worldwide challenge of digital change.

Poster 12
A Survey of Professional Translators in Hong Kong, Shanghai, and Taipei, and its Implications for Translation and Intercultural Competence Training

Author: Andy Lung Jan CHAN, Lingnan University

This project uses an economic perspective to study the translation decision-making processes of professional translators in Hong Kong, Shanghai and Taipei, and examines their implications for translation and intercultural competence training. Here, economics is understood to be the study of any human actions in which cost and benefit considerations are involved. Based on my previous work using the tools of economics to study translator status, the translation profession and the translation market in Hong Kong, this project aims to further investigate the linguistic and extra-linguistic decision-making processes of professional translators in Hong Kong, Shanghai and Taipei. Thirty professional translators based in these three locales are surveyed to compile their current job profiles. The profiles offered by the Association of Graduate Careers Advisory Services, England (a professional body for careers and employability professionals working with higher education students and graduates in England) and the US Bureau of Labor Statistics (the principal fact-finding agency for the US government in the field of labor economics and statistics)

are used as references and the respondents' professional background, monetary and non-monetary motives, and perceptions of the translation market are also investigated. The research outcome will not only provide Translation Studies scholars with useful data but will also be of use to teachers and trainers in translation and intercultural competence.

T4

Acculturation: A Focus on Identity Negotiation & Development

Chair: Saba Safdar, University of Guelph

In this symposium , recent development in understanding identity and identity negotiations will be discussed. In the first presentation, Ward will provide an overview of hybrid and alternating identity styles amongst immigrants and minority groups in different contexts including New Zealand, Mauritius, Israel, and the U.S. In the second presentation, van de Vijver will examine how national, ethnic, ethnolinguistic, and religious identities are associated with interethnic friendship and romantic relationships in three groups of Uzbeks: Uzbek Uzbek-speakers, Russian Russian-speakers, and Uzbek Russian-speakers. The results demonstrate the relevance of knowledge of the local history and context in understanding the role of the various social identities. In the third presentation, Safdar will discuss identity negotiation amongst two minority groups in Canada: sexual minority immigrants and Muslim women. The findings highlight the agency of participants in developing their sexual or religious identity, as well as the role that Canadian social context play in shaping these experiences. In the fourth presentation, Berry will examine sense of belonging, religious identity, life satisfaction and mental health amongst immigrants in Canada. He will discuss the role of Canadian and heritage identities in psychological well-being of immigrants.

Paper 1
The Curious Case of Alternating Cultural Identities

Author: Colleen Ward, Victoria University of Wellington

Ward and colleagues have described cultural identity styles as strategies used for managing multicultural identities, distinguishing Hybrid (picking and choosing desirable elements of multiple cultures and blending them in a unique way) and Alternating (shifting cultural identities depending on the circumstances) Identity Styles. Both identity styles are activated by a motivation to integrate; however, while the hybrid identity style has been consistently associated with a consolidated bicultural identity and greater psychological well-being, the role and outcomes of the alternating identity style appear more complex. The process of alternating identities has been previously theorized both as a means of maintaining two or more cultural identities without having to choose between them and as compartmentalized, conflictual and intrinsically compromising well-being. Drawing on qualitative, quantitative and longitudinal studies with immigrant and minority groups in diverse contexts, including New Zealand, Mauritius, Israel and the United States, this paper presents an overview of our paradoxical research findings on alternating identities, which point to both positive and negative outcomes. We explore avenues for reconciling the seemingly contradictory research findings and suggest directions for future research to elucidate the antecedents, dynamics and outcomes of alternating identities.

Paper 2
Intersection of Migrant Identity, Religiosity, and Sexuality

Authors: Saba Safdar, University of Guelph, Canada
Melisa Choubak, University of Guelph, Canada
Rashelle Litchmore, University of Guelph, Canada

In this presentation, the results of two studies will be described. Study 1 explores experiences pertaining to the multiple identity negotiation of lesbian and gay first-generation immigrants to Canada, including their sexual, ethnic, and national identity negotiations. The results of semi-structured interviews with 10 lesbian and gay first-generation newcomers will be presented. Using Interpretative Phenomenological Analysis (IPA), we examined how individuals construct a sense of self in often contradictory pre- and post-migration socio-cultural contexts. It was found that participants constructed their identity at the intersection of family, ethnic community, LGBTQ community, and Canadian mainstream society.

In Study 2, we investigated the experience of Canadian Muslim women either wearing or not wearing a hijab. By conducting in-depth interviews with ten women, five who covered and five who did not, we sought to understand their day-to-day experiences with covering, and how their interpretations of these experiences were related to them as individuals, as well as to broader social contexts. We found that the women's experiences can be regarded as an interplay between internal experience, that is, the personal meanings placed on wearing or not wearing a headscarf, and external experience, focusing on participants' interpretations of outside events and treatment by others as related to the headscarf. Their experiences were also embedded in the contexts of their cultural and religious communities, and broader Canadian society.

The results of these studies bring attention to how flexible the characterizations of identity can be. They also highlight the agency of participants in their very personal experiences of displaying their sexuality or religiosity, as well as the role that Canadian social context play in shaping these experiences.

Paper 3
Multiple Belongings and Psychological Wellbeing Among Immigrants and the Second Generation in Canada

Authors: John W. Berry, Queen' s University & South China University of Technology
Feng Hou, Western University and Statistics Canada, Ottawa

Understanding and managing increasing cultural diversity arising from immigration has become a prominent public issue in Canada and other immigrant resettlement countries.   One issue being discussed is the degree to which immigrants orient themselves to the new society and to their heritage cultures and religions. A second issue is the success that immigrants achieve in the receiving country, particularly their psychological wellbeing. Of central concern is the possible relationship between how immigrants orient themselves to their cultural and religious groups and their wellbeing; is there a way of living culturally that is associated with better outcomes? This paper examines these issues with large samples of immigrants and their descendants in Canada, using the concepts and measures of sense of belonging, religious identity, life satisfaction and mental health. Findings show that having multiple identities is associated with higher levels of life satisfaction and mental health. However, this general finding varies according to which identities

are strong, and by religious group. These findings suggest that the promotion of both Canadian and heritage identities, and of a religious identity among immigrants, are the best path to achieve higher levels of psychological wellbeing in the Canadian multicultural society.

T5

Developing Intercultural Affective Competence in Language Classrooms

Chair: Xuan ZHENG, Peking University

Discussant: Xuan ZHENG, Peking University

There have been fruitful discussions on the development of intercultural competence (IC) through foreign language education. However, there is relatively not enough concern on the emotional dimension in current IC models (Spitzberg & Changnon, 2009). Emotions play a very important role in mediating people's cognition and behaviors. Negative emotions such as anxiety and fear, when not recognized and managed, often prevent people from taking effective actions. On the other hand, they serve as important catalyst in promoting intercultural competence development, if being reflected upon. Emotions have been examined in different disciplines such as Second Language Acquisition, Positive Psychology, and Intercultural Communication especially intercultural adaptation studies. Conversations among these disciplines are in urgent need in order to promote language learners' IC. This symposium seeks to bring together empirical studies on classroom language teaching that promotes students' intercultural affective competence (IAC). IAC is defined in this symposium as the competence to recognize, manage and express their own emotions, and to recognize others' emotions and communicate with them empathetically through strategic use of semiotic resources. It intends to provide a complementary perspective to the current development of IC models in foreign language education, and to serve as a platform for opening up discussions on the emotional dimension of IC development.

Paper 1
Development of Intercultural Affective Competence Through a Class Intervention in a College English Course

Authors: Xuan ZHENG, Peking University
     Sijia TIAN, Peking University

In previous literature on university students' intercultural competence development in China, it was observed that although students knew how to resolve a conflict, it's often the negative emotions such as anxiety, fear, and embarrassment that prevented them from taking actions (Zheng & Gao, 2017). This study focused on the affective competence development demonstrated in university students' writings of their intercultural experiences. The participants of the study were 78 students signed in for a College English class "Language, Culture and Communication" during fall semester 2018 in a top-tier comprehensive university in Beijing. The students were required to participate in an intercultural experience of their own choice both before and after a lesson on "Emotion in intercultural communication" and write about their experiences respectively afterwards. The researchers then analyzed their writings using Chen and Starosta's Intercultural Sensitivity framework (Chen, &Straosta, 2000). The study found that after the class intervention, students' intercultural affective competence developed significantly from open-mindedness, empathy, non-judgment and self-monitoring perspectives. The class intervention was overall effective in raising students' awareness towards emotion recognition, enhancing their abilities in expressing and managing emotions, and developing more flexible and

open attitudes in intercultural communication.

Paper 2
Language Attitudes and Attitude Change of Secondary School Students in English Classes

Author: Jingyan WANG, Peking University

This paper aims to enhance secondary school students' Intercultural Communication Competence (ICC) by cultivating an open attitude towards varieties of World Englishes and Chinese dialects. Attitude is often seen as the most important component of Intercultural Communication Competence (e.g. Byram, 1997). Language attitudes, the positive or negative feelings one holds towards a certain language or language varieties, are viewed by some intercultural scholars as an integral component of ICC (Zheng & Gao, 2017). Classroom interventions have already been done in universities to cultivate open attitudes towards language varieties, but not yet in secondary schools, where students are at their forming stages of attitudes and worldviews. In this study, a lesson on Language Attitude was designed and given to two English classes, one in a middle school and another in a high school in Beijing. The pedagogical steps included the elicitation of language attitudes, tracing sources of attitudes, further exposure to varieties of English, and re-evaluation of language attitudes. This study found that the middle school students mostly had a positive attitude towards the Chinese dialects that sound similar to mandarin as well as British or American English due to "comprehensibility". They mostly haven't developed stereotypes towards certain English and Chinese varieties due to lack of contact and their English level. For the high school students, most of them had a basic idea of what different English varieties sounded like, and favoured British or American English due to both "comprehensibility" and their evaluation of the speaker's personality. After the class intervention, these secondary school students became more familiar with different language varieties. They were also able to identify their feelings towards these language varieties, trace the sources for their attitudes and critically evaluate their emotions.

Paper 3
Students' Language and Emotional Competence Development in a College English Course Positive Psychology

Author: Yuqin WU, Zhongnan University of Economics and Law

Negative emotions such as anxiety have been studied extensively in language classrooms, in order to help students to cope with them. However, research on positive emotions such as joy and pride is relatively underdeveloped. Cultivating and experiencing positive emotions in language learning will help students develop both their language and emotional competence. This paper is a study on students' language and emotional competence development in a College English course Positive Psychology in a university in Wuhan, with a focus on the effects of a unit on Happiness. In this unit, students experienced a meditation conducted by the teacher to remember a happy moment in each stage of schooling from the kindergarten to the university. Students shared with each other in class about their happy moments in English orally. After the class, students wrote three good things every day for 7 days in English and shared their writing in the following classes. Their work in class and the writings after class were collected and analyzed. Besides, some of the students were interviewed about their experience in this unit. The study found that the unit on

happiness helped students to identify and maintain positive emotions in their life experience, enhance their ability in expressing these emotions in English, and cultivate resilience to cope with "negative" events in the future.

T6

The Erasmus+ "RICH-Ed" Project: A Cross-Boundary Dialogue on Interculturality Between European & Chinese Higher Education

Chair: Yi' an WANG, Hangzhou Dianzi University

Discussants: Hongling ZHANG, Shanghai International Studies University;

Darla K. Deardorff, Duke University & AIEA

In recent years, preparation for intercultural interaction abroad has received an economic stimulus from the Chinese national effort to improve ties and stimulate growth along its geographic periphery, known as the 'One Belt, One Road' program. At the same time, with increasing Ministry of Education mandates for language and culture teaching, and growing awareness and pressure to keep up with the pace of globalization and international exchanges, the challenges and opportunities for understanding and applying intercultural learning have never been greater for scholars and practitioners (Wang, Deardorff & Kulich, 2017). Therefore, it is significant to consider ways to apply current reseach on international educational exchange and the state of intercultural programs in Chinese contenxts, then apply these to advance a dialogue across boundaries and build bridges between Chinese and other partners' higher education around the world, noting issues for further research-into-practice.

The purpose of this symposium is to present a joint effort and cooperation on an Erasmus+ project: "Resources for Interculturality in Chinese Higher Education" (RICH-ed) and its efforts on intercultural education and interventions towards global diversity and intercultural competence with a focus on interculturality and internationalisation in Chinese higher education. The project partnership consists of three European partners (KU Leuven, Belgium; Durham University, UK and the University of Bologna, Italy) and five Chinese institutions (The University of Nottingham Ningbo, China; Zhejiang Wanli University; Harbin Institute of Technology; Hangzhou Dianzi University; Jilin University). The symposium features three presentations that demonstrate our research and findings from the first three project working packages carried out within one and half years until July, 2019: (1) Preparatory analysis and training, (2) Development of pedagogical approaches and tools for intercultural learning, and (3) Training the trainers and the teaching staff. More specifically, the research factors investigated include both dialogic aspects and cooperation domains across multiple boundaries that focus on engaging stakeholders, co-constructing an research-based intercultural approach pedagogy, and training the trainers and the teaching staff in the higher education context in China.

One of the key contributions of this symposium is to raise awareness and propose research approaches addressing the significance of the cooperation and dialogue across boundaries among practitioners of intercultural learning, institutions and admisitration staff seeking to develop intercultural resources in the context of internationalisation and intercultural exchange, and reseachers and policy advisers calling for further collaborative partnerships between China and Europe.

Paper 1

Engaging Stakeholders Across Multiple Boundaries for Developing Intercultural Learning in Chinese Higher Education

Authors: Yi'an WANG, Hangzhou Dianzi University
          Jan Van Maele, KU Leuven, Belgium

Situated within a wider international project on the development of intercultural learning in Chinese higher education (the RICH-Ed project), this presentation reports a study that sought to identify, analyze, map, and prioritize the groups that have a stake in the project both within and outside Chinese universities. The study provides a basis for defining an empirically-based stakeholder communication and engagement strategy which can maximize the quality and impact of the project outcomes. By identifying and capitalizing on connections between different groups, the study fosters a cross-boundary dialogue, not just across countries, but also across regions within China, across age groups, and across professional roles.

The study focuses on five universities in China that manifest great variation in origin, mission, location, size, and academic ranking. Each university conducted a stakeholder exercise in 2018 under the guidance of the authors, who supported their colleagues through digital media and on-site meetings. Data collection and analysis was conducted on the basis of the stakeholder analysis method defined by Morris & Baddache (2012), which was originally designed for corporate social responsibility practices, and has been applied in projects ranging from urban climate resilience in Bangladesh (Sikder, Asadzadeh, Kuusana, Mallich, & Koetner, 2015) to housing construction in Columbia (Uribe Macías, 2017). The second author was part of a team that implemented the method in a longitudinal capacity-building project at a Cuban university (Van Maele, Rodríguez González, Diáz Moreno, van Splunder, & Baten, 2015). The method proved promising not only in understanding a stakeholder situation at the outset, but also for monitoring the shifting relations with and among stakeholders in the course of the project (Baten, Van Maele, Díaz Moreno, Dávila Pérez, & van Splunder, 2017).

The presentation reports the findings of the four phases of the stakeholder study for intercultural learning in Chinese higher education: (a) stakeholder identification; (b) stakeholder analysis along the criteria of expertise, willingness, and value; (c) stakeholder mapping, visualizing relationships to and influence on other stakeholders; and (d) prioritization of stakeholders, relating stakeholder concerns to the specific project objectives. The study shows that while universities identified largely identical stakeholder groups, these groups can differ considerably across universities in their perceived engagement potential. Different explanations for these findings will be provided, including characteristics of the particular universities, of the region they are situated in, of the intercultural offering in place, and of the composition of their faculty, managerial and administrative staff, and student body. Further, implications of these findings will be discussed, in particular with regard to the definition of a stakeholder communication and engagement strategy for the project. Finally, the presentation will highlight advantages and limitations of the method as it was applied in this study, noting difficulties due to relative unfamiliarity with some stakeholder groups and operationalization of the stakeholder analysis criteria.

Paper 2

"European" and "Chinese" Co-Construction of an Intercultural Pedagogy for Internationalisation of Universities in "New" China

Authors: Sara Ganassin, Newcastle University
         Prue Holmes, Durham University, UK

Combining theories and methodologies for intercultural learning and education—broadly speaking, from Anglo/European and Chinese traditions—to develop a non-essentialist pedagogy for intercultural learning in higher education in China might seem like an aspiration too far. How is it possible to reconcile current European developments on a) "Competences for democratic cultures" and b) PISA 2018 aims to develop a global test for global citizenship with c) the Chinese Ministry of Education's recent initiatives for intercultural competence development in English language education in higher education! How is it possible for an international collaborative (of "Chinese", "Anglo", and "European" researchers) to build a "non-essentialist" intercultural pedagogy for English language teachers in higher education in China in a context of national normative assessment! This presentation describes such an attempt, via the RICH-Ed (Resources for Interculturality in Chinese Higher Education) project1 which aims to develop a "training course" for English language teachers in the context of internationalisation in China. Inspired by Connell's (2007) "southern theory", Miike's (2007) "Asiacentric" turn in intercultural communication theory, and Van Lier's (2004) ecology of language learning, we discuss the emergent junctures, disconnections, and convergences as we sought to establish a non-essentialist pedagogical framework. Furthermore, our study reveals how ontological and political divergences, misconceptions, and misundertandings can inspire new pedagogies for intercultural communication.

Paper 3

Training the Trainers and the Teaching Staff Across Multiple Boundaries Based on the Teachers' Training Needs Analysis and Inventory of Intercultural Learning in the Chinese Higher Education

Authors: Jun LUO, Zhejiang Wanli University
         Liyang MIAO, Hangzhou Dianzi University
         Jenny Dong, University of Nottingham Ningbo, China

This presentation demonstrates a joint effort by European and Chinese partners on developing a methodology and materials for training the trainers and the teaching staff, and drawing on pedagogical approaches and tools developed from the RICH-Ed project for intercultural learning. Two data-based studies were designed to support the design and application of the train program: the teachers' training needs analysis and the inventory of intercultural learning in the Chinese higher education. The aim of the teachers' training needs analysis is to identify what university teachers are lacking in their teaching and work in an intercultural context. Three hundred English language teachers from 5 Chinese partner HEIs and other 10 participating HEIs in the Yangtze River Delta and North-East China will be involved in the survey. The inventory of intercultural learning provides an overview of how intercultural communication has been integrated into the teaching of language at both theoretical and practical levels and of the status quo of intercultural

teaching and learning in Chinese higher education context within the last ten years including more than 50 journal papers, books and textbooks. Based on the findings of the needs analysis and the inventory, the training materials may contain two main areas: (1) necessary knowledge and (2) teaching instructions/skills for intercultural learning. The training program consists of two phases. The first phase establishes a core team of 15 staff trainers at Chinese partner HEIs who, in the second phase, can train another 50 teachers of their own HEI and an additional 100 teachers at other HEIs in the Yangtze River Delta and North-East China. The teaching staff are expected to benefit during the training program as a result of: (1) professional development of individuals and teacher teams at the participating HEIs; (2) increased IC awareness and its effect on the teaching practice of all teaching staff reached; (3) availability of the new learning materials and teacher support tools for IC learning in English courses.

T7

The Role of Intercultural Interaction in Developing a Socially & Culturally Inclusive Australia

Chair: Nigar G. Khawaja, Queensland University of Technology

Australia is one of the most culturally diverse societies in the world. Over 30% of the population is born overseas and speaks a language other than English. Due to the increase in international humanitarian and non-humanitarian migration in the last 3 decades, a substantial number of migrants and refugees, from all over the world have resettled in Australia. Despite an increase in the cultural diversity, Australia has seen shifting political policies with respect to immigration, especially with reference to refugees, asylum seekers and Muslims. These developments are occurring in a country with an established history of a "White Australia" policy. These are the three most vulnerable communities in Australia and have been a focus of intense socio-political debate resulting in highly contested point of views. Recent developments in the literature indicate that a range of socio-ecological factors play a significant role in re-settlement outcomes, especially in terms of intercultural processes and integration. There is now substantial evidence that successful integration and resettlement is associated with intercultural interactions with the local and wider community.

This symposium proposes to highlight 4 studies conducted in Australia. The lead researchers, who are from different disciplines, are from three leading Australian universities. The studies have applied quantitative and qualitative methodologies to shed light on the intercultural experiences of refuges and migrants. The first study explored the experiences of young Muslims and how they cope with their challenges of livening in a society affected by Islamophobia. The second study examined the resettlement and integration trajectories of a large sample of primarily Muslim refugees over a period of four years. The third study focused on understanding three emerging refugee communities as they interacted with their local schools. Finally, the fourth study explored the role of the media in the larger society and its impact on refugees' sense of belongingness. The overarching finding highlighted the critical role resources associated with the person such as family, neighbourhood, community and the larger society, can play in the effective intercultural experiences as well as the sense of belonging and social inclusion.

Paper 1
Building Bridges: Intercultural Interaction as a Way of Dealing with Islamophobia

Author: Nigar G. Khawaja, Queensland University of Technology

Though Muslims have a long history in Australia, their numbers have increased in the last three decades (Pratt, 2011). Further, 70 percent of them are young and under the age of 44 years. They consist of first or second generation, have diverse heritage and speak many languages. Historical evidence indicates that they have played an important role in the development of the country. However, since the onset of international terrorist attacks, Muslims particularly those who are young, have not been trusted and perceived negatively (Every & Perry, 2014). There has been an increase in social media's negative portrayal of Muslims (Poynting &Perry, 2007). Islamophobia and tensions between Muslims and the larger society have increased (Kabir, 2008). Though

research has primarily focused on terrorism and Islamophobia, the views of the larger majority of Muslims are not captured by research. Further, there is dearth of information about ways in which the young Muslims cope with the Islamophobia.

The present study explored the young Australian Muslims views about Islamophobia, its impact and how they cope with it from Bronfenbrenner's socio-ecological model (1979). A qualitative approach was used and in-depth interviews were conducted with seventeen participants (5 men and 12 women; mean age = 23 years (SD= 4.2 years); range = 18-28 years). Interviews were transcribed verbatim and analyzed using thematic analysis. Not all participants had encountered Islamophobia. Those, who were visibly different because of their appearance and attire encountered more prejudices. Some reported being judged and discriminated for crimes committed by the minority of dysfunctional Muslims. They experienced an emotional impact in the form of fear anger, frustration, and low self–esteem. There was a consensus that it led to a feeling of "not fitting in" and "not belonging". Consistent with the socio-ecological model person, family, community and the larger society related factors helped the participants cope with the Islamophobia. A range of personal resources were used by the participants to cope with the Islamophobia. Participants were proud of their heritage, religion and their own selves. An ability to reframe the negatives into positives was reflected. Family and ethnic community provided guidance and social, emotional and instrumental support. Participants focused extensively on their interaction and engagement with the larger society. They were proactive in building bridges and played an active role in educating the larger society and addressing the misconceptions about Islam. Young Muslims indicated a sense of belonging and social inclusion, when they are not judged, accepted, and acknowledged as a citizen by the larger society. Finally, they recommended better government policies and procedures that protected diversity and promoted intercultural engagement. The study provides an interesting insight into the lives of young Muslims and has practical and theoretical implications. Future directions are discussed.

Paper 2
The Influence of Social Integration on Changes in Post-Migration Stress for Refugees in Australia

Author: Jaimee Stuart, Griffith University

Refugees are potentially exposed to various stressors during their migration journey (including experiences of major trauma) which may exacerbate their difficulties in adjustment and increase the prevalence of long-term mental health problems (Crumlish & O'rourke, 2010; Giacco, Laxhman, & Priebe, 2018). Furthermore, refugees have been found to also experience comparatively more post-migration stressors than those who voluntarily shift from their country of birth. Such stressors may consist of relatively higher levels of physical health problems, financial difficulties, acculturative stress, deficiencies in social support, isolation, and discrimination (Li, Liddell & Nickerson, 2016; Yakushko, Watson & Thompson, 2008). Therefore, as a result of both pre and post-migration experiences, refugees may experience elevated levels of stress that remain for a prolonged period of time during resettlement, and which can, in turn, have long-lasting negative consequences for adjustment (McEwan & Lasley, 2002). However, a range of protective and promotive factors have been found to influence the adjustment of refugees, and it is suggested these may also be able to positively influence the trajectories of stress for refugees over time. Of particular note trust and feelings of belonging and trust to both the host country and one's own community (ethnic, religious, or otherwise) as well as positive interactions within these communities are indicators of social integration which have been found to have positive flow on

effects for both stress and mental health (Chen, Hall, Ling, & Renzaho, 2017; Schweitzer, Melville, Steel, & Lacherez, 2006). Yet notably, very little research has been conducted examining the longitudinal relationships between indicators of social integration and stress for refugees. In order to address this gap, the current study utilises a large, longitudinal cohort of refugees settled in Australia between May and October 2013 who participated in the Building a New Life in Australia study (see De Maio, Silbert, Jenkinson, & Smart, 2014). The sample includes around 1,500 participants who were followed over the course of 4 years. These participants come from 16 countries (with the majority from Iraq and Afghanistan) who entered Australia through a mix on both onshore and offshore visas. For the purpose of this study, trajectories of stress will be investigated using latent growth models that account for pre-existing traumatic stress experienced prior to settlement. Following these descriptive analyses, predictive models will be assessed in order to examine the effects of indicators of social integration at different points in the post-migration period on trajectories of stress over time. The outcome of this study will play an integral role in understanding the pathways of adjustment for refugees who have resettled in Australia and may help to elucidate the critical periods during which stress can be reduced and wellbeing increased for this population.

Paper 3
Refugee Parents' Engagement with Their Children's School: An Opportunity for Intercultural Interaction/Contact

Authors: Mairead MacKinnon, The University of Queensland
        Aparna G. Hebbani, The University of Queensland

This Australian study explored refugee parents' involvement with their children's schools to examine: a) if demographic variables influenced parental involvement in their children's education, and b) what were some barriers and facilitators to involvement. While many studies have examined migrant parent involvement in their children's education, often these studies have shown that in comparison to the native-born population, immigrants and refugees are less likely to be involved in their children's education (Turney & Kao, 2009). Variables such as income, level of education, country of origin, and marital status have been shown to affect parental involvement. A lack of intercultural contact/interaction has been shown to lead to feelings of social isolation among refugee groups (Dandy & Pe-Pua, 2015). We argue that a lack of contact between parents and schools can lead to social isolation among these groups.

The findings presented are part of a larger study from 2013-2015 funded by the Australian Research Council. Qualitative data were collected via in-depth interviews with 47 adult refugees from Myanmar (Karen, Karenni and Chin communities), Congo and Ethiopia. We found that within the Chin community, half of the respondents were active in interacting with their children's school and attending relevant events; however, getting a translator was sometimes an issue and children had to assist with this task. Some Karenni parents (who lacked formal education) had never been to their children's school while a few parents had regular contact with school and used an interpreter or used this as an opportunity to practice their own English. Most Karen respondents did not interact with schools and/or the husband went but not the wife. While most knew nothing about the Australian educational system, a few were knowledgeable about what it took to get into university having met the school counsellor. When compared with the three communities from Burma, a greater number of Ethiopian parents were actively engaged with their children's schools and their children's academic progress. These parents had been in Australia the longest and therefore may be more accustomed to Australian educational ways. Congolese parents too were

actively involved with their children's schools and in a few cases, where one parent worked, the other parent attended meetings and school events.

One of the biggest barriers refugee parents faced was in helping their children with homework, as their English proficiency was much lower than their children. Another major barrier to parental involvement in children's education was parents own lack of any formal education. Parents from Myanmar when compared to Ethiopian or Congolese parents, were less engaged with their children's education. This is most likely due to their recent arrival in Australia in comparison to the lengthier stays of African refugees in Australia, and their lower levels of English proficiency. Potential implications of low parental involvement in children's education and school are discussed.

Paper 4
Impact of Media Coverage on Refugee Belongingness

Author: Mairead MacKinnon, The University of Queensland

There is a significant body of research investigating media representations of refugees and asylum seekers in Australia. The present study is unique in that it seeks to understand how former refugees in Australia respond to media representations about themselves. Qualitative interviews are underway with people from refugee backgrounds settled in Queensland, Australia. The study explores how former refugees perceive the impact of media coverage on their sense of belonging, as well as their perceptions of the extent to which they feel they have been accepted by the larger Australian population.

Social inclusion and a sense of belonging are often seen as key signs of successful refugee resettlement (Curry et al., 2017). Skrbiš et al. (2007, p. 261) argue "'belonging' may well be one of the 'softer' social science concepts but it is central to any discussion of some of the hardest issues facing human societies today: immigrant integration and cultural diversity." However, inclusion, belongingness and wellbeing are often not focused on as much as factors such as economic success or English proficiency when looking at the successful resettlement of refugees. How refugees are welcomed and how they feel they are included by their host society can have a dramatic influence on refugee settlement and positive wellbeing (Hebbani et al., 2018). The media play a major role in the representations of refugees and while studies have shown these representations can affect public opinion or policies, less is known about how these media representations affect the refugees themselves. This study will argue that how the media portray refugees can affect how refugees are received by their host countries.
Resettling in Australia and adjusting to a different culture is a challenging process for many refugees (Colic-Peisker & Walker, 2003). Successful settlement in Australia is dependent on many factors, including the way the media portray refugees, as well as how mainstream society and government policy treat refugees (Obijiofor et al., 2018). Studies overseas have shown that media representations can contribute to experiences of racism, stereotyping and prejudice (Buchanan et al., 2003) and a welcoming community/positive intercultural contact has been shown to be of critical importance (DIBP, 2014; Pittaway et al., 2016). With our preliminary results alone we are filling the gap between media representations of refugees in Australia and how these representations affect the refugees themselves.

Preliminary results show participants recall specific media outlets which produce positive news stories including the public broadcasters (ABC, SBS) versus negative/tabloid news outlets (The

Courier Mail, Channel 9, Channel 10) which often sensationalise media coverage of refugees in Australia. Acts of discrimination against participants were directly attributed to media coverage of refugees in Australia. These include random acts of racism/Islamophobia in public places and on public transport, discrimination at work and in business dealings. Many participants say they have been told to "Go back to where you came from" and these negative intercultural interactions made them feel excluded and like they don't belong in Australia.

S15

Intercultural Education in the Chinese Context

Chair: Jiajun LI, Jiangsu University

In recent years, China's international education has been burgeoning, increasingly attracting many international students to study in China; meanwhile a growing number of Chinese students go abroad to further their study and more and more Chinese as a Second Language Teachers teach Chinese in an intercultural context. In this symposia, Profs Zhu and Wang will present a tentative model of Chinese as a second language teachers' identity development from a complexity theory perspective. The next two papers by Wang, Kulich and Bhawuk and by Dr Li and Manu focus on international students' adaptation in China. The former one attempts to develop a theoretical framework by using a qualitative grounded theory approach and the latter one aims to develop a scale to measure the adaptation of international students from Africa quantitatively. Finally, Drs Draeger Jr and English uses a meta-analysis approach to explore study abroad and its effect on students' development of intercultural competence. The four studies all employ empirical methods to understand the key topics central to intercultural communication conducted in the Chinese context.

Paper 1
Development of a Scale to Measure African International Students' Adaptation in the Chinese Educational Setting

Authors: Jiajun LI, Jiangsu University
         Felix Sarfo Manu, Jiangsu University

With the deepened economic cooperation and people to people and cultural exchanges between China and African continent, the number of international students from Africa has been on the rise in Chinese higher educational institutions. In the keynote speech at the opening ceremony of the 2018 Beijing Summit of the Forum on China-Africa Cooperation (FOCAC), President Xi announced that China would provide Africa with 50,000 government scholarships in the next few years. The increased exposure to Chinese universities calls for understanding of their cross-cultural adaptation. However, the current scales to measure cross-cultural adaptation are mainly developed in the cultural contexts outside Chinese context (e.g., Anderson, Guan & Koc, 2016; Ward & Kennedy,1999; Wilson, 2013). When international students have socialized in their home countries in Africa and come into contact with Chinese social, cultural and academic life, their adaptation process embodies both cultural-general and cultural-specific characteristics. It is necessary to delve into their adaptation lives and base on their adaptation experiences to develop a culture-specific scale in the Chinese context.

This study aims to develop a scale to measure the adaptation of international students from Africa in the Chinese higher education context. Quantitative and qualitative methods will be used. In the first study, at least 15 invited international students from countries in Africa will be interviewed to report to what aspects they need to adapt in the Chinese universities. The items arising from interviews and the ones from previous measures (e.g., Wilson, 2013) will be compared and then incorporated. The initial interview results revealed some adaptation items quite unique to African

international students in Chinese academic setting (e.g., class schedule; Chinese teachers' teaching style in English; Chinese teachers' delivery language).

In the second study, the questionnaire items obtained from analysis of interview reports will be administered to a large group of African international students. Principal component analysis will be conducted to extract the factors. In the third study, the questionnaire items loaded on each factor will be administered to another group of African international students to further validate the scale.

The design of this study adopts a bottom-up approach by basing the items on real life experiences of African international students in China rather than borrowing from international studies conducted outside the Confucian influenced cultural context. It attempts to contribute to China's IC studies.

Paper 2
Adaptation of International Students in China: Development of a Theoretical Framework Employing a Grounded Theory Approach

Authors: Xuan WANG, Shanghai International Studies University
         Steve J. Kulich, Shanghai International Studies University
         Dharm P. S. Bhawuk, University of Hawaii at Manoa

Through the great growth of the Chinese economy, Chinese increasingly prominent role in the world, national investment in many strategic areas, including offering various scholarships at different levels, more and more students come to China for study. Among them there is a promising trend of international students not only learning Chinese but pursuing degrees in China. The extant research on international students in China either focuses more on the psychological perspectives or examines the relationships among various adaptation factors. However, an in-depth descriptive analysis that provides an analysis of the dynamic and detailed processes related to the diverse perceptions, complex challenges, and multiple ways of coping or adapting to university contexts is notably absent. By employing a grounded theory approach, this research explores these issues in academic and related social settings, highlights important details and findings related to each, and develops a proposed intercultural adaptation model relevant to academic exchange contexts.

The critical point of intercultural adaptation that is examined in this dissertation is the "process of interaction.' Based on both grounded theory and case analysis, one-on-one in-depth interviews are adopted, the raw interview data are transcribed, and then context-based individual cases are drafted, for both within-case and cross-case analysis.

This study examines the interactions of international students with the Chinese teachers, classmates, and administration staff in these academic settings, and the interactions with Chinese classmates, friends, and strangers in the social setting. Further, these issues are compared with some culture-general assimilators as well as examined with some culture-specific assimilators in the Chinese contexts. In addition, some factors related to the interaction process are examined such as coping strategies, causal attributions, and the outcomes of coping, and integrated into the proposed "process of interactions" adaptation model.

The intercultural interaction model developed through this research consists of four main parts: (1) the antecedents, approached from cultural, organizational, and individual aspects (2) the cognitive domain, which includes stress and skills deficits and identification of the issues. (3) the affective domain, which involves feelings like anxiety, disconfirmed expectations, ambiguity, prejudice, and belonging; and (4) the behavioral domain, covering coping strategies, factors influencing coping, and the resultant outcomes. Moving beyond description, the proposed interactions model seeks to contribute not only to the development of intercultural adaptation theory, but also provide China-related culture-specific knowledge for present and upcoming international students, educators, and practitioners.

Paper 3
Study Abroad and Its Effect on Students' Development of Intercultural Competence

Authors: Richard Draeger Jr., Shanghai International Studies University
        Alexander S. English, Shanghai International Studies University

There are over 4 million globally mobile students who go overseas educational purposes. However, there are considerable financial costs for sending and receiving institutions. For that reason, educational institutions have a vested interest in assessing what students are learning abroad (Anderson & Lawton, 2011; Varela, 2017). Scholars may too have a variety of interest in students' experiences abroad (Pennington & Wildermuth, 2005). Meta-analysis has been used to assess both students' learning outcomes (Varela, 2017), improvement in intercultural competence, or other experiences related to the study abroad experience.

Varela (2017) conducted a meta-analysis on students' learning outcomes as a result of studying abroad. Varela's assessment utilized the cognitive, affective, and behavioral dimensions with regards to learning outcomes. Pennington and Wildermuth (2005), utilizing the Campinha-Bacote framework assessed students' development of intercultural competence (henceforth IC) who studied abroad in Ireland and China. The dimensions of the Campinha-Bacote scale include knowledge, awareness, desire, skill, and encounters (Pennington & Wildermuth, 2005).

The present meta-analysis proposed will theoretically integrate Pennington and Wildermuth's study (2006) and Varela's meta-analysis (2017). Specifically, our meta-analysis focused on student development of IC as they studied abroad. IC for this study will make use of definitions of the cognitive, affective, and behavioral aspects, provided by other scholars (Peng, Wu, Fan, 2015).
The first means of collecting data was from Varela's study (2017). The second step in identifying primary studies included academic databases. Examples of such websites include EBSCOhost and Google Scholar. Within these search engines journals such as International Journal of Intercultural Relations and Frontiers: The Interdisciplinary Journal of study abroad were examined. Other sources of data included academic journals from disciplines such as Cross-cultural Psychology, Sociology, Communication, Business, Nursing, and other fields of study. Keywords may include "study abroad," "international exchange," "student mobility," "global exchange," and intercultural competence.

Three following steps were taken to manage data and answer the research question. The first was to correct for attenuation which is done by dividing correlations by the square root of the reliabilities. This step is generally done to reveal the real association. Once adjusted for

attenuation, those calculations were converted to "r" which represents the effect size in meta-analysis. The second means of managing data was looking for pre and post studies. Such data is generally computed by the subtraction of pre-study mean from the post-study mean as well as the pre-study standard deviation from the post-study standard deviation. This calculation results in Cohens's d being the result, however, in this case, d will also be converted into r to standardize effect sizes. Finally, Chi-square was used to test for homogeneity. Data or studies which show evidence of heterogeneity will be assessed for moderators and will be dealt with accordingly.

Paper 4
A Tentative Model of Chinese as a Second Language Teachers' Identity Development: From a Complexity Theory Perspective

Authors: Yaoyun ZHU, Shandong University
Junju WANG, Shandong University

Although research on teacher identity has proliferated in the last few decades, the development of Chinese as a Second Language teacher (CSL) identity has received scant attention. Enlightened by the perspective of complexity theory, using a case study approach, this study explores the complex motivation, process, influential factors and effects of CSL teachers' identity development and builds a tentative model accordingly. Based on grounded theory analysis of multiple data (life story interviews, videotapes of classroom observation, stimulated recalls, curriculum materials, and field notes) collected from a novice, experienced and expert CSL teacher respectively, the findings reveal the complex, dynamic, adaptive and emergent features of their identity development, with interculturality at the core of their change of awareness, knowledge, and emotion related. Particularly, the students' diverse cultural backgrounds and the cognitive conflicts hence aroused have catalytic power, pulling teachers out of their comfort zone into the new identity areas. Implicit factors like teachers' personal mindset, family backgrounds, educational backgrounds along with the explicit contextual factors like college managerial mechanism and teacher collaboration interplay in facilitating teachers' self-organization of their identity system. The study stresses the significance of intercultural consonance in CSL teacher identities' gradual molding and abrupt changes, the adaptive mechanism of interaction between CSL teachers' internal and external systems, and provides a holistic view of CSL teacher identity development that is cultural-specific and discipline-specific. It provides useful insights into the ways of facilitating teachers in their professional development as well as their adaptation to intercultural teaching so as to enhance CSL educational effectiveness.

S16

Irreconcilable Sides of the Same Coin?
How Majority- & Minority- Group Members' Perception of Each Other Shape Intercultural Relations in Distinct Ways

Chair: Jonas R. Kunst, University of Oslo

Discussant: John W. Berry, Queen's University & South China University of Technology

Although acculturation is commonly defined as a process of mutual accommodation, for long periods of time, research primarily focused on psychological phenomena and processes among minority-group members. More recently, the field has started to increasingly investigate the mutual aspects of acculturation, focusing on perspectives of both majority and minority groups. In this symposium, we present cutting-edge research and novel perspectives on the ways majority- and minority-group members perceive and relate to each other and how this can have critical outcomes for intercultural relations.

Each talk focuses on topics under-investigated to date. The first talk experimentally demonstrates how framing immigrants as indispensable vs. dispensable to society affects how majority-group members categorize immigrants and, consequently, whether this alters their prejudices. The second and third talk focus on attitudes toward bicultural individuals. Combining social identity, acculturation and evolutionary perspectives, the second talk experimentally demonstrates that a main reason for why majority-group members often dislike immigrants who identify both with the nation and their ethnic heritage group (i.e., holding dual identities) is that they question their loyalty to the majority group. Moreover, the third talk experimentally shows that majority-group members often perceive such bicultural individuals who switch between the two cultural spheres they belong to as unauthentic. Finally, taking the perspective of the minority-group, the fourth talk, using innovative cognitive techniques, shows that sojourners who are maladapted to society have negative mental representations of majority-group members.

Together the present symposium provides novel insights into perceptions between majority-group and minority-group members and their consequences across a variety of countries.

Paper 1
Identified with the Majority Group but Only Loyal to their Heritage? How Perceptions of Disloyalty Drive Bias against Immigrants

Authors: Jonas R. Kunst, University of Oslo
        Lotte Thomsen, University of Oslo; Aarhus University
        John F. Dovidio, Yale University

Whereas immigrants and minority-group members generally prefer to hold integrative dual identities (i.e., identifying with the dominant majority group and their ethnic minority group at the same time), majority-group member often expect them to give up their ethnic identity in favor of

only identifying with the dominant majority group. Research has repeatedly demonstrated that this clash in acculturation and identity preferences can lead to impaired intercultural outcomes, but research demonstrating the underlying mechanisms has been scarce. Integrating perspectives from social identity theory, acculturation and evolutionary psychology, we demonstrate in five experiments conducted in different group settings in three countries (U.S.A., Poland, Germany) that perceptions of (dis)loyalty often drive majority-group members' negativity toward dual identifiers. Moreover, following an error-management perspective, we show that these disloyalty perceptions are particularly pronounced when erroneously perceiving disloyal immigrants as loyal is costlier than erroneously perceiving immigrants as disloyal. We discuss how these findings may inform future interventions to improve intercultural attitudes in multicultural settings.

Paper 2
An Obstacle to Intercultural Understanding: North American Majority Members React Negatively to Biculturals' Frame Switching

Authors: Alexandria West, York University
Joni Y. Sasaki, University of Hawaii

Behaving consistently across situations is seen as a fundamental signal of authenticity in Western societies. This can be problematic for biculturals who frame switch, adapting their behaviour in response to cultural contexts, in order to maintain fit with each of their cultures. Although frame switching is an adaptive skill, our research suggests that it can have unintended consequences. Across four studies, mainstream North Americans (i.e., majority members: White and of American, Canadian, or Western European heritage) formed less favourable impressions of a bicultural when he frame switched compared to when his behaviour was consistent across cultural contexts. Study 1 sampled mainstream Canadian undergraduates (N = 97) while Study 2 targeted mainstream Americans via Prolific (N = 133). Participants read a vignette describing a North American-born Mexican Chinese bicultural who frame switches between his Mexican and Chinese cultures (vs. no switching vs. control) and rated him on multiple desirable traits. In both studies, the bicultural was rated as less authentic when he frame switched compared to when he did not switch and to when no information was given about his behaviour, only about his bicultural background . In Study 1, mainstream Canadians subsequently rated the switching bicultural lower on likeability, trustworthiness, and warmth (but not competence) as consequences of his compromised authenticity. In Study 2, mainstream Americans also responded negatively to frame switching, rating the bicultural as less likeable, trustworthy, warm, and competent, all via authenticity. The next studies attempted to mitigate the consequences of frame switching by establishing that the bicultural's behavior is authentic despite its inconsistency. In Study 3 (N = 135) and in a well-powered replication Study 4 (N = 390), affirming the bicultural's authenticity alleviated some, but not all the negative effects of frame switching. Thus, across student and non-student samples in two countries, we found that mainstream North Americans' negative reactions to frame switching affected their impressions broadly and resisted intervention. By focusing on a bicultural with two minority cultures rather than a majority-minority contrast, we show that the negative effects of frame switching are driven by more than ingroup-outgroup identity signals. These results present a more complex view of frame switching than has typically been considered, illustrating its potentially paradoxical effects – frame switching allows biculturals to fit into multiple cultures without sacrificing any one of them, but it can backfire when behaving inconsistently violates perceivers' expectations and values. Our work presents some of the first experimental evidence of the effects of frame switching and suggests that the way biculturals negotiate their cultures can interact with dominant cultural beliefs to affect their experiences. In

the context of intercultural relations, this research identifies a barrier to majority−minority group mutual understanding as members of multicultural societies may derive unintended meanings from each other's behaviour.

Paper 3
Cross-Cultural Adaptation Shapes Sojourner Representations of Locals

Authors: Kinga Bierwiaczonek, Instituto Universitário de Lisboa; VU University Amsterdam
Sven Waldzus, Instituto Universitário de Lisboa
Karen van der Zee, VU University Amsterdam

While affective and behavioral outcomes of cross-cultural adaptation have been extensively studied, its social-cognitive outcomes have received less attention so far. To address this gap, we investigated, by means of the Reverse Correlation Task (RCT), visual representations of the culturally dominating group of host nationals held by sojourners as a function of their degree of cross-cultural adaptation. In three studies, using three different methods (reduced online RCT, full RCT, conceptual replication) with three independent samples of sojourners and seven independent samples of Portuguese and US-American raters, we gathered clear evidence that poor adaptation goes along with more negative representations of locals. We argue that sojourner adaptation is reflected, at a social-cognitive level, in the valence of outgroup representations.

S17

Stories & Culture: Theory & Applications

Chair: Dharm Bhawuk, University of Hawaii at Manoa
Discussant: Dharm Bhawuk, University of Hawaii at Manoa

Stories constitute a basic element of culture, though it has not been accepted as such in the cross-cultural literature. Stories form the foundation of intercultural training literature, though it is referred to as critical incidents (Bhawuk, 2009), and a collection of such incidents is referred to as culture assimilator (Fiedler, Triandis, & Mitchell, 1971). Using the search phrase "cross-cultural psychology and stories" returned only a handful of publications in Google Scholar (Facorro, & DeFleur, 1993; Harris, Schoen, & Hensley, 1992; Imada, 2012; Imada & Yussen, 2012; Kidder, 1992; Lawlor, 2000; Mandler, Scribner, Cole, & DeForest, 1980; Van Deusen-Phillips, Goldin-Meadow, & Miller, 2001; Wang, & Conway, 2004). It may not be an exaggeration to say that cultural, cross-cultural, and intercultural researchers and practitioners are avid consumers of cultural stories though research in the area is rather scant. This symposium attempts to address that lacuna in the literature.

Stein and Policastro (1984) found a lack of agreement in the definition of story and noted more than 20 definitions of story in a review of literature spanning psychology, anthropology, and linguistics. Howard (1991) argued in favor of viewing story as a broad category of mentation, or even a meta-category, arguing that even science pertains to meaning construction, and, therefore, thoughts are a general form of story elaboration. Healthy people have a coherent story about who they are or what their identity is, whereas absence of such stories causes mental illness or psychopathology; in the same spirit, psychotherapy is about repairing life stories (Howard, 1991). Shank (1990) posited that cultural stories constitute a big part of our knowledge system, and we learn these stories from books, television, and people around us. He suggested that stories are neutral, condensed, or elaborated. Neutral stories contain general wisdom that can be applied to one's specific situation. For example, people use the I-Ching in China or the rAmAyaNa written by tulsidAsa to decide what decision they should make in a particular situation. The same hexagram from the I-Ching or the verse from the rAmAyaNa leads to different decisions by people in different situations that they face. Condensed stories are captured in proverbs or dictums that people use in daily interactions. Elaborated stories describe what happened to whom in what situation, and inspire the readers to learn from them. Often elaborated stories are about real historical people, and many cultural stories are about historical people of that culture.

Imada and colleagues have demonstrated that individualists and collectivists create stories that capture, retain, and transmit cultural values that reflect their respective cultural orientations (Imada, 2012; Imada & Yussen, 2012). They concluded that narratives are universal forms of cultural communication and reproduction. They studied the stories created by their participants, and not cultural stories that are passed on from generation to generation. This symposium addresses the need to study cultural stories and the values they transmit with them without using overarching frameworks like individualism and collectivism to understand indigenous cultural frameworks.

Paper 1
Chinese Cultural Stories and Children's Educational Values

Authors: Aili GUO, Shanghai Ocean University

Dharm P. S. Bhawuk, University of Hawaii at Manoa, Shidler College of Business"

"The Three-Character Canon" (san zi jing, 《三字经》) has been the most representative and influential textbook for children in China, and it constitutes elaborated stories, to use Shank's (1990) typology of stories. We present analyses of the educational values embedded in the stories that originate from the Canon, which were adapted into cartoon video programs in 2010. Our analyses shows that there are five virtues that are important in Chinese children's education, which are: zheng qi (trying to make a good showing, 争气), chi ku (bearing hardship, 吃苦), zhuan xin (having concentration, 专心), ting hua (heeding what an elder or superior says, 听话) and hui guo (feeling remorseful and making amends, 悔过). How these values are embedded in the stories, and how they allow a nuanced understanding of Chinese indigenous psychology and education will be discussed. Implications for cultural, intercultural, and cross-cultural research using cultural stories are discussed.

Paper 2
Stories of Whistle Blowers: Multilevel Analyses

Authors: Masahisa Yamaguchi, California State University, East Bay

Dharm P. S. Bhawuk, University of Hawaii at Manoa, Shidler College of Business

Blowing the whistle is a form of correcting a moral conflict that the individual is experiencing from witnessing or participating in an unethical situation. Whistleblowers in the media are portrayed as heroes or martyrs who sacrifice themselves for the common good. They are viewed as the underdogs, going against all odds to seek personal justice for all the wrongdoing a corporation might have inflicted on to the public in secrecy. Whistleblowers in the US are portraits of courage, categorized in the media as the lone heroes who are fighting for those who were unknown victims of unethical conducts from organizations. Stories of whistleblowers provide an opportunity to engage in a multilevel analyses to gain insight into how individuals, organizations, and societies interact when facing a situation in which the public is being disadvantaged because of actions of organizations, and individuals take considerable risk to protect the public. Since history shapes culture, it is necessary to examine whistleblowing in the historical contexts, and we employed historical analyses in this research.

For 240 years, the United States has introduced and amended laws to protect individuals from retribution by their employers in different types industries. The first whistleblower protection law in the United State was enacted on July 30, 1778 a year after the signing of the Declaration of Independence (Kohn, 2011). It was believed that the first US law adopted specifically to protect whistleblowers was the 1863 United States False Claims Act, which was enacted to combat fraud by suppliers of the United States government during the Civil War (Lahman, 2005). In 1777, US sailors filed a petition to the Continental Congress about their commander's method of torture towards captured British sailors. The commander retaliated by filing a criminal libel suit towards the whistleblowers. The following year, Continental Congress enacted America's (and the world's) first whistle-blower-protection law which authorized payment for the legal fees of the captured British sailors, authorize the full release of all records related to the removal of the commander, and covered costs associated with the whistleblowers' defense.

Audiences in the US seem to appreciate movies about underdogs going against all odds in their pursuit of justice. Whistleblowers in movies have been romanticized as do-gooders who seek to right ethical wrongs in making the world a better place. We present the stories of three whistle blowers Karen Silkwood, Jeffrey Wigand, and Erin Brockovich, from the United States who have achieved the status of cultural icons, and Hollywood has made popular movies about them (Hausman & Nichols, 1983, Silkwood; Mann, 1999, The Insider; DeVito, Shamberg, and Sher, 2000, Erin Brockovich). Doing historical analyses we show how this type of stories become a part of culture over time and their influence on individuals, organizations, and societies through legislation and other cultural institutions. Implications of cultural and organizational stories for cultural, intercultural, and cross-cultural research are discussed.

Paper 3
A Comparative Study of Organizational Apology Stories: The Case of Apple and Kingsoft

Authors: Eric Rhodes, California State University San Marcos

Dharm P. S. Bhawuk, University of Hawaii at Manoa, Shidler College of Business

We employed apology stories reported in the popular and professional press to write organizational cases studies of an organization from the United States, Apple, and one from China, Kingsoft. These narrative or stories were then used to examine cultural differences in how organizations apologize to their customers and other stakeholders, thus extending the concept of organizational stories specifically, and the concept of stories in general. A longitudinal examination of apologies issued by Apple and Kingsoft uncovered cultural differences in the scripting of organizational apology. Apologies issued in China were lengthier, more formal, and more likely to reference governmental authority than were apologies issued in the U.S. However, we found similarity in the structure of the apologies issued by Apple and Kingsoft, indicating the presence of etics. Apologies issued by both companies in the U.S. and China had similar antecedents, textual components, and consequents. We also found that the CEOs, both their personal and cultural background, influenced the process and content of mea culpas issued by these organizations. Under the leadership of charismatic CEOs (Steve Jobs and Lei Jun) the organizations apologized less frequently and more succinctly. We also identified other emic aspects of organizational apology for the United States and China that are shaped by their cultures. Implications of organizational case studies and organizational apology stories for cultural, intercultural, and cross-cultural research are discussed.

S18

Spaces of Intercultural Encounter

Chair: Katie Willis, Royal Holloway, University of London

This session takes as its starting point the importance of the spaces within which intercultural encounters take place. While there has been significant work on the role of cities as environments which people of diverse cultural backgrounds inhabit, and potentially interact, this session focuses on spaces within cities. This intra-urban focus is important in identifying the role of particular kinds of spaces in both facilitating and hindering intercultural encounter. The heterogeneity of cultural dimensions can also be examined; in some contexts, shared elements of culture may bring people together, regardless of other differences (places of worship for example). Interactions and exclusions may then reinforce or challenge relationships between different groups, and their imprint on urban space.

Living in cities of 'super-diversity' (Vertovec, 2007) means that intercultural encounters can be everyday, mundane occurrences, rather than spectacular events. The banality of such encounters does not reduce their potential impact, but rather requires researchers to be attentive to the cumulative effect of such encounters, or to explore their taken-for granted nature.

Significant cultural diversity also demands a sensitivity to different dimensions of difference and intersectionality, recognising the blurred nature of boundaries around cultural groupings. For example, papers in this session explore generational differences within ethnic groups, the role of international migration in shaping return migrants' experiences, and the way in which different bodies are 'read' as part of intercultural encounters.

This session brings together four papers which use in-depth qualitative research to explore a range of spaces where intercultural encounters occur, drawing out the nature and impact of these encounters and the way these encounters respond to and shape the spaces within which they occur. In particular, the papers consider spaces of education, consumption spaces, community centres and support services, and domestic space.

Paper 1
Copy and Paste Pedagogy?: Intercultural Encounters in "Transnational" Classroom

Author: Tianfeng LIU, Central South University

In a rapidly-changing eduscape, the ideal of 'transnational education (TNE)' (Wilkins and Huisman, 2012) has become increasingly prevalent, including the setting up of branch campuses. Ideally, to protect the authenticity of the 'transnational knowledge delivery', universities should be directly 'duplicated' in the host countries (including infrastructure, administration, teaching staff, academic resources etc.). However, in reality, the value of TNE is still fundamentally compromised in those branch campuses, and adaptations to the local environment need to be made (Waters and Leung, 2013). Echoing the work of Waters and Leung, this paper suggests that one of the compromises is made during the off-shore teaching process. Through closely observing the intercultural encounters in transnational classrooms, we argue that, due to the complexity of the

transnational teaching space, pedagogy cannot simply be 'copied' and 'pasted'.

Aiming to explore the embodied process of the 'circulation of knowledge' (Madge et al., 2015) in transnational space, this paper draws on the findings of a qualitative project examining a Sino-British university in China and its implications on British academic mobility. It demonstrates that, through intercultural encounters, the bodies and emotions of transnational academics can potentially affect the teaching delivery and learning experience in a shared dialogic space (classroom). The study challenges the limits of much intercultural discourse focusing on the ideal of 'assimilation', 'integration' and 'acculturation', by elucidating the diversity within the group of transnational academics. Correspondingly, acknowledging the importance of space, it seeks to provide a novel angle to see how pedagogy is rejected, transformed and recreated in TNE.

Paper 2
Generational Tensions Among Somali Communities in the UK

Author: Mina Nakai, Royal Holloway, University of London

This paper explores the generational and gender differences in attitudes towards, and experiences of, Female Genital Mutilation (FGM) within Somali communities in the UK. This research focusses on the consideration of three key different elements; individuals' personal experiences and thoughts on FGM; the role of the wider community in the construction of norms, practices and identities around FGM; and finally the possibility of further transformations of this practice inside of Somali communities in the UK. This focus elucidates the different spaces of encounter both within the Somali community, for example in community centres, neighbourhoods and private homes, as well as between members of the Somali community and other groups, such as in school or the workplace. The inclusion of a generational perspective also provides important insights into potential cultural clashes within ethnic groups.

This research was carried out in two locations, London and Manchester, where there are a large number of people of Somali heritage. Several Somali communities in both locations were selected to participate in this research project. Data was collected through 80 individual interviews with both men and women, and with first and second-generation migrant community members. This provided the basis for an examination of how migrant generation and gender is implicated in the attitudes towards FGM, as well as the experiences of the procedure. The research was conducted over an 18-month period, involving significant engagement in community activities, as well as everyday ethnographic observations in community centres.

Key findings include the significant differences between first- and second-generation groups reflecting different forms of socialisation among UK-born participants, and also the legislative context of the UK where FGM is illegal. However, the research challenges simple notions of generational change, highlighting how issues of identity, transnational links and gender norms are entwined in decisions about FGM. The research is innovative in its inclusion of men in discussions of FGM. The findings highlight men's experiences and the potential implications of these for their own health. The overall research findings could also lead further considerations in this research area, and provide support in the efforts of eradicating this practice in the future.

Paper 3
Everyday Consumption: Overseas Returned Students in Shanghai

Author: Yunting QI, University of London

Transnationalism scholarship has recognised consumption and any other activities to purchase goods or services as an important aspect of migrant experiences. Migrants' everyday consumption can present their transnational ties, cultural identity and potential tensions experienced in their migration journey. Researchers argue that "an analysis of commodity culture provides an alternative way of advancing our understanding of contemporary transnationality" (Crang, et al., 2003). Despite an important body of research on transnational migration and consumption, the gaps still exist. Most studies make an equivalence between migrants' consumption and ethnic economy and pay significant attention to how immigrants perform their ethnic identity and maintain transnational ties with their homeland through consumption practices in the host society. It suggests that current studies focus on cultural tensions between different ethnic groups while very few research note the diversity within one ethnic group. For example, whether people with much cross-cultural experiences encounter any cultural differences with their ethnic fellows who lack similar experiences is still underexamined.

In this paper, I focus on the everyday consumption of Chinese overseas returned students who are working in Shanghai after their overseas study. Through a one-year ethnography in Shanghai, the most internationalised city in China which has attracted a number of overseas returnees and other transnational migrants, I investigate how transnational journeys, which involve various cultures, differentiate my participants' everyday life from other local people, and particularly, how everyday consumption spaces become the space of intercultural encounters. Notably, instead of restricting "everyday consumption spaces" to specific shopping malls, streets or online shopping websites, I examine overseas returned students' everyday consumption in the wide urban space of Shanghai. In other words, this paper questions how a metropolis like Shanghai becomes an important space of intercultural encounters related to transnational migration.

Paper 4
Spaces of Support: Diversity of Intercultural Experiences in Two Migrant Workers Service Centres in Macau

Author: Dennis Tat-In TAM, Royal Holloway, University of London

According to the census data, there are over 180,000 migrant workers, from different countries with different cultural backgrounds, currently working in Macau. The disconnection from original social support in the home country and the exposure to an unfamiliar environment in the host country, including hostility from some members of the host society, bring various emotional perceptions to the migrants in their everyday encounters both in their workplaces and their residences. Existing research indicates that migrant workers in Macau are vulnerable to emotional distress and perceived anti-social behaviour without access to efficient and appropriate social support. As a result, in recent years, charities have started to provide support services such as chat groups, empowerment classes or counselling hotlines for migrant workers.

Migrants, as either the passive service recipient or the active participant in these services, are likely to have different intercultural experiences in these places as the charities are run by organizations run by people from different ethnic and cultural backgrounds. Moreover, the service

recipients are not homogeneous but also diverse in origins, genders, ages, education level and occupation which may make the intercultural encounters into a more complicated mosaic.

This research investigates the differences in intercultural experiences perceived by migrant workers in two service centres in Macau and how these experiences impact on the migrants' everyday life as well as on the local service providers through continuous intercultural interaction. It is based on ethnographic research, including interviews with Filipino migrants and those involved in providing support services.

P25

Identity in Chinese Contexts

Chair: Min LIU, Southern Illinois University Edwardsville

Paper 1
Group Identity in Shared Values Networks Continued

Author: Yajie PU, North Greenville University

People can not be studied in isolation and each social group has its unique cultural identity. Values held by individuals in the group where each individual belongs, help to form the group identity thus describe the group culture. The former study of shared value networks has led to inquiry of comparing different social groups and their cultures. The present study was designed to use the network clustering procedure to examine the plausibility of the hypothetic "Core Value Layers" of various social groups. By comparing the core value layers and the outer value layers of seven different social groups (US doctors, US gamers, US factory workers, Chinese mothers, Chinese students, Chinese managers, Chinese company staffs), the results provided evidence of (a) the order of shared value priority shapes the cultural identities of various social groups; (b) certain values missing in other groups' core value layers yet appearing in one group's central core value layers best describe the cultural identity of this group. (c) nationalities do not share the same influences in forming the cultural identities as it used to.

Paper 2
Making Sense of Microaggressions Among Asian Americans: An Explorative Study

Authors: Min LIU, Southern Illinois University Edwardsville
        Christine Sherperd, Southern Illinois University Edwardsville

Since Chester M. Pierce first introduced the term in 1970, racial microaggression has become a commonly referenced term in discussions about racial relations. Racial microaggressions are defined as "brief and commonplace verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group" (p. 273). Other terms associated with this construct include "modern racism" (McConahy, 1986), "symbolic racism" (Sears, 1988), and "aversive racism" (Dovidio et al., 2002).

According to Sue et al. (2007), racial microaggressions come in three forms: microassaults, microinsults, and microinvalidation. Microassaults are often unconscious verbal and nonverbal acts that demean a person's racial heritage. Microinsults are often conscious and explicit, including name-calling and teasing, which are indented to purposefully hurt a person. Microinvalidations are often unconscious behaviors that minimize the lived realities of minorities, such as denying the existence of racism.

This exploratory study used focus group data with 25 first-generation and second-generation Asian Americans working and residing in a Midwest metropolitan area. Specifically, the semi-structured

focus group questions facilitated discussions related to how racial identity is conceptualized, what racial microaggression is and is not, what methods are used to cope with the experience, and what effect, immediate and cumulative, racial microaggression experience may have on the community. On average, the focus group sessions lasted 90 minutes.

Several themes emerged from the initial thematic analysis of the data. Participants struggled with the issues of intentionality and outrage mentality in how racial microaggression in defined. In other words, participants wondered whether certain criteria must be met in order for an incident to be considered an act of racial microaggression. Many participants experienced microinvalidations, often from colleagues and acquaintances, but they would not consider them microaggressions, citing the lack of intentionality. Many recognize that with an existing relationship, there exists an understanding that gives more leeway for such comments.

With the theme of outrage mentality, the discussions focused on whether outrage-driven activism would fit into the overall narrative of Asian Americans as a minority group. In several group discussions, participants raised concerns with cultivating a victim's mentality in the Asian immigrant community if too much emphasis is placed on activism initiatives. One outspoken second generation Chinese American stated that 'rather than being mad about every little comment, throwing our fists in the air about these slurs and insults, the community is better off focusing on issues that actually matter such as job opportunities and community safety". In a way these sentiments are rejecting the legitimacy and utility of racial microaggression as a theoretical or practical tool for the Asian American community.

Other themes included the desensitizing effect of non-English languages that normalize racial microaggressions, and the need to confront community norms that legitimatize microaggressions targeting groups such as African Americans and Hispanic Americans. Theoretical discussions informed by co-cultural theory and practical implications are discussed.

Paper 3
Research on Chinese as Foreign Language Teachers' Cultural Identity in New Zealand: From a Multidimensional Approach

Author: Yu WANG, Capital Normal University

Culture identity is often seen as a dynamic and negotiable self-conception and orientation through the interactions with one's own ethnic group, others, individuals and societies. Adopting the "communication theory of cultural identity" and the "contextual theory of interethnic communication" (Hecht, Warren, Jung, and Krieger 2005; Kim 1997, 2005), this ethnographical case study investigates the intercultural identity and cultural identification of Chinese as foreign language teachers in New Zealand, who emigrated from mainland China after 1987. Through multidimensional lenses, this research aims to reveal how Chinese as foreign language teachers' sociocultural identities interacted with their institutional and interpersonal environments in New Zealand,with a particular intention to explore how the development of social media shapes the constructs of Chinese as foreign language teachers' affiliation, belonging and positioning in this digital era. Data consists of semi-structured interviews, participants' narrations and observations.

Paper 4

The Meaning of ＂Being Chinese＂ in Lived Intercultural Experiences: Perceptions of Chinese Cultural Identity among Contemporary Mainland Chinese Undergraduates

Author: Yuanyuan HE, China Foreign Affairs University

The current study investigates a group of mainland Chinese undergraduate students' subjective perceptions of Chinese cultural identity, with a specific focus on the discourses that the students drew on to assign meaning to "Chineseness" in their intercultural interactions. It examines the discourses of Chineseness that the students used, the purposes that these served, and the students' attitudes towards the "Chinese" Self compared to the Other in today's globalizing world. A qualitative study was conducted administering an open-ended questionnaire on 42 undergraduates in China Foreign Affairs University. The questions focused on participants' prior intercultural experiences and aspects of Chinese culture that they felt these could be attributed to. A discourse analysis reveals three groups of discourses that are central to the participants' notions of "Chineseness", including classical discourses of Chinese culture (i.e., collectivism, Confucianism, etc.), discourses of particular aspects of Chinese society (e.g., traditional Chinese medicine, religion, etc.), and stereotypes of the Chinese people (as being good at math, as being habitual queue-jumpers, etc.). These discourses are strategically defined and deployed in the participants' construction of Chinese cultural identity. Contingent on the contexts and the parts played by participants in their intercultural interactions, these discourses are drawn upon for the purpose of diverse agendas, including offering explanations, giving justifications, making accusations, and projecting particular images of Chinese people (including participants themselves). While comparing the Self with the Other, participants show a variety of attitudes towards their Chinese cultural identity, such as sense of inferiority, feeling of being stereotyped and Othered, critical reflection, confidence, global sensibilities and so on. The findings raise important considerations for contemporary mainland Chinese youth's cultural identity.

P26

Diverse Intercultural Practices

Chair: Xiaojia ZHANG, Shanghai International Studies University

Paper 1
Teaching Chinese Characters from the Perspective of Chinese Imagery Thinking

Author: Debiao ZHANG, Assumption University

The error of writing Chinese characters is a noticeable problem for Thai learners at University. From classroom observations of Thai teachers, it becomes clear that the teaching methodology is learning the characters by repetition and rote. Because of this approach, students seem to lack a basic knowledge of the Chinese characters at deeper level, such as the semantics of radicals. At both intermediate and advanced levels, students exhibit consistent errors with regards to radicals when they are writing and typing Chinese characters.

According to masters' theses studied from Thai students' errors when writing Chinese characters on CNKI from 2008 to 2017, only 4 theses had a specially focus on writing errors of Thai university students, the other 39 theses being a combination of technical college, primary and secondary school students. In their findings, the written errors can be roughly classified into three categories: stroke, radical and whole character. The main reasons for these writing errors are due to the complexity of Chinese character itself (Huang, 2017), the negative transfers of Thai language (Xu, 2012; Zhang, 2015), improper teaching methods (Wu, 2013; Huang, 2017) and text books lacking the basic knowledge of the key characteristics and meaning of the Chinese character (Wu, 2013; Huang, 2017). The teaching strategies they propose are to adopt various teaching methods to stimulate the students' interest to study, to teach from stroke to character with the principle from simple to complex, etc.

Chinese characters reflect Chinese culture and embody Chinese ideology. Among them, imagery is one of the most important ways of thinking (Wang, 1999), but has not attained the attention of scholars in the field of Chinese character teaching. Chinese characters have evolved from pictographs to the versions used today over a long period of time, and the features of root image have been greatly weakened. The image in monograph evolved from pictographs is fundamental. The rest of the construction of the Chinese character are centered around the variation of the core structure of the image. Through the combination of image with graphic and interaction of constituent elements, the Compound Indicative is to convey entirely new meaning. A Simple Indicatives explains the meaning through the addition of indicatory symbol with respect to the compound image structure. A Phonogram is composed of two parts, the elements evolved from the image indicating the meanings and the other showing the pronunciation. Therefore, teaching and learning Chinese characters need to start with imagery thinking.

Through action teaching, to teach Chinese characters from the perspective of imagery thinking, students can understand the root structure and the cultural information behind the character's construction and their meaning. Meanwhile, the students can acquire Chinese character radicals systematically and memorize Chinese character efficiently, so the writing errors of Chinese characters can be reduced. In addition, this teaching strategy can be a reference for Thai teachers in teaching Chinese characters.

Paper 2
An Extension of Peircean Triadic Pattern on Intercultural Research

Authors: Liang YANG, Xi'an Jiaotong University
         Jirong GUO, Xi'an Jiaotong University

This article inquires into the theoretical significance that Peirce's notion of Triadic Pattern shed on intercultural study. Intercultural communication is achieved on the interpretation of signs. Any act of intercultural communication can be regarded as a co-construction of the meaning of signs between the utterer and the interpreter from different cultures. Peirce's notion of Triadic Pattern of Communication provide the paradigm for dialogue, mutual adaptability, integration, and renewal among different cultures. It is through the exploration of communicational interpretant that the uncertainty elimination, mutual learning, and self-renewal is achieved between the utterer and the interpreter.

Peirce's notion of Triadic Pattern of Communication is of great significance because it reveals the triadic, dynamic and synechistic property of intercultural communication. First, intercultural communication is not a process involving only the subject and object. It is a process in which both participants realize the co-construction of meaning through information sharing and continuous communication (concerning the same representamen/sign). Thus, intercultural communication can not be regarded as a linear, one-way course, and the effect of intercultural communication is not dependent merely on either side of the communicator, but on the co-construction of communicational interpretant (Pierce, 1977) between the utterer and interpreter. In the process of communicating the cognitive similarities and differences between the two, the semiotic system, that is, the information compiling system, is also the compiling system of culture and society, acting as the carrier and center of meaning reproduction and providing the possibility of building communicational interpretant between the utterer and interpreter. Second, intercultural communication is a dynamic semiosis of defining and interpreting; the meaning of signs is not confined within fixed texts, but generates from different specific socio-cultural context. The cognitive differences caused by changes always lead to the misunderstandings, frictions, and even conflicts in intercultural communication, and these differences always have a direct effect on the interpretant when he/she interprets the meaning of the concerning representamen. This direct effect is embodied by the effectual interpretant of meaning, according to Pierce. And a successful intercultural communication is realized through the effort of integrating the intentional interpretant, effectual interpretant and communicational interpretant, all of which constitute the triadic relation of meaning (Pierce, 1977). In addition, the process of intercultural communication is a synechistic semiosis (semiotic process). On one hand, the coding and decoding of each sign is affected by its historical origin and continuous diachronic developing and changing process; on the other hand, the internal connection of the utterer and interpreter stems from the synchronic continuity of semiotic interpretation. The participation of both sides in this synchronic continuity is the process of intercultural communication, and the utterer and interpreter is connected on the basis of every symbolic act. Through a mutual discussion, exploration and co-construction, a conceptual community with common ground and sharp difference is built, in which certain agreement concerning the meaning of signs and affection toward the signs can be reached.

Paper 3

"Bringing the World Together One Note at a Time"：Intercultural Practice and Identity Development of Musicians

Author: Qinhan CHEN, University of Edinburgh

It is observed that music has a wide existence and applications in intercultural learning and communication for its effectiveness in stimulating emotion and cultural imagination (Cortes, 2004). The media is also commonly used to assert collective identities, creating a bonding experience between individuals (Hargreaves, Miell, & MacDonald, 2002; Symon, 1997). However, while many music researchers (e.g.: music psychology, sociomusicology, music education, etc.) and cultural scholars made their observations on psychological effects and social functions of music in an intercultural context, there are few empirical research conducted by intercultural researchers on such topic.

There are a fast-growing number of international and third culture musicians whose day-to-day practices involve one or another form of traditional and/or fusion music performance, collaborating with each other across cultures and performing to an international audience. In addition to the more obvious practical issues, music-cultural relation is often brought to focus for these musicians in forms of challenges (Frith, 1996). Considering the significant role intercultural factors play in these professionals' musical practice, learning, and their development of music-cultural identities (Taylor, 1997), it is necessary to conduct this interdisciplinary research to bring together intercultural studies approaches and music studies, exploring how these individuals learn to deal with musical and intercultural challenges in and beyond their career; how they make sense of such paralleling relation perceived between music and culture; and how they negotiate and develop their own identities in music and/or intercultural aspects.

In order to investigate such music-cultural duality in the lived experience of musicians, interview questions are designed in this qualitative research, drawing upon the literature in Intercultural, Social Learning, and Music studies. Semi-structured interviews was then conducted with 17 professional musicians of various musical and cultural backgrounds (including Argentinian, Brazilian, Chinese British, English, Indian American, Iranian, Iraqi, Japanese American, Lisu Chinese, Scottish, South Korean, etc.) and subjected to a theory-led thematic analysis. Findings in this study will provide an understanding of and practical suggestions from these musicians' perspectives on how intercultural dialogues can be bridged and music-cultural identities developed across various boundaries.

Paper 4

Discourse Power of Taichi in the International Sports Field from the Perspective of Its Patent Applications

Author: Jie CHEN, Beijing Sport University

As one of the most important traditional sports culture, Taichi bears the responsibility of disseminating traditional Chinese culture home and abroad. With economic globalization, Taichi has exerted more influence on world sports since the establishment of International Wushu Federation (IWUF), who now recruited members from 142 countries/regions. With approximately 3 billion practitioners altogether, it is undeniable that nowadays Taichi is one of the most popular and well-received Chinese traditional sport worldwide. Even if the above-mentioned statistics are

inspiring, Taichi obviously has a very weak voice in the international western-competitive -sports dominated athletic atmosphere, which is evident in many aspects: failure in entering the Olympic Games several times, lack of influential activities home and abroad. In addition, from the Taichi-related patents statistics, we can see that Taichi-related patents are much fewer than that of the traditional sports of some foreign countries –such as India Yoga and South Korean Taekwondo, not to mention popular sports in the west, such as baseball and basketball. In this digital age, many industries enjoy a general rule, that is: more patents, more discourse power in the field, and sports may not be excluded from this general rule. Therefore, in this thesis, a survey of Taichi-related patents is made by using CNKI patent database, from the results of which some conclusions can be drawn. The popularity and sports-population of Taichi don't guarantee its discourse power in the international sports field for Taichi; even though more people and experts are aware of the importance of science and creativity in popularizing and promoting the sports in different cultures, and more Taichi-related patents are registered since the last 10 years, yet the patents statistics are still very unsatisfying; another conclusion is that the diversified forms of Taichi serve as a double-edge sword in promoting the sport, which could be explained in the following way: different forms of Taichi Practice (Taichi Fist/Taichi Fan/ Taichi Sword,etc.) have attracted people of various preferences, but at the same time, its diversity also makes it challenging to have a uniform/standardized Taichi sport language, evaluation system, etc., which may hinder its entry into the Olympic Games. A survey among the Wushu practitioners is carried out to assess the awareness of patent applications and international discourse power of Taichi, and suggestions for strengthening discourse power of Taichi are also surveyed, which will be beneficial for establishing strong discourse power in the international stage in future.

ABSTRACTS INDEX