

Dear Colleagues in Intercultural Communication

It is a great pleasure for us to welcome you to Helsinki for the 18th Annual Symposium of the Nordic Network for Intercultural Communication. In all these years, this is the first time we are getting together in Helsinki!

The program is designed to provide various spaces for sharing your thoughts and experiences of Theoretical Turbulence. Hopefully you will also have the opportunity to meet your colleagues, network, experience the Northern darkness at its best, and see sides of Helsinki you have not seen before.

Thank you for joining the symposium. Hopefully you will find it enjoyable, inspiring, and productive.

On behalf of the Organizing Committee,

Saila Poutiainen

Organizing Committee

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PROGRAMME

Thursday, December 1

10.00 -	Registration
11.00 - 13.00	Bus tour & lunch (optional)
13.00 - 13.15	Welcome
13.15 - 14.15	Keynote lecture: The dark side of a common corporate language: Insights from international management Professor Rebecca Piekkari, Aalto University School of Economics, Finland
14.15 - 14.30	Break
14.30 - 16.00	Parallel sessions 1.1 – 1.4
16.00 - 16.30	Break
16.30 - 18.00	Parallel sessions 2.1 – 2.4
18.30 - 19.30	Helsinki City reception

Friday, December 2

8.00 -	Registration
9.00 - 10.00	Keynote lecture: Negotiating reality: Intercultural communication as constructing social space Associate Professor Victor J. Friedman, Max Stern Academic College of Emek Yezreel, Israel
10.00 - 10.30	Break and Poster session (10.00 - 12.00)
10.30 - 12.00	Parallel sessions 3.1 – 3.5
12.00 - 13.30	Lunch
13.30 - 16.00	Workshops
16.00 - 16.15	Break
16.15 - 17.15	NIC Board meeting
18.00 -	Dinner and sauna in Uunisaari

Saturday, December 3

9.00 -	Registration
9.00 - 10.00	Keynote lecture: Intercultural communication after the (social media) revolution: Theory, teaching, and practice Professor Kristine Muñoz, University of Iowa, USA
10.00 - 10.30	Break
10.30 - 12.30	Panel discussion
12.30 - 14.00	Lunch
14.00	Winter activities (optional)

Thank you!

The organizing committee would like to thank the following individuals and institutions for making the symposium possible:

Institute of Behavioural Sciences, University of Helsinki

Aalto University School of Economics

Tieteellisten Seurain Valtuuskunta

Embassy of United States Helsinki, Finland

Language Center, University of Tampere

Unigrafia Yliopistopaino

Tuomi Keränen

PROGRAMME

Venue

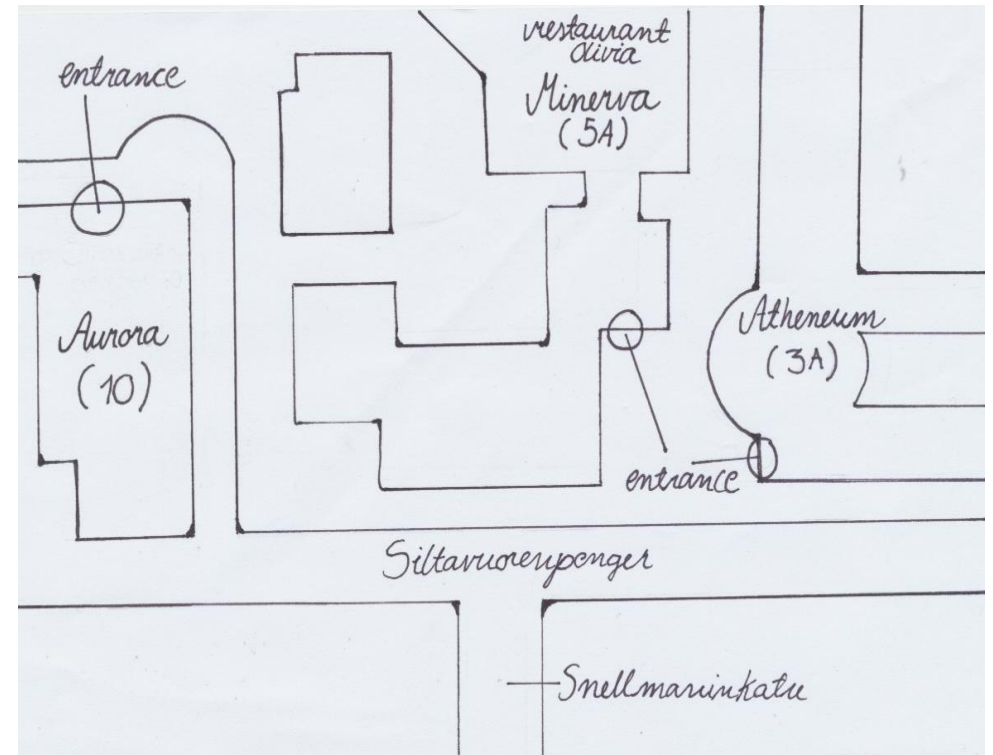
The symposium takes place on Siltavuorenpenger ("the terrace of the bridge-hill") where the Faculty of Behavioural Sciences of University of Helsinki resides. We will conquer the first two floors of Aurora (number 10), and for the workshops on Friday, we will gather in Atheneum (number 3A). In building 5A, Minerva, there is café/restaurant that is open on weekdays 8.30–16.00.

Registration

Registration takes place at the entrance hall of Aurora (number 10).

Lunch

Registration fee includes lunches on Friday and Saturday. Lunch is served at Hotel Arthur, which is located on Vuorikatu 19. It is a 5 minutes' walk from the symposium venue to Hotel Arthur. The lunch is a buffet lunch including salads, soup, main course, non-alcoholic drinks, and coffee/tea for dessert.



©Karoliina Harjula

Dinner and Sauna in Uunisaari

As an additional program, symposium participants are welcome to join the get-together evening on *Uunisaari* ("owen island") – a small island right next to downtown Helsinki, next to *Kaivopuisto*. We will have *saunailta* – a sauna evening, where men and women enjoy sauna taking turns, and the ones with the coldest feet dip into the ocean. Buffet dinner is served including mainly fish, but not forgetting *saunamakkara* (sauna sausage). Cash bar is available. The evening begins at 6pm and ends by midnight. (Cost for participants: 40 euros.)

To get to Uunisaari from downtown, trams 3B and 3T heading towards Kaivopuisto stop in the corner of Neitsytpolku and Tehtaankatu. The name of the tram stop is Neitsytpolku. It is a 5minutes' walk to reach the Uunisaari bridge from the tram stop.

Thursday, 1 December, 13.15-14.15, S10 Aud 1

The Dark Side of a Common Corporate Language: Insights from International Management

Rebekka Piekkari, Aalto University School of Economics

This key note speech sheds light on the problems and costs associated with the common corporate language which have been left in the dark in the extant literature. These include silencing the organization, shaping and redirecting career paths, and emphasizing the role of middle managers as translators of internal communication flows. From a top management perspective, such unintended 'side' effects of the common corporate language will be illustrated with empirical examples. Much of the academic research on the common corporate language in international management tends to emphasize the benefits of a lingua franca. It is expected to support formal reporting between headquarters and units in various foreign locations, improve access to company documents, and create a strong sense of belonging to a global corporate 'family'. Despite these benefits, the decision to adopt a common corporate language will not render the international company monolingual. Rather, 'language standardization' is likely to simultaneously generate a new set of challenges which have received limited scholarly attention. It is these very challenges that are at the heart of the present key note speech.

Friday, December 2, 9.00 - 10.00, S10 Aud 1

Negotiating Reality: Intercultural Communication as Constructing Social Space

Victor J. Friedman, Max Stern Academic College of Emek Yezreel

My goal in this talk is to present the idea of intercultural communications as a process of "negotiating reality." This approach, which draws from a wide variety of theorists from different disciplines, represents a major shift away from an essentialist paradigm towards view of cultural as dynamic and emergent. I begin by proposing that the seemingly reasonable strategy of "adaptation" in intercultural communication is deeply and fatally flawed. The alternative, I suggest, is "negotiating reality" – a process by which people jointly and self-consciously construct a shared cultural repertoire. According to this view culture can be understood as a social space that entails certain positions, meanings, and rules of the game. These spaces are constructed by people through patterned interaction but then come to be experienced as an exogenous overarching framework that shapes our individual and collective thinking and behavior. These spaces are internalized by people as mental "theories of action" which guide reasoning and behavior but also tend to reinforce the existing cultural frameworks. Negotiating reality brings theories of action and the tacit construction processes into conscious awareness, enabling us to exercise greater choice over our own behavior as well as the shared world we jointly construct with others.

Saturday, December 3, 9.00 - 10.00, S10 Aud 2

Intercultural Communication after the (Social Media) Revolution:
Theory, Teaching and Practice

Kristine Muñoz, University of Iowa

Advances in communications technology are a constant, ongoing marvel. Anyone who engages in intercultural communication, in any combination of learner, teacher, and practitioner, has seen their engagement in the field change over the course of every year or two – or even more rapidly. Because relying on traditional technologies (land line, anyone?) is impossible, observing and evaluating those changes (is Facebook the devil? Is open-source publishing the civil rights movement of the new millennium?) is pervasive and inevitable. Identifying and addressing fundamental questions of impact and change thus become more complex matters. I will propose several candidates for those questions, and explore two of them in detail: To what extent do social media allow, obligate, or prevent people from constructing meaning in ways that are different *in kind* – not simply magnitude or ease, but fundamentally different processes – from the ways in which meanings were constructed and circulated prior to the digital age? How do such changes reverberate through research agendas, teaching possibilities, and application contexts for intercultural communication?

1.1 Linguistic Views on Intercultural Communication

Thursday, December 1, 14.30-16.00, S10 room 225

Chair: Tuija Nikko, Aalto University

Cultural and Gender Differences of Expressing Feedback Agreement between Swedish and Chinese

Jia Lu, University of Gothenburg

Jens Allwood, University of Gothenburg

Nataliya Berbyuk Lindström, University of Gothenburg

In communication studies, cultural variation of expressing emotions is arousing more interests. In this study, feedback expression of agreement is investigated in four Chinese-Chinese and four Swedish-Swedish video-recordings of university students' first encounters. The aim is to explore features of how people express agreement by means of feedback both specific and common to Chinese and Swedish interactions. In the analysis, both culture and gender differences are taken into account. We find that Swedes express agreement more frequently than Chinese and females more than males. Both Chinese and Swedes agree more with the other gender, more multimodally than unimodally, most often with down-nod(s). Only Chinese expresses agreement by smile or laughter, and only Swedish does by head shake i.e. agreement to negation. Chinese has 'en' ('yes')+nod(s)- and Swedish has '{j}a' ('yeah')+nods and 'ja' ('yes')+nods as the most common multimodal expressions for agreement. Chinese has 'dui' ('right') and nods, and

Swedish has '{j}a' ('yeah') and nods as the most common unimodal means. Chinese females use 'en' ('yes')+nods to express agreement most often. Swedish females use 'ja' ('yes')+nods, and Swedish males use '{j}a' ('yeah')+tilt most frequently instead. Our results can have an application, for example in virtual human interaction and cross-cultural communication.

Keywords: agreement, communication, cultural/gender differences, Chinese/Swedish, unimodal/multimodal, first encounters

Language, Thought and Intercultural Communication: The Explanatory Power of a Perception-Based Theory

Jorunn Hetland, Norwegian University of Science and Technology

A satisfactory theory of intercultural communication is bound to deal with the underlying reasons for linguistic diversity. Our understanding of linguistic diversity depends, in turn, on a thorough understanding of the relation between language and thought, which again presupposes profound insight into the essence of language and the essence of thought.

What comes first, language or thought (Fodor 2008, Boroditsky 2011)? In my talk, I shall argue that this question is wrongly put. In a perception-based linguistic theory (Barsalou 1999) where language is understood as a symbol system relating linguistic structures to embodied mental models (e.g. Langacker 2008), conceptual models

are shared between language and thought. I shall discuss how perception creates a link between our minds and the world, and how this link influences the possibilities for understanding between individuals and cultures.

Barsalou, Lawrence W. 1999. Perceptual symbol systems. *Behavioral and Brain Sciences* 22. 577-660.

Boroditsky, Lera. 2011. How language shapes thought. *Scientific American*, February 2011.

Fodor, Jerry A. 2008. *LOT 2: The language of thought revisited*. Oxford.

Langacker, Ronald W. 2008. *Cognitive grammar. A basic introduction*. Oxford.

Keywords: language, thought, intercultural communication, perception, mental models, mental space

Approaches Borrowed from the Areal Linguistics for the Intercultural Communication

Sándor Földvári, Debrecen University

According to the concept of the language areas –which has mainly been treated by Jakobson, Décsy, and Skalička–, two or more non-relative languages constitute a language area (*Sprachbund*,

language union), if and only if the same meaning is to be expressed by very similar means. These means, significant for the same sense, are called isoglosses. For example, the narrative verb mode is an isogloss for the Baltic language union, linking the Estonian with the Latvian and Lithuanian, distinguishing them from the other Finno-Ugric and Indo-European languages, respectively.

Therefore, certain cultural areas may be drawn likewise. For instance, in the field of the political culture, the similar way of the conflict management as a linking “iso”-line may constitute such cultural unions. Two different social units or nations or geopolitical regions may represent the same cultural area, if and only if the similar kinds of conflicts are to be managed by similar means.

Consequently, the communication between two cultural regions may be performed by similar means if those regions belong to the same cultural macro-area, and by different means if those micro-cultures have no linking cultural phenomenon, which could unit them into the same area. In a result, the concept of cultural areas on the pattern of the language unions, may give a paradigm or become a composing element of a paradigm in intercultural communication, too.

Keywords: language unions, cultural unions, political culture, area studies, Baltic cultures, Caucasus

1.2 Real-Life Challenges for Intercultural Communication

Thursday, December 1, 14.30-16.00, S10 room 209

Chair: Iben Jensen, Roskilde University

Migration, Trauma and the Language Barrier, as an Undesired Triangular Complexity for Patients

Nabi Fatahi, Sahlgrenska University Hospital

Michael Hellström, Sahlgrenska University Hospital

As a result of warfare, poverty or natural disasters, migration has become unavoidable for many people. Thus, many migrants with trauma from areas of conflict or war have been forced into exile during the last decades. Many countries have thereby developed into multicultural and multiethnic societies. Apart from the combination of trauma and migration, the language barrier can lead to even more difficulties. In this case, a prerequisite for satisfying the fundamental needs of patients with different cultural backgrounds is to deliver healthcare information according to their mother tongue or language that they master. If the immigrant patient and the healthcare provider do not share the same language, the contact is facilitated by an interpreter, resulting in a complex triangular consultation situation. To satisfy the needs of the patient a strong and secure communication bridge is required. Not only the language, but also cultural diversities need to be focussed. Furthermore, the interpreter must find a balance between closeness and distance in relation to the patient and the

healthcare provider, regarding both emotional and technical issues. In order to provide adequate information and healthcare to patients with different foreign languages and cultural backgrounds, all these issues need to be considered.

Keywords: migration, culture, language barriers, triangular complexity, intercultural communication

Facing Evaluation in Intercultural Teaching and Learning

Lothar Cerny, Cologne University of Applied Sciences

1. I will give a brief account of my experience teaching intercultural communication in a master programme (International management and intercultural communication) concluding that a shift in intercultural training and teaching is necessary.
2. Teaching intercultural communication in academic teaching can have two aims: cognitive and emotional learning. The methodological problems of evaluating them will be discussed. Most value-oriented approaches to intercultural communication rely on the cognitive aspects of learning. I will go into some other factors determining learning results: the national composition of learning groups, the role of the dominant language in learning groups, life experience, and individual character.

3. Evaluation of introspection: When participants claim that they learned most about themselves, the methodological problem becomes even more stringent. Is it possible to evaluate a change of personal outlook? We are able to evaluate and assess teachers and teaching methods, but how about measuring the effect on the affects of intercultural learners? I will describe our attempts at involving psychological monitoring to help affective development.

Keywords: teaching results, cognitive and emotional learning, evaluating introspection

Polycultural Educational Approach to Teaching and Training the Students of the Udmurt State University

Eduard Khakimov, Udmurt State University

Marina Siraeva, Udmurt State University

Tatyana Ovsyannikova, Udmurt State University

Lena Belkova, Udmurt State University

Polycultural educational approach is a compound of Multi- and Intercultural Education. This approach views teaching and training as a way to enable a person to interact effectively and appropriately with others from various cultures. Polycultural Education is the special combination of several cultural traditions in the curriculum and training methods for helping students come to cultural diversity as social norm and personal value.

In our opinion, polycultural educational approach can be based on the idea of the Intercultural Competence Learning Spiral (Deardorff, 2008), the idea of the Pyramid of Multicultural education (Banks, 2001), and the Multi-paradigm approach for pedagogy (Kolesnikova, 2001; Bondarevskaya, 2006). This approach explains how to develop the attitudes, comprehensive cultural knowledge and intercultural skills, an ability to reflect on intercultural issues as an internal outcome, and an ability to interact constructively as an external outcome. The new techniques to teaching and training are:

- Reflection the cultural background through the role of "Intercultural mediators" (the international web-forums, where students improve their foreign language skills).
- Construction the multicultural knowledge in the Ethnopsychological training for personal growth (concept "Ethno-psychological competence")
- Construction the intercultural attitudes through the discovery the "Common roots in different cultures" (the Students' Linguistic and Musical Clubs).
- Construction the intercultural skills in the Social-projecting sessions (concept "Ethno-methodical competence")

This 2-year study started in May 2011 with the financial support of the Russian Humanitarian Scientific Fund, project № 11-16-18003a/y, "Study of Polycultural Education for students of Udmurt Republic's Universities".

1.3 Contemporary Challenges for IC Theory

Thursday, December 1, 14.30-16.00, S10 room 224

Chair: Hanne Tange, Aarhus University

"Revolution within Evolution"? Challenges for Intercultural Communication Research and Practice

Liisa Salo-Lee, University of Jyväskylä

In our global, increasingly multicultural world there are several cultures and a vast amount of personal experiences involved in any intercultural interaction. Encounters of people with different values are more frequent, new values emerge, and new as well as old values coexist. Awareness of differences and different reactions to difference abound, and reflections upon culture(s) are more intense. Simultaneously, we are becoming more conscious of our mutual interdependency, globally and locally. The paper discusses the following current challenges for Intercultural Communication research and practice: (1) concept of culture; (2) contextual considerations, and (3) intercultural competence and intercultural dialogue. There is a need in the field of Intercultural Communication to review the concept of culture to encompass both the "ethnic habitus" of the interlocutors, i.e. the ways we are at any time and in any form cultural beings (Bloemmaert 1991) and the contextual necessity for the each individual to become an "intercultural negotiator" in a specific intercultural situation (Saló-Lee 2011). The field of Intercultural Communication itself faces the

challenge of learning intercultural dialogue and to consolidate and combine cross-cultural and intercultural perspectives. For applied purposes, such as intercultural communication and competence in professional life, insights from various disciplines related to Intercultural Communication are necessary to understand and explain the complex interplay of culture and communication.

Translational Perspectives – Intercultural Communication Research and the Problem of Chinese Exceptionalism

Michael Poerner, University of Mainz

In course of the linguistic and subsequent cultural turn, intercultural issues are getting more and more attention in the humanities and social sciences. However, cultural factors far too often turn out to be convenient, but ultimately arbitrary variables for the description of differences in human interaction which are otherwise difficult to describe. This is especially true for the interpretation of Chinese culture and possible variances to other cultures in the world. It mostly implies the construction of an universal alterity profile in comparison to Western culture – for example in the field of communicative behavior or value orientation – as a result of specific philosophical or religious traditions. This paper shows that the construction of dominant Chinese characteristics (Collectivism, Face, Network etc.) in intercultural studies since the beginning of the 20th century within and outside of China is based on either

positivistic/quantitative research designs or historical/philosophical investigations, both of which have serious conceptional and empirical shortcomings. It is against that background that this paper stresses the need for a paradigm shift on the basis of the translational turn in the humanities, both in the field of intercultural research and teaching.

Keywords: intercultural communication research, Chinese exceptionalism, translational turn, paradigm shift

1.4 Refugees and Indigenous People

Thursday, December 1, 14.30-16.00, S10 room 223

Chair: John Chetro-Szivos, Fitchburg State University

New Meanings to Cultural Identity and Equality in Mexico

Sarri Vuorisalo-Tiitinen, University of Helsinki

Domination can be sustained by language use. When the Zapatista National Liberation Army launched their first Revolutionary Laws in 1994 and demanded equal rights for Mexican indigenous people, the laws included a section of women's rights. These Women's laws were attacked by some feminists who criticized the indigenous women's use of concepts like equality and women's rights.

Critical discourse analysis (CDA) shares with feminism the objective of positive change in the position of marginalized groups. In the Zapatista women's case I will show how the colonial language is appropriated and re-signified by the indigenous women who cannot use their own language. Methodologically, the intracategorical approach of intersectionality suggests that categories can be used strategically in a discursive way. Categorization might be operative in the way the indigenous women conceptualize their situation. The deconstruction of categories can also function as a deconstruction of the discrimination itself. By language use it is also possible to give empowering contents to existing categories, to reconstruct them. Same discursive elements that are used in the Zapatista women's

speeches to describe their victimized situation are used to build their cultural identity. This reconstruction of language also has the potential to reorganize existing power relations.

Keywords: critical discourse analysis, intersectionality, cultural identity, women's rights

African Refugees Seeking Better Life Chances in South Africa – A Case Study

Christine Anthonissen, Stellenbosch University

Considering a recent increase in migration from countries in North and Central Africa such as Somalia and the Democratic Republic of Congo to South Africa, this paper will present an analysis of qualitative data, namely a number of recorded interviews with informally employed migrants to South Africa. This will present a case study of discourses migrants and refugees produce in giving biographic reports of their displacement. The discourses will be analysed within the framework of Critical Discourse Analysis and Discourse Analysis in order to disclose what prompts and justifies decisions to relocate in a way that is decidedly disruptive to family and community life. The language biographies of participants are in focus as an instrument that can disclose how new community coherence is discursively developed and evaluated.

An objective of this work is to make a scholarly contribution to our understanding of 'language and migration in Africa'.

Also, the work aims to investigate avenues of (i) improved integration and social support of the newcomers, and simultaneously (ii) effective education of South African locals towards greater understanding and acceptance of dislocated people seeking a new beginning and better life chances.

Keywords: discourse analysis, discourses of displacement, language biographies, language and identity, migrants, multilingualism

Norwegian Mission Work in an Andean Culture

Live Danbolt Drange, NLA University College

An intercultural experience for the Indigenous people as well as for the Norwegian missionaries.

The indigenous Lutheran church in Cañar, Ecuador is a result of missionary work of Norwegian missionaries that arrived to the area in the 1970s. The area was then closed to strangers and foreigners. The missionaries started to build confidence by doing diaconal work, in the beginning through a mobile health-service.

After a few years of work converts established local congregations and over the years indigenous believers were trained and the

missionaries initiated the process for leaving a self-sustaining church.

In the paper I will look into challenges in the intercultural meeting between worldviews and cultures. I will also look into possible consequences lack of intercultural competence from the missionaries may have caused in the building of a self-governed and self-sustaining indigenous church.

Keywords: mission work, Andean culture, intercultural meeting, Ecuador

2.1 Making Sense of “The Other”

Thursday, December 1, 16.30-18.00, S10 room 223

Chair: Lotta Kokkonen, University of Jyväskylä

Making Sense of Cultures and Identities in Intercultural Communication: A Semiopragmatics Approach

Alex Frame, University of Burgundy

The field of intercultural communication covers various approaches to cultures and interactions between individuals from different (often national) groups. Monographic or cross-cultural approaches (Hofstede 1991) seek to characterize typical behaviors, beliefs and knowledge associated with given “cultural” groups. However, as authors sometimes point out, such macro social approaches are not sufficient to explain behavior in micro social interactions: what actually happens when individuals meet. During such encounters, participants refer to multiple identities, associated with roles, groups, or idiosyncratic character traits (Identity Theory: Stryker & Burke, 2000), to predict and interpret one another’s behavior. Since professional, organisational, or other identities and cultures can be just as important as national culture in this process, we can usefully analyze multicultural interactions as being marked by several levels of culture, linked to identities and activated consciously or unconsciously to influence meanings. The semiopragmatics model seeks to understand how these different cultures help shape the “figurative context” of a particular encounter, along with

participants’ definitions of the situation, and the (more or less) shared grounds of interpretation developed during the encounter itself (Frame & Boutaud, 2010). The approach provides important insights into the way foreigners make sense of one another’s behavior in face to face interactions.

Keywords: culture, intercultural communication, semiopragmatics, identity theory, sense making, figurative context

Intercultural Perceptions – What Do We Really Know about Each Other?

Stefanie Stadler, Nanyang Technological University

Academics and practitioners alike have realized a long time ago that intracultural effectiveness does not translate automatically into intercultural effectiveness. However, most of the efforts to uncover culturally informed practices have focused on production. This predominant focus has come to the detriment of other important aspects of intercultural interactions that have received comparatively little attention. One of these is perception.

Research to date has largely ignored perceptions and their impact on business negotiations, though the few studies that have addressed this issue have found a strong correlation between culturally informed behaviours and culturally influenced perceptions (cf. Spencer-Oatey and Xing, 2008).

The reason for this marginalization lies predominantly in the complex methodological issues researchers face. However, I would argue that perceptual studies are an important new direction for the intercultural field to pursue, as they offer much-needed complementary insight into intercultural effectiveness. Though the investigation of perception is fraught with difficulties, I firmly believe that the size of the problem should not deter us from paying more attention to this critical element for improved intercultural understanding.

Spencer-Oatey, H. and Xing, J. (2008). A problematic Chinese business visit to Britain: Issues of face. In H. Spencer-Oatey (ed.), *Culturally Speaking*. London: Continuum.

Keywords: perception, intercultural interaction, intercultural effectiveness

Coculturation: A Critical Theoretical Framework for Processes of Cultural Adjustment

Melissa L. Curtin, University of California

“Assimilation, acculturation, adaptation, adjustment, coping, deculturation, integration, alienation.” At the risk of adding one more term to the mix, this paper argues for the construct of coculturation as a distinct model of cultural adjustment that works toward a discursive disjuncture with many folk and professional

theorizations of cultural adjustment that commonly presume an abstract cultural model of a mostly homogenous “host culture” to which newcomers can and should acculturate. The new term is intended to underscore the complex and ongoing processes of identification for all members of a community; to challenge any notion of a static, monolithic target culture; and to foreground that macro level sociopolitical and sociohistorical contexts, as well as micro level social interactional processes, are important in understanding the ongoing, processual nature of identification and cultural adjustment. This paper thus argues for a critically based theory of “coculturation,” a theory of intercultural adjustment which is inclusive of members of all social/cultural groups and which incorporates issues of negotiation of identities, contestation of histories, competing standards for cultural and communicative competencies, influences of globalization, and relations of power. The theory draws upon postmodern and postcolonial metatheoretical traditions, as well as theories of globalization, acculturation/cultural adaptation, co-cultural communication, and sociocultural linguistics.

Keywords: cultural adjustment, communication competence, co-cultural communication, acculturation, identification

2.2 Methods – How-to in Education

Thursday, December 1, 16.30-18.00, S10 room 224

Chair: Marko Siitonen, University of Jyväskylä

Moving Beyond

Roberta Wiig Berg, BI Norwegian Business School

In her preface to "The Challenge of Facework" (1994) Stella Ting-Toomey thanks her mother who taught her about "face," and her father - who taught her to "transcend and move beyond 'face'." I'd like to thank the leaders in the field of cultural studies, Hall, Hofstede, Trompenaars, Hampden-Turner, Adler, et.al. - who have given us a wealth of knowledge about cultural values. And then I'd like to "move beyond" to a focus upon the vexed question of what to do with this knowledge.

Even after reading books on theory and practical information on doing business in China, Spain, the UK ad infinitum, we still fall deeply and regularly into the knowledge/practice gap. How do we bridge this gap when we meet each other face to face, article to article?

I suggest that Chris Argyris, through his model for "double-loop learning" (1990), gives us guidelines that can help us bring our knowledge to bear and function more successfully as members of our global community of different others. His theory helps us balance on the razor's edge between respect for self and respect

for the other as well as helping us express this ethical balance through a concrete balance between advocacy and inquiry.

Keywords: cultural values, communication, double-loop learning, knowledge / practice gap, advocacy, inquiry

Intercultural Communication Theory into On-Board Practice

Haruko Ishii, Hokkai-Gakuen University

The Ship for World Youth (SWY) program, operated by the Cabinet Office, Government of Japan, is a program that involves youth from 18 to 30 years of age from Japan and countries around the world. It aims to promote cross-cultural understanding and international cooperation among youth by exchanging knowledge and experiences, and developing their leadership skills through open dialogue and practical learning activities while they live on-board for 43 days. The SWY program has been administered for the past 22 years, but objective evaluations on educational effect have not been fully implemented. This study examines how one discussion course of the 22nd SWY program in 2010 tried to connect intercultural communication theories to on-board practices, and gives one aspect of an evaluation right after the on-board experience and one year after the program using the Intercultural Development Inventory V2.3 (IDI) (Hammer, Bennett, & Wiseman, 2003) to evaluate participants' development of cross-cultural

sensitivity. The result of the IDI showed the participants' growth in cultural acceptance as well as their struggles with intercultural interaction in a unique closed environment; limited space, time pressures, different languages and behaviors, and no "target culture" with which to adjust were some of the challenges.

Keywords: experiential learning, no target culture, IDI, Ship for World Youth

An Investigation into Chinese Student' Adaptation to a New Cultural Environment

Lin Cai, Kunming University

Ying Huang, Yunnan Normal University

People traveling abroad are challenged by multiple aspects. This study is undertaken within the context of Savonia University of Applied Sciences at Kuopio in Finland. It attempts to investigate the unique academic and cultural experiences of the Chinese students, their perception of their own abilities, as well as their adaptation processes to a new environment. Data analysis has indicated many factors which have influenced their immersion into the Finnish campus life. They reported that most Chinese students have a strong positive attitude and a willingness to learn and adapt to a new environment. Initially they struggled with the obvious cultural differences, but eventually came to experience a balance between

the two cultures. However, the Chinese students reported that they faced challenges when they stayed in Kuopio. These challenges included: the lack of preparation for the long polar night and the impact it had on their emotions and feelings; the lack of language proficiency; the lack of opportunity to freely interact with Finnish students; the lack of cultural knowledge and the lack of abilities to live independently. These factors influenced their adaption to university life. While coping with the stress of culture shock and the ongoing challenge of living in Finland, the Chinese students chose many effective strategies to adapt.

Keywords: Chinese students, intercultural communication competence, adaptation strategies

2.3 Attitudes and Changes in Language Use

Thursday, December 1, 16.30-18.00, S10 room 209

Chair: Nataliya Barbyuk Lindström, University of Gothenburg

Academic Writing in Germany – A State of ‘Intragenre’

Esther Breuer, University of Cologne

German academic writing has been very diverse from academic writing in other countries. However, this situation has changed in the last years due to the internationalisation of the academic genre. Whereas in former times, the “Teutonic” (Galtung, 1981) way of writing was defined by missing continuity, digressions and repetitions, today, academic writing in Germany shall be linear, absolutely coherent and without ‘extra-information’ (Clyne, 1994; Thielmann, 2009). That is, there is a shift in German academic writing from the Teutonic to the “Saxonic” academic style.

Although this shift has very positive aspects, it is problematic for students, because they have to make up their knowledge and their writing competencies by learning-by-doing. Reading unguidedly, the students build up models of the academic genre that are contradictory in themselves – being in a state of ‘intragenre’. This is contra-productive in respect to generation of knowledge and the international knowledge exchange.

Clyne, Michael. 1994. Inter-cultural communication at work. Cultural values in discourse. Cambridge: Cambridge University Press.

Galtung, Johan. 1981. Structure, culture, and intellectual style: An essay comparing saxonic, teutonic, gallic and nipponic approaches. *Social Science Information* 20 (6), 817–856.

Thielmann, Winfried. 2009. Deutsche und englische Wissenschaftssprache im Vergleich: Hinführen – Verknüpfen– Benennen. Heidelberg: Synchronwissenschaftsverlag der Autoren.

Keywords: academic, genre, writing, German, internationalization, university

Mediated Intergroup Contact: The Role of Mass Media in Improving Intergroup Communication

Laszlo Vincze, University of Helsinki

This study explores the role of mass media in providing intergroup contact and improving attitudes among Finnish-speakers in Southern Finland. Theoretically, the study draws on Intergroup contact theory (see Pettigrew 1998) and Parasocial contact hypothesis (Schiappa, Gregg & Hewes 2005). Empirically, it is based on a quantitative research performed among Finnish-speaking secondary school students in 2011. The data was analyzed by bootstrapped mediation analyses with the help of the SPSS macro developed by Preacher and Hayes (2008). As expected, the results indicated that more Swedish TV use was associated with more positive attitudes toward Swedish-speakers; the effect of TV use

was greater among those who have less personal intergroup contact; and the cognitive mediator had a priority over the affective one when it came to mediating effect of TV use on attitudes.

Pettigrew, T. F. 1998. Intergroup contact theory. *Annual Review of Psychology*, 49, 65–85.

Preacher, K. J., & Hayes, A. F. 2008. Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879–891.

Schiappa, E., Gregg, P. B., & Hewes, D. B. 2005. The parasocial contact hypothesis. *Communication Monographs*, 72, 92–115.

Keywords: media, Swedish, Finland, bilingualism, intergroup attitudes

Motivation in the Learning of Minority Languages among Majority Language Speakers

Eniko Marton, University of Helsinki

This paper provides an insight into majority language speakers' motivation in learning minority languages in two bilingual regions in Europe. The theoretical part of the study is built on the Socio-educational model of second language learning developed by Gardner (2010). The empirical material was collected among Finnish-speaking secondary school students in Uusimaa (N=231),

where Swedish is taught as a second language and among Italian-speaking secondary school students in South-Tyrol, (N=163), where German is taught as a second language. The data was analysed by multivariate statistical methods. The results indicated a higher interest in learning the minority language among majority language speakers in South-Tyrol than in Uusimaa. The differences between the two regions were associated with the frequency of contact with the minority language and English. Empirical findings and theoretical implications are discussed.

Gardner, R. C. 2010. Motivation and second language acquisition. The socio-educational model. New York: Peter Lang

Keywords: motivation, second language, minority, majority, Uusimaa, South-Tyrol

2.4 Orientations to Culture

Thursday, December 1, 16.30-18.00, S10 room 225

Chair: Jens Allwood, University of Gothenburg

Intercultural Communication Theory Re-building: Inspirations from Yin Yang Philosophy

Tony Fang, Stockholm University

The mainstream cross-cultural literature has been dominated for decades by the preoccupation of the Western-originated concepts of cultural differences, cultural distance, psychic distance and liability of foreignness which are routinely treated as a pre-destined, context-free and time-free phenomenon permanently hindering nations, cultures and peoples from understanding and dealing with each other effectively. Despite some advantages, this dominant paradigm looks increasingly at odds with today's global cross-cultural milieu, preventing firms from performing at high levels they should have been. This article critiques and suggests the way to go beyond this static and bipolarized vision of culture and its negative view of cultural differences which have been prevailing spiritually in the existing cross-cultural scholarship and consultancy under the banner of the Hofstede paradigm (1980, 1991, 2001). The article develops a Yin Yang approach to intercultural communication based on the Yin Yang/duality thinking on culture (Fang, 1998, 2003, 2004, 2005-2006, 2010, 2012). Seen from the Yin Yang perspective the concepts of cultural differences, cultural

distance, psychic distance and liability of foreignness all dissipate philosophically in a larger context of cultural learning, cultural change, and cultural balancing over time. Implications for theory and practice are discussed.

Standing on the Shoulders of Giants or Seeing the Emperor's New Clothes? Project GLOBE Theories

Gillian Warner-Søderholm, BI Norwegian Business School

The message to all researchers should be clear: if it is not testable, no matter how profound or aesthetically pleasing it may be – it is not a theory. Clearly, in any application of theories of cultural value orientations in cross-cultural studies, there needs to be a sound conceptual framework and a rigorous method applied. In addition, in order to meet the goals of any individual research project, validity and reliability in terms of data collection and findings need to be fully documented. Once a study has been completed, no matter the choice of research design, all researchers have an obligation to present their findings in a way that allows other scholars a fair chance of using or disproving the data. Herein lies this author's critique of Project GLOBE: It has not been apparent during this author's literature review of Project GLOBE theories that such transparency is yet fully in place. Consequently, the purpose of this paper is twofold: firstly, to offer a critical analysis of the GLOBE study (House et al., 2004), and secondly, to discuss whether

Project GLOBE's research is theoretically more sound than Hofstede's – or not.

Keywords: critique, Project GLOBE, cross-cultural communication

From Haarlem to Jerusalem: Major Approaches to the Study of Culture and Implication on Intercultural Training

Laurence Romani, Stockholm School of Economics

Haarlem and Jerusalem are the birth places of two social scientists (Geert Hofstede and Edward Said), whose views on culture are among the most debated in contemporary academic debate. In this paper, I propose to take a trip from the positivist way of looking at culture (Hofstede), the interpretive (Geertz), the post-modern (Acker) to the postcolonial views (Said). It is a trip through four major paradigms to the study of culture as it is performed in the English speaking academic debate. In this journey, I will stress the major characteristic of these views on culture, and how they impact cross-cultural management training. In sum, I propose to first map major paradigms on culture and consequently on intercultural communication in order to offer a broader map of available research paths. This endeavors to promote alternative and emerging views.

Acker, J (1990) Hierarchies, Jobs, Bodies: A Theory of Gendered Organizations. *Gender & Society*, 4(2), 139–158.

Geertz Clifford, (1973), *The interpretation of cultures*, London, Fontana Press.

Hofstede, Geert (1980), *Cultures' Consequences*, Beverly Hills, Sage.

Said Edward, (1978), *Orientalism*, London, Routledge and Kegan Paul.

Keywords: research paradigms on culture, culture theory, functionalist, interpretive, post-modern, critical and postcolonial

3.1 IC in International Workplaces

Friday, December 2, 10.30-12.00, S10 room 224

Chair: Tony Fang, Stockholm University

Professional Communication in International Business – An Individual Cultural Identity Approach

Lu Wei, Aalto University School of Economics

Anne Kankaanranta, Aalto University School of Economics

Chinese communication has typically been explained by factors connected with 'Chinese culture' such as Confucianism, collectivism, 'face' and 'guanxi', implying a homogenous national culture. However, such an approach does not capture the dynamics of today's globalizing business environment nor does it account for China's economic reform and opening-up since 1978.

We argue that the shared identity of internationally operating Chinese business professionals represents a number of other components, in addition to nationality, as proposed by Jameson (2007). Applying Jameson's (2007) Individual Cultural Identity framework, we examined how Chinese professional communication was perceived when English was used as the business lingua franca (BELF, Louhiala-Salminen et al., 2005). On the basis of 17 qualitative interviews with Finnish and Chinese business professionals, we found that three components of identity dominated (vocation, language, and age) in international business encounters and

seemed to contribute to direct and open communication. Interestingly, our study also confirmed that native Chinese communication could still be characterized as 'indirect'.

Keywords: professional communication, individual cultural identity, BELF (English as a Lingua Franca for Business), Chinese communication

Organizational-Communication Culture of Medium-Enterprises, State-Financed Institutions and Multinational Companies in Hungary

Anna Urbán, University of Miskolc

A comparison of the situation/prospectives and organizational communication culture of medium-(size) enterprises, institutions financed by the state and multinationals in a less developed region of Hungary.

Our illustrative research is conducted in the field of organizational communication habits of medium-(size) enterprises, institutions financed by the state and multinationals in the world of work of a less developed region of Hungary. We chose this region for research to find an answer for the dilemma why the working age population (and the number of active workers) is so dramatically decreasing, why this country – and especially this region - suffers from the process of youth migration; whether the statement that in this

region (without and even with help of human capital) it is impossible to find suitable jobs, that are in harmony with the education and competence of the candidate and which gives a feeling of relative security both in economic/professional and human/ethical sense.

To find answers to the questions above, we distributed a questionnaire to employees working for the above mentioned three types of employers and we had personal interviews with many of them, too. We were curious whether there are significant differences among the answers of the respondents concerning the type of employer.

Making OUR Workplace? – Reflection, Learning and Negotiated Reality

Eila Isotalus, University of Helsinki

In the first part of my research I examined the different interpretations that Mexicans and Finns did about each others' actions and talk in their working places. In the second phase – and in this session – I will look at through what kind of processes participants come to a common understanding (if indeed they do) and what kind of skills this process requires. On the basis of the examples from the research participants, skills (among others: *skills of interpreting* and *skills of discovery* (Byram, 2009) are analyzed in

detail, and framework for a learning process is built upon this analysis. Learning process is seen not as a solitary process but a mutual negotiation process with colleagues or/and with the manager. Interconnectedness is also discussed with the inspiration of *dialogic imagination* by Bakhtin.

3.2 IC Theory in Pedagogy

Friday, December 2, 10.30-12.00, S10 room 225

Chair: Tania Ogay, Université de Fribourg

Turbulence in the Classroom: Taking an Experiential Approach to Intercultural Communication

Hanne Tange, Aarhus University

“So what theories do you want us to use instead of Hofstede?” This question is probably familiar to most people teaching intercultural communication within the pragmatic field of business studies, highlighting how, from a student perspective, learning equals the choice of the cultural theory most satisfying to the lecturer. Most of us try to broaden the students’ theoretical understanding, introducing them to perspectives from anthropology, sociolinguistics and cultural studies. But at the end of the day many students do not move beyond the simple dichotomy of good and bad – “Hofstede is bad, because you told us so.”

In order to change the misconception that culture is something to be mastered in the manner of a computer program I have attempted to build my BSc(B) course on an experiential learning philosophy. The paper reflects on the following aspects of this process: 1) a change of focus from “cultural strangers” to self-understanding; 2) an identification of students’ “cultural luggage,” including relevant personal experiences; 3) the choice of examples

that reflect students’ everyday lives rather than a textbook agenda; and 4) reflections on intercultural learning and adaptation.

Keywords: intercultural competence development, experiential learning, classroom practice

Teaching Intercultural Communication Theory in a Multicultural Group: Interpersonal View

Lotta Kokkonen, University of Jyväskylä

The presentation looks at ICC theory in pedagogy from an interpersonal perspective. I will focus on student-teacher relationship within a multicultural classroom and on some of the challenges and possibilities of teaching ICC theory in the given context.

Relationships between the students and their teachers are often classified as weak ties (see Granovetter 1973). Studying and analyzing weak ties can be challenging since often they are not considered very meaningful, even though they might have a huge impact on one’s life. However, several studies show that through weak ties people receive information about the norms, values and behavioral rules of the surrounding society and/or community. Furthermore, weak ties provide access to new social networks (Kim 2001; Ramirez & Hondagneu-Sotelo 2009). As a matter of fact, several studies show that weak ties are significant source of social

support in stressful life situations (Barabasi 2002; Montgomery 1994), and moving from one country to another is often considered as stressful (see Ward 1997) and often leading to extensive negotiation processes about one's identity and belonging (see Wiles 2008). In addition to various forms of social support that the teacher-student relationships seem to provide, negotiations about the nature of these relationships seems to affect exchange students' experience and understanding of their place and role within their new environment. Theoretical concept of weak ties, and the negotiations about the nature of these relationships, is described and viewed in the light of theories of interpersonal relationship building and ICC theories.

Translating Theory into Practice in Intercultural Communication (IC): At the Crossroads?

Jo Angouri, University of the West of England

Francesca Bargiela, University of Warwick

The aim of this paper is to discuss the theoretical underpinnings of a project which aims to address the gap between IC theory and IC practice, and particularly IC training. Since the 80s a number of studies have attempted to investigate IC. These studies have had different foci and agendas and have often remained somewhat insulated within theoretical and methodological boundaries. Despite variation, IC meta-discourses have become dominant in

social life and policy and often refer to the skills an individual needs to possess or acquire in order to interact 'successfully' and work 'efficiently' in multinational contexts. Success and efficiency in these contexts are often premised on ideals of harmony, respect, tolerance and empathy which are associated with IC theories. IC is also discussed in relation to conflict and conflict-avoidance and in most cases the nationality/ethnicity of the participants provides (additional) analytical or interpretative categories for IC encounters.

This approach however can be limited and limiting and has been heavily criticized as essentialistic and ethnocentric. Current conceptual work in IC by and large pivots on the concept of 'difference' (and therefore, potentially, on misunderstanding and conflict) and the need for understanding the cultural 'Other'. In our project, we start from a different premise and we discuss how self-knowledge, reflexivity and understanding of the situated 'Self' can equip individuals with the attitudes that make them more sensitive, adaptable, curious and potentially able and willing to empathise with and learn new ways of doing things. In light of the above, this paper reports on the initial stages and agenda of our project and our theoretical standpoint which draws on research in professional discourse and sociopragmatics.

Keywords: intercultural communication theory, intercultural communication training, professional discourse, sociopragmatic

3.3 Suggested Content for IC Theory

Friday, December 2, 10.30-12.00, S10 Aud 2

Chair: Liisa Salo-Lee, University of Jyväskylä

Empire and Ethics. Towards a Normative Theory of Intercultural Communication

Kjetil Fretheim, MF Norwegian School of Theology

Communication is both a task and a challenge. It is a task, in the sense that the experience of the communication as good (or bad) relies on the efforts made to make communication work in an effective or friendly manner. Further, communication is not always an easy task, and as such it also represents a challenge. In this paper I will address these issues of intercultural communication through the perspective of the concepts of power and ethics. Firstly, I ask in what ways power is a feature of intercultural communication, and I address this by making use of a postcolonial theory that makes Empire, hybridity and marginalisation key concepts in the analysis. Secondly, I discuss how intercultural communication should be informed by ethical considerations. In this part of the paper I address the implications ethical considerations should have on the understanding of intercultural communication. The presence of Empire puts a moral obligation on the relatively powerful to be aware of his or her role and function when communicating with the relatively weak and vulnerable. The relationship between the strong and the weak, the oppressor and

the oppressed, is, however, complex and ambiguous, and must be considered carefully in this context.

Keywords: ethics, power, liberation, postcolonial theory

On Some Needed Features of a Theory of Intercultural Communication

Jens Allwood, University of Gothenburg

The study of Intercultural Communication (ICC) is usually seen as an interdisciplinary enterprise. Yet, it has also long been held that ICC also needs its own theory. This raises the question of what such a theory should help to describe, explain and understand. In this talk, I will discuss the following issues that I believe should be part of what could be expected from a theory of Intercultural Communication.

- (1) What is the nature of cultural generalizations?
- (2) What is the nature of cultural differences?
- (3) What should be the focus of a theory of intercultural communication? e.g.
 - (i) attitudes vs. communicative behavior,

(ii) level of description: state, nation, ethnic group, gender, age, region, activity?

(4) Type of method to be used

(5) Relation to surrounding disciplines

Postcultural Communication – Cultures, Communications and Methods

Iben Jensen, Roskilde University

The aim of the paper is to present a new theoretical perspective on intercultural communication, which I find capable of capturing communication processes in societies characterized by cultural complexity, plurality and instability.

This new perspective is labeled a 'postcultural perspective' and is developed from practice theory and intersectionality. In a postcultural perspective */culture/* is seen as a series of practices, which are intersected by different axes of power. By seeing culture as practices instead of as coherent meaning systems gives the opportunity to go across these entities and see how new practices form new social groups.

/Communication/ is also seen as a social practice, intersected by different axes of power. Like in critical intercultural communication research the participants are seen as reflective actors, but because

communication is seen as a practice, contrary to most discourse analyses, the body is seen as a central part of the communication.

/Methodologically/ the main focus is upon how to identify the specific practices, which give relevant knowledge about the current problem. This may involve as well qualitative as quantitative studies.

3.4 Virtual Intercultural Communication

Friday, December 2, 10.30-12.00, S10 room 210

Chair: Fred Dervin, University of Turku

Communication Challenges in the Virtual Intercultural Workgroup

John Chetro-Szivos, Fitchburg State University

Mary Piecewicz, Coalition for Intercultural Communication and Leadership

The presenters will discuss research they have completed studying virtual teams that are globally dispersed and composed of members of different cultures. While such a scenario poses challenges and barriers to effective communication, this is a growing phenomenon that organizational members face with ever-increasing globalization. The authors provide data they have gathered from surveying managers across the globe and identify ways to overcome these new barriers presented by virtual teams. The study includes data from managers and leaders who have successfully overcome the communication challenges and the impact these challenges have for intercultural communication in the professional setting.

The presentation will focus on three barriers to communication, which are; (1) lack of interpersonal interaction, (2) the reality of working across multiple time zones, and (3) different perspectives of chronemics or how cultures define and value timeliness and punctuality. All of these barriers can inhibit communication and the

success of the enterprise. In addition to sharing the findings the presentation will discuss how technology is no longer a barrier to communication, yet the importance of synchronous communication and intercultural competence are essential. Developing intercultural competence can amplify the synergy of the multicultural team.

Keywords: virtual communication, global teams, challenges, multicultural teams, face-to-face communication

Assessing the Use of Communication Technologies as Internal Communication Tools: An Inter-Cultural

Cheng Ean Lee, Taylor's University Malaysia

Serra Gorpe, European University of Lefke

New communication technologies have been used effectively to deal with external audiences and many companies are investing in them in the recent years. Employee/Internal communication - an area which is neglected in the past - is gaining importance lately because studies conducted show that effective internal communication has positive impact for the employees, workplace environment, productivity and the bottomline. This inter-cultural study will be carried out with a structured questionnaire to employees of public relations agencies in Turkey and Malaysia to explore how public relations agency uses communication

technologies for their internal communication. The public relations practitioners from Turkey that the survey administered will be members of 'Communication Consultancies Association of Turkey' (IDA) and the survey will be sent to a sample of twenty agencies. In Malaysia, the survey sample includes employees from twenty public relations agencies who are members of 'Institute of Public Relations Malaysia' (IPRM). This study will explore how public relations agencies, whose one of the primary tasks is to communicate on behalf of their clients, use various types of communication technologies for themselves, for employee communication and finally a cross-cultural analysis will be discussed.

Keywords: communication technologies, internal communications, public relations practitioners, inter-cultural study

Intercultural Communication Online – A Critical Review of Literature

Marko Siitonen, University of Jyväskylä

Globalization and technological development have helped various forms of intercultural online groups and communities to bloom both in working life and leisure contexts. Simultaneously, there has been a rising amount of research interested in the dynamics of intercultural communication online. However, combining traditional theoretical models of human communication with the

realities of online communication can be problematic because they have been developed with a face-to-face context in mind. Online communication challenges traditional approaches to intercultural communication in many ways. For example, classical "key dimensions" such as relationship with nature and issues of space and time either seem to get new meanings or lose their original meaning altogether when operating in an online environment.

The purpose of this theoretical paper is to critically review recent scholarship into the communication behavior of intercultural online groups and communities. The paper aims to answer questions such as: Is there a discernible theoretical or methodological consensus that most studies follow? If a trend exists, has it changed in recent years? To what extent can we approach online communication from the traditional viewpoints of intercultural communication? How do studies utilizing traditional models of IC deal with possible discrepancies between the models and the online context?

Keywords: online communication, online community, virtual team, intercultural communication

3.5 Symbols and Spaces

Friday, December 2, 10.30-12.00, S10 room 223

Chair: Ruth Illman, Åbo Akademi University

The Geography of (Visual) Thought: The Effect of Culture on the Reception of Visual Communication

Sabrina Bresciani, University of St. Gallen

Martin J. Eppler, University of St. Gallen

Asha Kaul, Indian Institute of Management Ahmedabad

Riina Ylinen, Aalto University

Visual communication is particularly useful in inter-cultural contexts for its ability to overcome linguistic barriers, leveraging the universal meaning of symbols, pictures and metaphors. Yet much is still unknown regarding the effectiveness of visual communication in different cultures. Few scholars have provided evidence of differences in the perception of visualization, caused by differences in traditions and thought patterns between Asia and the western world (Segall et al. 1966; Nisbett 2003; Pattanaik 2008).

Beyond cultural dimensions, we propose an innovative theoretical approach by extending the concept of the Geography of Thought (Nisbett 2003) to conceptual visualization. A model is proposed with culture (East and West) as a moderating variable on the effectiveness of communication formats (text versus conceptual visualization). The model is tested with a cross-cultural experiment,

comparing the attitude of subjects exposed to a business strategy expressed in a text format (control group) or in two types of conceptual visual formats, one more suitable for Westerners and one for Asians. The results from 240 professionals in Europe (Switzerland and Finland) and India provide full validation of the proposed model. Visualization is more beneficial than text in all cultures, and when a culturally appropriate visualization is used, its effects are enhanced.

Keywords: visualization, cross-cultural experiment, attitude, strategy, India

How to Communicate with Shared Common Spaces Using Icons?

Markus Schröppel, University of Lapland

Our planet is getting smaller and more complex at the same time. In the past we used at airport terminals pictorial representation to solve this problem. International picture language wound up having a strong influence everywhere information needs to be explained quick and simple, especially in public space. A point not usually taken in until second glance is that the pictograms used in passenger signage systems in airports are not standardised internationally. Pure icons are often insufficient for international public. Research Question: Is there a possibility to find a method to develop international understandable icons?

The signposts used there will be taken out of their context and examined in an international survey on the three specified grades: reliability · utility · satisfaction. Combined with the analytical investigation about the semantic relevance of the signpost, the conspicuity index method helps to measure and enhance the visibility of the signs.

First findings at Düsseldorf International Airport [DUS] made obvious the locations of all shops and restaurants are difficult to find, spatial guidance is hidden for inattentive passenger. Current research is about measuring the visibility of signs with the aid of the conspicuity index method [A.H. Wertheim, 2009] at the Bremen Airport (BRE).

Cultural Diversity in Worklife?

Friday, 2 December, 13.30-16.00, S3A Room 302

Chair: Kielo Brewis, Finnish Immigration Service

Communication in the current work-life is more often intercultural. Cultural diversity – acknowledging the multiple perspectives and definitions – is an everyday fact, concern and/or pleasure, on different organizational levels and in all sorts of interaction situations and relationships: in human resources, customer service, in personal relationships at work, in marketing, recruitment processes, management and so on. Through the case studies, the aim of the workshop is to examine different kinds of definitions for cultural diversity, their weakness and strengths.

Immigrant's Education and Professional Employment – A Critical Perspective

Carine Cools, University of Jyväskylä

Johanna Lasonen, University of Jyväskylä

Marianne Teräs, University of Helsinki

OPCE (Opening up Pathways to Competence & Employment for Immigrants) is a Finnish Academy funded Project, which aims to study to what extent immigrants' prior learning and experience, is recognized to contribute access to jobs and career prospects, and to develop methodologies of recognition and intervention in

education research. The three presenters focus on respectively highly educated female immigrants and the Finnish labour market (Cools, 2011), immigrants' know-how, recognition and employment possibilities (Lasonen, 2010) and immigrant children's educational transition (Teräs, 2010).

The interdependent data of the three authors show that a mere understanding and recognition of immigrants' vulnerable position, and the obstacles on their path to educational and professional development and integration are not anymore sufficient. Taking into account the latest developments on immigrant integration policy - in West Europe alone - call for a change in the intercultural communication research paradigm from a merely interpretive towards a critical one, as this area of research foregrounds issues of power, privilege, disadvantage, amongst others.

How we approach this question requires not just more dialogue among scholars but also more attempts to make visible the full cycle of critical intercultural communication as political projects, i.e. from inquiry to analysis to praxis (Halualani & Nakayama, 2011). Founded on our research findings we make an attempt to bring forward these issues that may initiate dialogic discussion in the realm of a more critical approach. References

Cools, C. 2011. *Odysseys: Highly Educated Female Immigrants and the Finnish Labour Market*. Presentation at: UusSuomalaisten

työelämään ja koulutukseen integroinnin innovatiiviset käytännöt.
Seminaari 23.5.2011, Helsinki

Halualani, R.T. & Nakayama, T.K. 2011. Critical Intercultural Communication studies. At a Crossroads. In Nakayama, T.K & R.T. Halualani (Eds.), The Handbook of Critical Intercultural Communication (pp. 1-16). Sussex, Wiley-Blackwell

Lasonen, J. 2010. Towards Multicultural VET- Recognition of Immigrants' Competence. Presentation at ECER Conference in Helsinki 2010

Teräs, M. 2010. Cultural Diversity in Work and Education - Perspectives of the First and Second Generation Immigrants. Presentation at ECER Conference in Helsinki 2010

Keywords: intercultural communication, critical paradigm, immigrants, integration

The Issue of Intercultural Communication in Entrepreneurial Environment

Vita Balama, Ventspils University College

Intercultural communication (ICC) causes and promotes many changes in business. Though ICC has become as one of the buzz-words in modern business environment, it is necessary to study, and foster ICC. In some cases it may play a more significant part

than national culture in binding people together. Any company needs well-educated staff especially middle and top management who are able to negotiate with prospective partners and make deals without interpreter's help.

In the culture learning process there could help experience, reflection and training. Intercultural studies not only supply the information but also develop skills and creative attitude. The problem or challenge is to widen the understanding about one's own culture and widen the area of mutual understanding.

The groups investigated during the research consider that the best result in ICC could be if both negotiators add their value and at the same time learn the other culture.

The case study of the local company that has become very international shows the milestones in the way to further successful develop of the company as well as proves the necessity to study the intercultural communication in very detail and implement as much as possible in everyday business running process.

Keywords: intercultural communication competence, experience, reflection, training, values

Putting Multiculturalism in Practice – The Case of Aalto University

Tuija Nikko, Aalto University

Heidi Rontu, Aalto University

Institutions such as universities and global corporations have increasingly explicated their language policies in a written document. These documents usually concern the status of different languages in internal and external communication. Furthermore, especially within a university context, they may compass educational policies pertaining to the teaching and learning of languages. Increasingly, institutional language policies also include explicit endorsements of multilingualism.

In this paper we discuss the concept of multilingualism in institutional policies from a broader perspective. Instead of seeing institutional language policies merely as guidelines for the use of different languages we want to include aspects of cultural diversity as additional components of such policies. The institutional context for our presentation is Aalto University in Finland. We have both been actively involved in preparing the linguistic guidelines for Aalto University.

Aalto University was created in 2010 through the merger of Helsinki School of Economics, University of Art and Design Helsinki and Helsinki University of Technology. Basing on the belief that great innovations grow of versatile ground, Aalto University embraces multiculturalism, in particular. Becoming increasingly multicultural,

within the Aalto University context, refers to an increasingly inclusive and welcoming community for the best talent, irrespective of national or disciplinary background. In our presentation we will discuss and give practical suggestions as to how an inclusive and dialogic interaction culture could be promoted I practice.

Keywords: multiculturalism, language policy, multilingualism, cultural diversity

Literacy Training Of Language Minorities at Workplaces

Rolf Undset Aakervik, Mangfold i Arbeidslivet

The need for literacy at the workplaces is increasingly important for nearly all employees in Europe, and particularly on the Nordic work market. Many immigrants and refugees have little or no formal education when they enter the work market in the host country and will have severe problems adapting to the workplaces when they don't know how to read or write in the host country language.

The organisation Mangfold i Arbeidslivet (MiA) participate in the EU project ILLIAD with 12 countries (included Turkey and Norway) directed to literacy training of language minorities.

The presentation will give some examples from the findings in ILLIAD, examples from literacy training of immigrants and refugees at 2 Norwegian workplaces and give some recommendations for

pedagogy and didactics in combination with in job training for language minorities who are at risk for losing employment and opportunities at the work place and at the work market.

The presentation will also be given at an ILLIAD conference in Berlin 11th and 12th October 2011.

Keywords: language minorities, literacy training, workplace training, in job training, immigrants and refugees, ethnic minorities

How Do Employees of the Areas of Education, Health Care and ICT Confront Cultural Diversity in Their Work Communities?

Katja Keisala, University of Tampere

The aim of the paper is to examine how the employees of three different work communities experience cultural diversity of their work communities. What does cultural diversity mean for the employees? What kind of challenges of intercultural communication employees face in their work, and how do they solve them? What kind of skills of intercultural communication employees have, and how do they need to develop their skills? What kind of structures and practices promote and disturb the fluent intercultural communication? The paper compares the situation of three work communities representing education, health care and ICT. The situations and challenges of intercultural communication are partly similar and partly different in these areas.

Also the skills of the employees as well as structures and practices affecting intercultural communication vary a lot.

Since the target of my research is to clarify how learning of the intercultural communication skills could be enhanced in various work communities, the possibilities of learning are emphasized. Without learning from each other people cannot develop intercultural communication skills. Some work communities offer better possibilities of learning than others, but learning can be enhanced in all of them.

Applying "New" Theories in Teaching and Training

Friday, 2 December, 13.30-16.00, S3A Room 167

Chairs:

Nancy Aalto, University of Tampere

Eila Isotalus, University of Helsinki

The objective of the workshop is to investigate ways of applying the theories involved in the "new" paradigm to teaching and training. To start there will be 4 presentations on bringing a diversity of perspectives to intercultural teaching, using literature and films to do so, and rethinking the cultural boundedness of methods such as debating. The workshop will provide time for discussing these presentations, and in general, teaching and training methods in light of the new paradigm. Workshop participants should bring along any materials or resources which they can contribute. It is hoped that the workshop will result in new ideas for teaching and training.

An All-Inclusive View of the World? Challenges of Teaching an All-Inclusive View of the World

Annika Malmsten, Karstad University

Can we offer our students an objective and all-inclusive way of looking at and identifying cultural traits so the students can recognize and understand what is being presented?

As an increasing number of students from different parts of the world congregate in the classroom to study and discuss the main theories presented within the field of intercultural communication, they and the teachers both face the dilemma of working with a Eurocentric and US-centric view of the world. How can we gain a better insight into the Arab nations, Asia besides China, India and Japan, the multiethnic societies of Africa, Central & South America, and Muslim communities in various parts of the world? Are there course books, material and methods that address these?

Course design and teaching methods are further questions that need to be addressed over the next decade as are methods of fairly evaluating students' knowledge without a cultural bias. The aim of this presentation is to stimulate a discussion among educators, teachers and trainers.

Keywords: classroom, multiethnic societies, cultural bias, Eurocentric and US-centric view, course design, teaching methods

Teaching a New Concept of Culture via Analysis of German-Turkish Movies

Ulrike Meyer, Cologne University of Applied Sciences

In 1961, the first work immigrants came to Germany. They were supposed to go back – but they did not. Their children and grandchildren were born in Germany and are now part of German society.

Many of them have developed a transcultural personality. Film makers and writers with a Turkish migration background show in their works this belonging to both or not-belonging to either background. For many of them culture is no more conceptualized as a closed system with clearly defined members but as a dynamic process taking place between individuals.

This shift of paradigm can be made visible in the classroom by analysing German-Turkish film productions, starting with “40 square meters Germany” (1986), a film which is characterised by a problem-oriented social realism to “The Edge of Heaven” produced in 2007 by Fatih Akin. This film opens up a space of possibilities where nation, culture, locality and globality are related in a new way. The idea of belonging to a culture has lost its importance, people meet in a transcultural space or “beyond all” (Fatih Akin). In addition, these 25 years of German-Turkish film production show a shift in the way how people with Turkish immigration background are currently being perceived by the German public.

Keywords: Turkish-German cinema, transculturality, teaching, German public, multiperspective globalised cinema

A Transcultural Approach to Teaching Literature to Advanced EFL Students

Elke Schuch, Cologne University of Applied Sciences

Locating culture exclusively in the context of nations or ethnicities is an idea which is quickly losing credibility in a world characterized by globalization, mass migration and interdependence. Literature is part of this paradigmatic shift: As a representation of (not just a nation’s but) mankind’s collective memory, literature can help bring to the fore the many similarities and connections of a human race traditionally separated and divided by notions of nation-building. New forms of literary expression and manifestations have come into being whose “authenticity” no longer (just) consists in preserving local traditions and reflecting national identity, but in confronting and exploring transcultural realities and in negotiating the overlaps and blurred boundaries of ethnic or national cultures. The rise of transcultural literature, i.e. literature written by authors whose points of view and/or subject are influenced by multiple cultural spaces, has also immediate implications for pedagogy and didactics, where earlier models of teaching “other” cultures are now faced with the challenge of having to deal with cultural hybridity both in what is being taught and in the people it is taught to. The paper will argue that transcultural literature can be taught in classrooms as well as at an academic level as a way towards building intercultural competence and raising critical cultural awareness. German migration literature as well as examples from

post-colonial British literature will be discussed in the light of teaching intercultural understanding.

Keywords: transcultural, intercultural competence, hybridity, migration literature

Content, Culture and Communication: Debating through a Lingua Franca

Mirja Hämäläinen, University of Tampere

Megan Harlow, European Graduate School

Global debate is best known as competition, but it has also been shown to be a powerful educational tool. It is by nature transdisciplinary and intercultural. Debate training for national and international competitions focuses on the rules of the game with the goal of winning in mind. When used as a method in education, the focus is on learning skills and contents. Thus, debate is either a game or a method and the two do not seem to interact. The potential of debate seems to be missed.

In this paper we will describe the benefits of using debating as a method to teach intercultural communication as part of advanced university level language classes. We will also describe our observations of international competitive debating and present a whole list of questions that arise from following and judging debate

competitions in Europe and in the US. What is the nature of debating as intercultural communication?

Aguayo, A. J., & Steffensmeier, T. R. (eds.), 2008. Readings on argumentation. State College, PA: Strata Publishing.

Kumaravadivelu, B., 2008. Cultural globalization and language education. New Haven, CT : Yale University Press.

Snider, A. and Schnurer, M., 2001. Many sides: debate across the curriculum. International Debate Education Association: New York.

Keywords: debate, culture, communication, lingua franca

Ph.D. Workshop: Theoretical and Conceptual Choices and Dilemmas

Friday, 2 December, 13.30-16.00, S3A Room 303

Respondents:

Kristine Muñoz, University of Iowa

Victor J. Friedman, Max Stern Academic College of Emek Yezreel

Ph.D. students, who conduct research in intercultural communication, have the opportunity to present and discuss theoretical and conceptual choices and dilemmas in their dissertation projects. The students will receive feedback from senior scholars and have an opportunity to exchange comments and views with fellow Ph.D. students of intercultural communication. The workshop is open to conference audience. Although the core and the focus of the workshop are on the interaction among Ph.D. students and the workshop supervisors, the audience will have the opportunity to take part in the discussion.

Looking at Business Relationships and Interaction through the Lens of Culture

Maria Ivanova, Åbo Akademi University

The concepts of business relationships and interaction developed by IMP group raised attention of a wide range of scholars.

Nevertheless, within time the individual and cultural perspectives put in the original IMP work of 1982 were blurred. Nowadays, although research data is obtained with the help of individuals, their place in business relationships and interaction seems to be forgotten. Research within industrial markets is predominantly conducted on an organizational level. Cultural aspect within the research is either left aside or used in an irrelevant way. In their studies IMP group mainly uses country as a proxy for culture. A new way of understanding culture within business is needed in order to revive the usage of culture in business relationships literature.

The objective of this paper is to form an appropriate theoretical framework for developing intercultural business relationships on an individual level. The focus is on interpersonal interaction, which is an indispensable attribute of business relationships development. The theoretical underpinning of this article is based on the interaction approach of IMP group and symbolic interactionism perspective. Contribution to theory is to be made by reconsidering the interaction approach and looking at it from an individual perspective and in a cultural context.

Keywords: business relationships, interaction, individual level, symbolic interactionism, culture

Population Increase and Urbanization as Discourses of Othering in Finnish School Textbooks

Pia Mikander, University of Helsinki

The Finnish school curriculum promotes key concepts such as democracy, human rights and equality as the underlying values for education. On a more detailed level however, the values sometimes give way to a world view where “Westerners” appear more valuable than others. My research is a discourse theoretical analysis inspired by Laclau & Mouffe, using Finnish school text books in social sciences (Geography, History and Social science) as material. Theoretically I am inspired by postcolonial theory and critical theory, as well as curriculum studies, using references such as Edward Said, Etienne Balibar, Zygmunt Bauman and Judith Butler. In this presentation I focus on the description of population increase and urbanization as themes where othering occurs. Big cities are for instance described in positive words, as dynamic and bustling places, if they are situated in Europe or North America. Big cities in the global South are meanwhile described as growing “uncontrollably”, “explosively” or “suffocating”. These kinds of descriptions contribute to a discourse where certain types of lives are more worth than others, thereby undermining the key concept of equality and dividing the world into an “us” and a “them”. I am interested in how this knowledge formation counteracts with intercultural education.

Keywords: intercultural education, postcolonial theory, curriculum studies, othering, social science education

Expressions of Face and Face-Work in China, France and Norway from a Linguistic Perspective

Annelise Ly, Norwegian School of Economics

My PhD thesis aims at analysing the manifestations of face and face-work that actually occur in language in three cultures (France, Norway and China). The overarching research problematic can be formulated as follow: “How is the concept of face expressed and managed in intercultural interactions in China, France and Norway?”

The project aims at examining how the concept of face is constructed linguistically in the three cultures (intracultural analyses) and study how face-work is expressed in interaction in each culture and then in an intercultural communication perspective.

The project uses the theories of Hall (low/high context communication) and Hofstede (five dimensions) as a theoretical starting point. The hypotheses will be confronted to an authentic corpus and analysed through tools used in pragmatics. Here, the tools developed by Catherine Kerbrat Orecchioni for talk-in-interaction analyses will be used (for example talk-taking, pronouns, address terms, politeness expressions...).

The theoretical starting points may be discussed and the size and the type of corpus (intra-intercultural) will pose some methodological challenges.

Edward T. Hall , *Beyond cultures*, Anchor Books, 1976

G. Hofstede, *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*, Sage, 2001

Keywords: face, interaction, pragmatics, China, France, Norway

Motivation and Willingness to Communicate in the Minority Language among Majority Language Speakers

Eniko Marton, University of Helsinki

This presentation focuses on motivation and willingness to communicate in the minority language among majority language speaking youth in bilingual settings. Theoretically, the research is located in the intersection of linguistics and social psychology, integrating Ethnolinguistic vitality (Giles et al. 1977, Bourhis et al. 1981), the Socio-educational model of second language learning (Gardner 2010) and Willingness to communicate in a second language (e.g. Clément et al. 2003). More specifically, the study investigates (1) how subjectively perceived vitality of the minority languages mediates the effect of objective vitality on motivation and willingness to communicate in the minority language; (2) and how the importance attached to English (and other world

languages) moderates motivation and willingness to communicate in the minority language. Methodologically, the research will employ mediation analyses with bootstrapping techniques (Preacher et al. 2007; Preacher & Hayes 2008). Empirically, the hypotheses will be tested in Finland with Swedish as a minority language, South-Tyrol (Italy) with German as a minority language and Prekmurje (Slovenia) with Hungarian as a minority language.

Keywords: motivation, language, bilingualism, motivation, ethnolinguistic vitality

Nordic Master's Programs in Intercultural Communication

Friday, 2 December, 13.30-15.00, S3A room 347

Chair: Anne Kankaanranta, Aalto University School of Economics

This workshop is convened to discuss Nordic master's programs in Intercultural Communication or closely related fields. The aim of the workshop is to share knowledge about program goals, their structure and content, and any other issues considered relevant by the participants.

We will first have brief presentations of some five Master's programs after which we will discuss and share ideas about, for example, curriculum development, co-operation, and research-related opportunities and challenges. The workshop will also address the issue of integrating research into the curriculum in general and individual courses in particular.

MA Posters

Friday, 2 December, 10.00-12.00, S10 first floor

Keepers of Tradition; Art and the Fitchburg Finns

Anne Giancola, Fitchburg State University

SISU: Examination of the communication in meeting members of the Finnish community in the Fitchburg, Massachusetts area; a grass roots search for artists to exhibit in a juried show. The exhibit was called Voices of Fitchburg, Multicultural Voice; I had a successful response from the Finnish community.

HISTORY: A look at the history of the Finnish immigration to the Fitchburg area and their adherence to Finnish language and culture.

ARTS in COMMUNITY: An examination of why the Fitchburg Finns responded positively to an opportunity to exhibit their artwork. The Finns highly value arts and culture, and through personal interviews, it became apparent that this is part of national pride in the Finnish work ethic, communication, organization and sisu. Examples given of the artwork that is on display at Rollstone Studios and the influence Finland has on the art, through love of nature, landscape and natural materials.

COMMUNICATION: An examination of some of the theories of communication that contributed to a successful interaction with these Keepers of Tradition.

Bacon, Jono (2009) The Art of Community

Leeds-Hurwitz, Wendy (Ed.). (1995) Social Approaches to Communication

Pearce, W. Barnett (March 24, 2001) Making Social Worlds Better

Keywords: Sisu, history, Finnish artwork, communication

Making Music, Making Muslims: A Case Study of Islamic Hip Hop and the Discursive Construction of Muslim Identities on the Internet

Inka Rantakallio, University of Helsinki

Although music is not clearly permissible (halal) nor prohibited (haram) in Islam, many young Muslims today make hip hop music and also portray Muslim identities in their lyrics. The Master's thesis is a case study of how Muslim identity and Muslim hip hop are constructed discursively. The material consists of a web site entitled Muslimhiphop.com which features Muslim artists from multicultural backgrounds. The theoretical framework of social constructivism along with discourse analysis guide the study: identity is seen as contextually and socially constructed.

According to the web site's official stance, if the lyrics and the artists follow the principles of Islam, then music is permissible. Islamic hip hop is argued to be a positive alternative to mainstream hip hop, to strengthen a positive Muslim identity especially among Muslim youth by teaching Islam and to enhance a positive social change. Many Muslim artists struggle to integrate Islam with artistic creativity as well as commercial success with religious beliefs. Muslims who make and listen to Islamic hip hop have to continuously defend the music to Muslims who shun it as forbidden and to non-Muslims who feel estranged by its religiousness. The study shows that Muslim identity is constantly negotiated, multidimensional and situational.

Discourses of Intercultural Professional: Constructing Identity and Expertise in Online Discussions

Karoliina Harjula, University of Helsinki

The discussion about professionalization of the intercultural field, especially concerning training and consulting has gained some amount of attention in the previous studies (e.g. Dahlén 1997; Landis, Bennet & Bennet 2004; Szkudlarek 2009). This thesis is a discourse analytic research that aims to add to the on-going discussion on interculturalism and professionalism from the perspective of European professionals. Data for this study is provided through the discussions on online forum "Competence in

intercultural professions" of SIETAR* Europa (*Society of intercultural education, training and research). This study does not only aim to help in sketching a clearer conceptualization of IC in professional contexts, but more so aims to understand how the current idea of how intercultural professionalism is socially constructed by those who claim to be the specialists of this complicated area of inquiry.

Dahlén, T. 1997. Among the Interculturalists. *Stockholm Studies in Social Anthropology*, 38. Stockholm: Almqvist & Wiksell International.

Landis, D., Bennet J. M., Bennet, M. J. 2004. *Handbook of intercultural training*.

Szkudlarek, B. 2009. Through Western Eyes: Insights into the Intercultural Training Field. *Organisation Studies* 3, 975-987.

Keywords: intercultural, professionalism, social constructionism, discourse analysis, SIETAR Europa

Images of Converted Selves: The Impact of Conversation on Finnish Female Muslims' Identities

Monika Schatz, University of Helsinki

As Finnish society is becoming increasingly pluralistic, 'Islam in Finland' has become a popular topic not only among researchers

but also for the public media. In most discussions Muslims become synonymous with immigrants and are identified as something 'foreign' to the Finnish majority. But Finnish converts, especially women wearing a hijab in public, visibly challenge this stereotypical view on 'the Other'.

This interdisciplinary thesis aims to discover how converts construct who they are when they talk about their lives as Muslims. The background for the study is located in the critical turn of the 'intercultural', which relies on the keywords of representation, identity construction and intersectionality (Dervin, 2010; Holliday, 2010). 5-10 Finnish research participants will be asked individually to collect photographs illustrating their lives after the conversion. These photographs will then be discussed with other converts during a focus group meeting. For the analysis of the material, tools from various disciplines will be used: visual data interpretation techniques, dialogism and linguistic discourse analysis (Markóva et al., 2009).

Just relax! Turbulence Is Not Dangerous...

Saturday, 3 December, 10.30-12.30, S10 Aud 2

Participants:

Fred Dervin (chair), University of Turku

Tania Ogay, University of Fribourg

Iben Jensen, University of Roskilde

Ruth Illman, Åbo Akademi University

Peter Nynäs, Åbo Akademi University

The conference theme is based on the argument that the field of Intercultural Communication is experiencing theoretical turbulence at the moment. This panel discussion believes in this often-quoted statement, which is used to reassure people who find themselves nervous about flying, "turbulence may feel uncomfortable, but it is normal".

The four participants come from different fields (applied linguistics, communication, education and religious studies) but they share the same interests: questioning what the 'intercultural' is about and reflecting on ensuing methodological issues. The audience is welcomed to join the discussion and, for example, reflect on their thoughts about the conference.

