Abstracts – International Language Week

Tuesday 19th of November

Prof. Dr. Christina Sanchez-Stockhammer (TU Chemnitz)

Towards the gamification of language learning in higher education: Empowering teachers to develop their own VR teaching material (Presentation)

In the past years, and particularly since the COVID-19 pandemic, students have increasingly come to expect digital learning materials that allow them to study flexibly at their own pace and at their preferred times. As digital natives, a large proportion of students play digital games in their free time. Consequently, gamification has been coming into focus as a motivating element in teaching and learning, but only few teachers at university are able to develop their own digital games.

In a parallel development, Virtual Reality (VR) is increasingly employed in educational contexts and studied regarding its effect on learners. However, the cost of VR devices and limited access to educational VR applications place severe constraints on using VR in education.

This is where the freely available VR adventure quiz app *Bridge of Knowledge VR* comes into play and offers a solution to overcome some of these challenges, as it can be played on any mobile (ideally in combination with a VR viewer available for under 5€).

The aim of the game is to cross a rope bridge in the jungle by answering ten multiple-choice questions in a row correctly. Otherwise there is an (entertaining) free fall, the learner is presented with the correct answer and can start again. A fear-of-heights mode is also available.

Most importantly, teachers have the opportunity to create their own levels very easily by filling an Excel template with their own questions, correct answers and distractors. The levels are then integrated into the game by the Bridge VR team and made available to all users of the game worldwide.

This presentation will provide an overview of the app *Bridge of Knowledge VR*, suggest how it can be used in language learning and teaching, and demonstrate how to create a new level.

Katarina Durkova, Slovakia

Generation Z at University studies (Presentation)

The current generation of students lives an intense online life and has developed multitasking and comparison skills. It is difficult to address and engage them. They learn in a completely different way than the Y and X generation of students, who grew up at a time when the online and offline worlds did not overlap as intensely as they do today. They tend to consume content audiovisually, for example, through videos on YouTube or TikTok, or podcasts. The contribution will be dedicated to the results of research on Generation Z studying at university. What sources do they use for studying? Why? Where do they search for information? What technologies make studying easier or more difficult for them?

Keywords: Generation Z, studium, new media

Cinzia Marongiu & Elena Tchernega Meinert, Germany

Using Student-Produced Podcasts to Enhance Learning and Teaching of Linguistic Diversity (Presentation)

Research by cognitive scientist Viorica Marian (The Power of Language) suggests that bilingualism shapes our identity and behavior. Bilingual individuals gain access to diverse perspectives, cultures, and thought processes, enriching their personal and intellectual lives. Recognizing the value of multilingualism and cultural diversity, Frankfurt University of Applied Sciences (with its 15,000 students from various backgrounds) offers language programs tailored to student needs through its Language Centre. One such tool is podcast creation as a class project. This interactive and collaborative activity encourages students to actively use language, improving speaking, listening, and critical thinking skills. Creating and sharing podcasts fosters creativity and boosts confidence. Here, we present two student-produced podcast models used at the Language Centre to enhance language proficiency and cultural understanding among our students.

1. Building Language Skills: This approach leverages podcasts to develop students' speaking and listening abilities. Students actively participate by discussing and expressing their opinions on topics learned in class. This method works well for both foreign and heritage language classes, even at the beginner level.

2. Thematic Podcasts: These podcasts explore specific themes and extend learning beyond the classroom. Students take charge by interviewing teachers, scientists, relatives, or other interesting guests. For example, our podcast series "Heritage Languages Demystified" dives into the richness of heritage languages and the experiences of multilingual individuals. It explores the joys and challenges of navigating between languages and cultures, as well as the importance of transmitting cultural heritage across generations. As we will show podcasting in the language classroom:

- Build Student Communities: Students connect with like-minded peers through podcasts, fostering a supportive learning environment.
- Cultivate Open-Mindedness: Podcasts encourage empathy, respect, and critical thinking skills as students explore diverse perspectives.
- Bridge Cultural Gaps: This approach enhances intercultural communication and understanding, fostering appreciation for different cultures.
- Celebrate Linguistic Diversity: Podcasts allow students to explore and celebrate the richness of various languages and identities.
- Spark Cultural Exchange: Student-created podcasts can become platforms for cultural exchange among participants.

Keywords: linguistic diversity, multiple identities, culture, heritage language, foreign language, podcast, cultural exchange

Renate Link & Christina Sanchez-Stockhammer, Germany

Developing a DEIB Quiz for the Bridge of Knowledge App – An Inclusive and Interactive (Workshop)

Digital technologies can be used to support the inclusion of diverse student groups in education in a number of ways (cf. Gottschalk & Weise 2023; United Nations Round Table on Digital Inclusion n.d.). One example addressed in this workshop is the mobile gaming app Bridge of Knowledge VR (cf. Sanchez-Stockhammer et al. 2023). As it is free of charge with access to the internet being the only prerequisite, it can be played by any user worldwide anytime. After a brief overview of and demonstration of the app, this workshop aims to address the challenge of providing an inclusive in-conference platform for jointly drafting quiz questions for a quiz on diversity, equity, inclusion and belonging concepts, theories and models. Using English as a lingua franca, participants will be divided into small teams in order to work on ideas for multiple-choice quiz questions in the first phase of the workshop. They will then discuss and pretest these questions in the second phase of the workshop. Lastly, they will insert the revised questions into a special template. By

participating in this workshop, individuals will have the inclusive opportunity to be an integral part of the creation of a VR quiz. They will also gain a better understanding of developing multiple-choice questions for digital apps. Last but not least, participants will be able to refresh and enhance their own knowhow of DEIB topics.

Keywords: Gamification, Quiz, App, Virtual Reality, DEIB

María Begoña Prieto Peral, Germany

Sprache, Politik und politisches Handeln im heutigen Europa: Die Erb:innen der Sprache des Dritten Reiches (LTI:Lingua Tertii Imperii) – Abascal, Meloni und Höcke (Presentation)

Die Verwendung von Begriffen wie „Reinmigration", „hacer España grande otra vez" und „Volver al 36" durch Vertreter der neuen Rechten, wie Abascal, Meloni und Höcke, dient der Abgrenzung von demokratischen Parteien. Diese bewusste Veränderung der Sprache erinnert in ihrer Art und Weise an die Zeiten in Deutschland, als Viktor Klemperer in seinen Tagebüchern die graduelle Veränderung der deutschen Sprache während des Nationalsozialismus dokumentierte und die damit einhergehenden Handlungen gegen Juden und Andersdenkende aufzeigte. Die gezielte Auswahl von Wörtern und Phrasen, die an die Rhetorik des Nationalsozialismus erinnern, dient den neuen Rechten in Europa dazu, Emotionen zu manipulieren und ihre politische Agenda zu fördern. Diese Strategie zielt darauf ab, eine Atmosphäre der Angst und Spaltung zu schaffen, um ihre Anhängerschaft zu mobilisieren und Gegner zu delegitimieren. Die Erben der „Lingua Tertii Imperii" (LTI), so nannte Klemperer die neue Sprache der Nazis, verändern in der heutigen europäischen Politik gezielt die Sprache, um ihre antidemokratischen und nationalistischen Überzeugungen zu legitimieren. Indem sie Minderheiten diffamieren und eine narrative Bedrohung für die nationale Identität konstruieren, fördern sie Vorurteile und spalten die Gesellschaft. Ihre Rhetorik zielt darauf ab, Feindbilder zu schaffen und die öffentliche Meinung zu manipulieren, indem sie eine Atmosphäre der Feindseligkeit und des Misstrauens erzeugt. In diesem Beitrag wird der Diskurs der Differenz und des Otherings der neuen Rechten in Deutschland, Spanien und Italien analysiert und dokumentiert. Zudem werden ihre Verbindungen mit dem alten Diskurs des Nationalsozialismus und des Faschismus aufgezeigt. Des Weiteren erfolgt eine Untersuchung des ideologischen Unterbaus, welcher sich hinter der Veränderung der

Sprache verbirgt. Zudem wird dargelegt, wie dieser neue Diskurs die politische Agenda in den drei Ländern beeinflusst.

Wörter: Sprache, Soziale Gerechtigkeit, Exklusion und Nationale Identität

Sarah Ljungquist, Sweden

Berättelsen i demokratins tjänst: Att hantera och stereotyper genom interkulturell kommunikation (Presentation)

Det moderna västerländska samhället präglas av mångfald och pluralism. Förbättrade kommunikationer, ökade globala befolkningsströmmar, harmoniserade konsumsmönster och sociala medier bidrar till global gemenskap. Samtidigt uppstår spänningar mellan kulturella och religiösa värden. Utbildning i demokrati- och rättvisefrågor spelar en avgörande roll i att utmana och hantera dessa spänningar.

Dagens utbildning måste möta kulturell mångfald och ökande sociala skillnader, vilket kräver hantering av värdekonflikter mellan det gamla och det nya, det främmande och det kända. Enligt filosofen Martha Nussbaum måste läraren i dagens pluralistiska samhälle förbereda unga medborgare för en globaliserad värld.

Ett effektivt sätt att förbereda unga för värdekonflikter är att låta berättelser hämtade från film och litteratur utgöra en mötesplats för interkulturell kommunikation. Berättelser som pedagogiskt verktyg skapar mötesplatser för olika synsätt på demokrati, rättvisa och rättigheter. Ett maktkritiskt angreppsätt problematiserar demokrati- och rättighetsfrågor i praktiken och belyser intersektionella faktorer som genus, etnicitet, klass, språk, ålder, sexualitet och funktionalitet.

Det maktkritiska angreppssättet utvecklar förmågan att utmana förgivettagna uppfattningar och synliggör komplexa skillnadsskapande processer. Berättelsen stimulerar utvecklandet av narrativ fantasi, vilket enligt Nussbaum bidrar till förmågan att sätta sig i andra människors situationer och livsvillkor.

Målet är att öka medvetenheten om hur samverkande maktförhållanden påverkar normer och skillnadsskapande i samhället, på arbetsplatser, inom skolan och i högre utbildning.

Genom berättelser får studenter möjlighet att möta människor i olika livsmiljöer och förstå hur deras livsvillkor hänger ihop med tankar och handlingar. Det maktkritiska angreppssättet synliggör strukturer som reglerar dessa livsvillkor, vilket är centralt för att utveckla en djupare förståelse av demokrati och rättvisa.

Syftet med min presentation är att, med exempel från berättelsebaserad värdegrundsundervisning, visa hur interkulturell kommunikation, med fokus på språk och litteratur, kan utmana fördomar och stereotyper om "de andra". Jag kommer att belysa hur berättelser i kombination med ett maktkritiskt förhållningssätt effektivt fungerar som verktyg för detta.

Keywords: Mångfald, demokrati, interkulturell kommunikation, maktkritiskt förhållningssätt, värdegrundsundervisning

Marcel Rother, Finland/Germany

Taiwan's Perception of the EU after the Taiwanese Presidential Elections 2024 (Presentation)

Taiwan elected a new president on 13th January 2024. Although the candidate of the Democratic Progressive Party (DPP) William Lai is the victor, the DPP lost the majority in the 113-seat legislature, the Legislative Yuan, which will significantly complicate Lai's ability to push forward a DPP agenda during his presidency starting with Lai's inauguration on May 20th.

In the process of the Commission's planned deeper and wider engagement in the Indo-Pacific, the EU is seeking to "support truly inclusive policy-making and cooperation, where the voices of civil society, the private sector, social partners, and other key stakeholders count" (European Commission 2021), signaling the importance of civil society in Taiwan for successful actions of the EU. In order to understand the potential shift in foreign relations and trade towards the EU, the author will conduct a media analysis of Taiwanese mainstream newspapers between May 20th and 1st September 2024. The selected timeframe represents the first 100 days of the new presidency of William Lai that could already indicate first shifts. The selection of newspapers takes into consideration the circulation volume, audience rate and political position as well as Mandarin as language to avoid distortions from English newspapers, which usually focus on foreigners living in Taiwan. Therefore, this media analysis gives particularly insights for the non-mandarin speaking audience. The study design follows in wide parts the research project "The

European Union and the Asia-Pacific: Public, Elite and Media Perceptions of the EU in Asia-Pacific Region" (Chaban and Holland 2008) as the underlying framework for the media analysis was also used in media analyses about EU-Taiwan relations conducted prior to improve comparability. The author then compares his results with results of earlier media analyses conducted on the perception of the EU in Taiwan (Su, H., Yeh, Kc. 2018).

Keywords: EU-Asia relations, EU-Taiwan. Public diplomacy, Mandarin media

Myrto Pavlidis, Germany

Assessing Sustainability in Tourism: The aspect of preservation of cultural heritage in Greek tourism (Presentation)

The suggested poster aims to present the research design for a dissertation on the nexus between cultural heritage and the sustainability of tourism. It begins by delineating the multifaceted concept of sustainability, encompassing environmental, economic, and social dimensions, as defined by Purvis, Mao, and Robinson (2019), and exemplified in the UN's 17 Sustainable Development Goals. Central to this exploration is the definition of cultural heritage, encapsulated in UNESCO's World Heritage Convention (1972), which denotes the preservation and protection of both natural and human-made treasures. The research design concentrates on the interplay among economic, environmental, and social factors, particularly through the lens of cultural heritage with a geographical focus on Greece. It navigates through Greece's constitutional commitment to safeguarding its natural and cultural assets, also analysing the language used in the respective part of the constitution. Acknowledging the challenge posed by the myriad definitions of sustainability, the dissertation proposes a dual approach: firstly, the selection of indicators focusing solely on the social and cultural aspects of sustainability in tourism, and secondly, the design of a balanced scorecard to evaluate the impact of preserving cultural heritage on sustainable tourism. Navigating the landscape of cultural heritage legislation in Greece, the dissertation highlights the pivotal role of ministries and regional bodies in protecting and promoting the nation's heritage. It underscores the intrinsic connection between cultural heritage preservation and land-use policies, emphasizing the integration of heritage protection into broader planning frameworks. Methodologically, the research design adopts the European Tourism Indicator System (ETIS), with a particular emphasis on social and cultural impact factors. It delineates a new set of indicators,

ranging from cultural diversity metrics to surveys on Europeans' perceptions of heritage. These indicators form the basis for a Balanced Scorecard tailored to assess cultural sustainability in Greek tourism. In conclusion, the doctoral thesis aspires to unveil insights that inform a modern, sustainable approach to leveraging cultural heritage as a catalyst for economic, environmental, and social progress in Greek tourism. Through the proposed matrix, it aims to pave the way for a holistic strategy that preserves heritage while fostering long-term prosperity and societal well-being.

Keywords: Tourism, Sustainability, Tourism sustainability, Cultural heritage

Joanna Szczęk, Poland

Kulturelle Zugehörigkeit durch Sprache anhand der Sprachbiographien polnischer Germanistikstudierender (Presentation)

Eines der Ziele der gemeinsamen europäischen Sprachenpolitik ist die Verwirklichung des Konzeptes der Mehrsprachigkeit, das jedoch auf unterschiedliche Weise umgesetzt werden kann. In unserem Vortrag versuchen wir, das Konzept der Mehrsprachigkeit und seine Umsetzung zu analysieren. Ausgangspunkt für unsere Studie ist die Umfrage, die unter den Studiederenden der Germanistik in Polen durchgeführt wurde. Die Fragen beziehen sich sowohl auf den Erwerb der ersten als auch der zweiten Fremdsprache. Die Auswertung der Befragungsergebnisse erfolgt im Hinblick auf die Umsetzung des Mehrsprachigkeitskonzepts am Beispiel spezifischer Sprachbiographien von Studireden. Besondere Aufmerksamkeit wird dabei der kulturellen Komponente geschenkt, die beim Fremdsprachenerwerb eine sehr große Rolle spielt.

Keywords: Mehrsprachigkeit, Umsetzung, Germanistik, Polen, Sprachbiographien, Fremdsprachenerwerb, kulturelle Komponente, Umfrage

Marios Chrissou, Greece

PhraseoLab: eine phraseodidaktische Lernwerkstatt für Deutsch als Fremdsprache (Presentation)

Es stellt eine empirisch belegte Tatsache dar, dass Sprache auf allen Stilebenen und in allen Sprachvarietäten in einem weitaus größeren Ausmaß als angenommen aus konventionalisierten Mehrworteinheiten besteht (Hallsteinsdóttir 2011: 4f.; Steyer 2013: 9; Filatkina/Stumpf/Pfeiffer 2020: 2). Demzufolge sind solide Kenntnisse im Bereich der Phraseologie eine wichtige Komponente der kommunikativen Kompetenz in der Fremdsprache und eine wichtige Lernaufgabe für den DaF-Unterricht. Trotz der Aufwertung der Phraseologie in neueren Lernmaterialien bleibt es weitgehend der Eigeninitiative von Lehrenden überlassen, welche Mehrworteinheiten, nach welcher Methodik und mit welcher Progression zum Unterrichtsgegenstand gemacht werden.   Einen Beitrag zur Gestaltung der Wortschatzarbeit im Bereich der Phraseologie will das internationale von Erasmus+ kofinanzierte Projekt PhraseoLab (https://www.phraseolab.eu) leisten, das in den Jahren 2022-2025 realisiert wird. Es setzt sich zum Ziel, eine digitale Lernressource für das Erlernen fester Mehrworteinheiten für DaF-Lernende bereitzustellen. Dem Projekt liegt der plurilinguale Ansatz zugrunde: Ausgegangen wird davon, dass die Fremdsprache immer vor dem Hintergrund der L1 und der bereits erlernten Fremdsprache(n) erworben wird und der positive zwischensprachliche Transfer den Lernprozess fördert. Als kognitive Brücke für den Aufbau phraseologischer Kenntnisse in der Zielsprache Deutsch (L3) wird das Englische als erste Fremdsprache (L2) operationalisiert. Die frei zugängliche digitale Lernressource des Projekts, die sich an jugendliche und erwachsene Deutschlernende richtet, kann unterrichtsbegleitend im formalen Lernkontext oder selbstständig im Rahmen des autonomen Lernens in Anspruch genommen werden. Somit stellt sie einen Beitrag zur Inklusion von Lernenden dar, die aufgrund ihrer Lebensbedingungen eine Präferenz für das Selbstlernen oder keinen Zugang zur formalen Bildung haben. Im Beitrag werden theoretische und praktische Aspekte der fundierten Auswahl und didaktischen Aufbereitung erwerbsrelevanter Mehrworteinheiten diskutiert.

Schlüsselwörter: Phraseologie, Phraseodidaktik, Mehrworteinheiten, plurilingualer Ansatz

Anna Soltyska, Germany

Everyone speaks sustainability (Presentation)

The presentation outlines a sustainable approach to course design adopted by the University Language Centre of Ruhr University Bochum. This strategy takes into account the need for continuous reassessment and ongoing revision of Language for Specific Academic Purposes (LSAP) courses, which, as a highly resource-intensive process, can be perceived as unsustainable and inefficient. The approach presented in this talk can be understood as an attempt to provide high quality teaching services while operating within the constraints of curriculum development in a university unit serving the language training needs of range of stakeholders. At the same time, the LSAP course for Sales Engineering and Product Management students presented in this talk focuses on sustainability as its main theme. By providing a platform for students to discuss and potentially solve some selected sustainability-related problems of their own university, the course developers aim to provide a stimulating and meaningful setting for the acquisition of subject-specific language skills.   The course in question is a compulsory, credit-bearing face-to-face course offered to students in the second and third semesters of the Bachelor's programme. Typical student cohorts for these courses comprise up to 80 students divided into several parallel groups and are diverse in terms of students' levels of proficiency, first languages spoken, and the academic and professional goals pursued by the course participants. The presentation shows how sustainability can be a common denominator for different stakeholder groups, including but not limited to university management, university language centres, students themselves, their faculties and future employers. It also shows how making the language of sustainability a pivotal component of an LSAP course can help to meet the needs of a highly diverse learner population.

Keywords: sustainability, sustainable course design, heterogenous learner groups, languages for specific purposes, needs analysis

Sanaz Alisadeh Tabrisi & Ceren Cengiz, UK / Türkiye

Transcending Boundaries: Utilising Virtual Reality to Cultivate DEIB in Language Learning through Transformative Interactive Experiences (Presentation)

In an increasingly globalised world, fostering diversity, equity, inclusion, and belonging (DEIB) has become a recognised paramount concern in every possible discipline; yet, in the domain of language education, learners frequently confront challenges in accessing authentic and culturally responsive language learning experiences. Inspired by Interactive Fiction (IF), Hypertext Fiction (HF), and Interactive Digital Narratives (IDN), this study presents a VR pedagogical platform, similar to Spoke by Mozilla Hubs, designed to revolutionise language education in a more immersive and interactive way. Utilising spatial navigation offered by the VR environment, the platform offers an innovative virtual museum-like space where language learners enjoy interacting with visual illustrations, images, videos, prints, texts and audio facilities to explore, interact, and engage with authentic cultural content and perspectives. Applying cutting-edge technology, the platform creates a dynamic learning setting that promotes linguistic and cultural proficiency. Learners can navigate through virtual exhibits, presenting specific aspects of the target language and culture, such as art, history, literature, and daily interactions. The exhibits provide learners with inclusive storytelling opportunities to improve their comprehensive acquisition of the language in the associated context. Through real-time communication with other learners and native speakers, guided by trained language instructors, the platform facilitates meaningful engagement and cultural exchange, enhancing learners' confidence and proficiency in the target language. The study employs a mixedmethods approach, combining quantitative data on learner engagement and language acquisition to increase motivation, reduce anxiety, and improve linguistic and intercultural competence. This project contributes to technology-enhanced language learning and inclusive education by integrating the potential of VR to create accessible, engaging, and culturally responsive learning experiences paving the way for future developments in DEIB-focused educational technology.

Keywords: (DEIB), VR technology, immersive/interactive language learning, intercultural fluency

Wednesday 20th of November

Constanze Bradlaw & Stefanie Nölle-Becker, Germany

Functional Multilingualism at TU Darmstadt – Visibility and Recognition of Linguistic Diversity in Higher Education Institutions (Presentation)

The effects of globalization and migration have led to "super-diverse" (Vertovec 2021) environments. Their repercussions not only show in biographies of individuals but also on social and political scales. In higher education, the current global market of academic education continuously encourages student mobility and migration all over the world as part of internationalization movement. The following linguistic challenges though are usually accompanied by a monolingual English Only policy in HEIs. The concept of functional multilingualism, which forms the basis for the languages policy of TU Darmstadt (Bradlaw/Hufeisen/Nölle-Becker 2022a, 2022b und 2024) offers an alternative approach. It is designed to strongly promote linguistic variety by incorporating the vast languages resources of TU Darmstadt students, teachers, researchers, and staff alike, thereby facilitating multilingual and inclusive communication on campus. It comprises a catalogue of over 30 individual measures of implementation which suggest in a very concrete manner how to increase the visibility as well as the use of the vast linguistic resources of all university members. It thus assists the equality of all languages and their variants as well as the acceptance of lingual and cultural diversity in German HE. Our contribution will present the concept as well as two PhD projects as concomitant doctoral research projects in the field of functional multilingualism. One project discusses language policy in Europe and explores the theoretical implications of the concept of functional multilingualism, the second investigates the linguistic landscape at TU Darmstadt via citizen science methodology, examining various contexts of multilingualism. Functional multilingualism stands for an inclusive approach which encourages the use of multiple languages on campus. It contributes as much to achieving more justice for world languages and equity of education as it ultimately fosters the democratic acceptance of diversity.

Keywords: Functional Multilingualism, HEIs, EMI, language policy, languages justice, linguistic landscapes

Marina Pappa, Greece

Voices from the past: Political discourse and inclusive language (Presentation)

In the 20th and 21rst century the focus was on inclusive language and the adoption of words, phrases or expressions that include all groups and contribute to the overall advancement. Concerning the past, there are elements that indicate the way pioneers have introduced inclusive language. The aim of this presentation is the analysis of the political discourse in France, in the 19th century and more specifically political discourse by Flora Tristan. The corpus consists of two works which have the form of political manifesto, the Union Ouvrière and the Nécessité de faire un bon accueil aux femmes étrangères. The aim is not only to analyze Flora's Tristan political thought in detail, through discourse analysis in relation to historical elements but also the introduction of such texts in history and language courses.

The elements of the analysis will help tutors integrate instances of inclusive language in their courses, indicate the historical dimension and link future and past. We will introduce a sample of lesson plan integrating historical dimension of inclusive language, authentic material and the way different cultures were perceived in the past along through the adventures of a feminist of the 19th and authentic elements of her traveling to Europe and America.

Keywords : inclusive language, lesson plan, discourse analysis, culture

Marjo Joshi, Finland

Designing international online education for culturally and linguistically diverse groups (Presentation)

Student-centered design of online education is essential when aiming to create meaningful study experiences in online environments. Teaching and guiding culturally and linguistically diverse groups online require new competencies for the teacher. In addition, the higher education organization should provide support for culturally aware teaching and learning. Design principles created based on research of culturally and linguistically diverse online degree students' experiences can be used to design culturally aware higher education online.

Sanne Bosma, The Netherlands

Presenting PhD plans: Embracing an interdisciplinary approach for enhancing intercultural education in the context of International Business students (Presentation)

Societies worldwide are superdiverse (Vertovec, 2023), yet leveraging this diversity effectively is challenging and does not happen automatically. Therefore, it is crucial to learn how to navigate such environments adeptly. In higher education, particularly within business schools, intercultural education remains constrained by a static paradigm, despite significant theoretical advancements (Sommier, Lahti, & Roiha, 2021; Bennett, 2023). It includes a predominant focus on national culture that often relies on cultural dimensions, such as individualism or collectivism (e.g. Hofstede), and a tendency to lead to superficial cultural understandings, essentialist thinking, and a lack of appreciation for individual autonomy and responsibility. This proposed PhD research advocates for an updated approach to intercultural education, incorporating insights from multiple disciplines, including evolutionary biology and behavioral neuroscience, referred to as the dynamic culture paradigm. These fields explore how culture, biology, and environment evolve together, influencing behavior, cognition, and development (Causadias, Telzer, & Gonzales, 2017). By adopting a dynamic culture paradigm, this research aims to provide a more nuanced understanding of the complex interplay between genes, culture, environment, brain, and behavior within specific contexts. Understanding how the brain and body function enhances comprehension of intercultural experiences, enabling individuals to navigate superdiverse environments more effectively (e.g., Hong, 2009; Briley, Wyer Jr., & Li, 2014; Nguyen-Phuong-Mai, 2020a). During this presentation, attendees will be informed about the PhD research plans focused on measuring the impact of this interdisciplinary approach on intercultural learning. The attendees will be encouraged to provide feedback and explore potential collaborations to further refine and enhance this approach.

Keywords: intercultural communication, superdiversity, dynamic culture paradigm, biology

Zayneb Saadallah & El Mehdi El Madani, Morocco

Empowering Moroccan Erasmus Students through Intercultural Communication: Navigating Linguistic and Cultural Diversity in Europe (Presentation)

A plethora of accurate data on Intercultural Communicative Competence underscored its importance of ICC in enhancing cultural diversity and multicultural encounters. Moreover, Intercultural Communication Competence (ICC) is crucial in this context, as it fundamentally enhances students' ability to navigate and thrive within the diverse linguistic and cultural landscapes encountered during their multicultural journeys. Specifically, the Erasmus program is renowned for enriching academic and personal growth through international study opportunities. However, Moroccan students may often face substantial linguistic and cultural challenges. This article systematically investigates these challenges and explores various methods employed by universities to foster students' ICC. The study integrated quantitative data from surveys collected from 35 Moroccan students who benefited from Erasmus scholarships. The findings of the study revealed difficulties with diverse accents, dialects, communication styles, and cultural norms. Findings also showed that students with higher levels of ICC are better equipped to handle cultural and linguistic diversity, resulting in more positive experiences abroad. Based on these results, the article proposed targeted educational interventions. These interventions include integrating ICC-focused activities such as cultural awareness exercises, role-playing scenarios, and experiential learning methods into language courses tailored for Erasmus students. Vital implications have been drawn from the results, focusing on implementing strategies stakeholders can better prepare students for the challenges of international study, thereby enhancing their academic achievements and personal development.

Keywords: Intercultural Communication Competence (ICC), Linguistic and Cultural Diversity, Language Education, and Mobility Experiences.

Birgit Kraus, Germany

Participation of First-Generation Students in Study Abroad Contexts - Approaches to a Case Study (Presentation)

In a globalized world, linguistic and intercultural competences are required by both the academic and non-academic job markets, which makes it necessary for students to engage in studies or internships abroad. However, first-generation students are underrepresented in international student mobility, as research indicates (cf. Kroher et al. 2023, Kommers & Bista 2021). The European Commission has begun addressing this issue in the current Erasmus programme, recognizing the significance of inclusion disadvantaged groups (European Commission 2024). Notably, universities of applied sciences in Germany have a high percentage of firstgeneration students, approximately 60 % (cf. e.g. Middendorff et al. 2017, Kroher et al. 2023), which creates both challenges and chances for encouraging students to go abroad. Gerhards et al. (2014) were able to show that non-academic parents are less supportive of their children undertaking longer stays abroad in secondary school. In addition to that, students in universities of applied sciences usually obtain their higher education entrance qualification at vocational institutions, which offer less opportunities for school exchange, for instance, than other secondary schools (cf. Kraus 2024). However, non-touristic international exposure on school level is considered as an important indicator for going abroad again later (cf. Weichbrodt 2014). Among higher education institutions' many tasks, diversity and internationalization are also in competition with each other, making prioritization difficult. Facilitating firstgeneration student participation in study abroad programs therefore benefits both institution and students alike. The contribution presents findings from a mixed-method study conducted at a small university of applied sciences in Germany (cf. Flick 2018). Drawing from first-semester student surveys, graduate surveys, and various strategic documents, the study demonstrates also how institutional research about cross-cutting topics can be linked and assessed without additional data collection. This integrated approach makes evidencebased enhancement these topics possible and avoids undesired consequences such as inequality (cf. Kommers & Bista 2021)

Keywords: Study Abroad Research, First Generation Students, Institutional Research, Case Study

Alicia Bueno Belloso, Elena Tchernega Meinert & Cinzia Marongiu, Germany

Fostering Multilingual Diversity and Academic Community Cohesion through Language Exchange (Presentation)

Proficiency in cross-cultural communication is essential to thrive in today's rapidly evolving global society. The 'Survey on language skills (especially heritage languages)' conducted in November 2021 revealed that more than half of the Frankfurt UAS respondents (ca. 500) are multilingual. Faced with this diverse demographic, we recognized the pressing need to provide students with informal avenues to enhance and use their language skills beyond the confines of the classroom. Thus, Café Babel was conceived.

The concept behind Café Babel is elegantly simple yet profoundly effective: when entering the room, students receive stickers with flags representing the countries whose languages they wish to improve or practice, fostering a space where they can use their chosen languages while enjoying coffee and cookies.

Cafe Babbel gives all foreign (those learning a new language from scratch), heritage (those who speak a language other than the national language at home) and native speakers the opportunity to utilize and deepen their potential (linguistic, cultural, intercultural) in any language. These bi-weekly gatherings offer students the chance to immerse themselves in a multilingual and multicultural milieu, promoting an appreciation for diverse cultures and languages.

Beyond serving as a casual setting for language practice and cultural exchange, Café Babel also offers valuable educational benefits. Participants are afforded the opportunity to apply their classroom-learned language skills in authentic, real-world contexts during these meetings. Furthermore, our initiative has had a multiplicative effect, inspiring similar projects at the Goethe University in Frankfurt and the Philipps-University Marburg. Our presentation will underscore the significance of this initiative in advancing diversity, equity, inclusion, and a sense of belonging through multilingualism and cultural appreciation. As we'll demonstrate, Café Babel has evolved into a cherished gathering spot within our Language Center—a home away from home—where students feel integrated and valued, nurturing a strong sense of community among them.

Keywords: Multilingual communication, multicultural interaction, heritage languages, informal language learning, diversity

Mariusz Jakosz & Aleksandra Łyp-Bielecka, Poland

Internationalismen in der Förderung von Sprachbewusstheit und Mehrsprachigkeit der Lernenden (Presentation)

Die Fremdsprachenkenntnisse werden in der Welt von heute immer wichtiger. Es wird allgemein gefordert, dass die Europäer mehrsprachig sein sollten, d. h. außer ihrer Muttersprache mindestens zwei weitere Sprachen erwerben bzw. erlernen sollen.

Ist es aber möglich, dass man eine fremde Sprache (wenigstens teilweise) versteht, ohne sie je gelernt zu haben? Kann man an einem Tag ohne Mühe mehr als 50 neue Vokabeln/Phrasen lernen und das in zwei oder drei verschiedenen Fremdsprachen zugleich? Ist das überhaupt machbar? Natürlich! Und zwar mit den sog. Internationalismen.

In dem Vortrag wollen wir zuerst kurz auf die Definition des Internationalismus eingehen und dann zeigen, wie ein gezielter Einsatz von Internationalismen (und den Elementen unter und über Wortschatzebene, wie Intermorpheme und Interphraseologismen) sowohl im Muttersprache- als auch im Fremdsprachenunterricht einerseits zur Entwicklung der Sprachbewusstheit und andererseits zur Förderung der Mehrsprachigkeit der Lernenden beitragen kann.

Schlüsselwörter: Mehrsprachigkeit, Internationalismus, Sprachbewusstheit, Unterricht

Denisa Kraľovičová, Slovakia

Current trends in using gender-inclusive language with focus on marketing communication (Presentation)

The main function of marketing communication is delivering the message to a recipient. In this context, language as such also plays a significant role in this process. The role of language is to adapt to current trends and copy recent communication style. One of the recent global trends is the tendency to deal with a hot issue of gender identity and appropriate use of gender-sensitive language. The English language, which serves the

function of Lingua Franca, takes a prominent position in all these trends and alternations in English subsequently influence other languages. The main aim of the presentation is to highlight the differences in English language in selected countries, while concerning gender-sensitive language in field of marketing communication. We will focus mainly on some practical examples from current marketing practice, using various case studies.

Keywords: marketing communications, gender-appropriate language, global trends

Almut Meyer, Finland

Linguistic and cultural diversity in the legal field – an example from teaching legal communication (Presentation)

Globalization processes of societies and markets are as well related to legal questions, if they are not even dependent on legal frameworks. Consequently, legal experts increasingly encounter linguistic and cultural diversity in professional contexts. From the Finnish perspective, in addition to their two official languages (Finnish and Swedish) jurists need to be able to communicate in several languages. Regarding this need, legal communication studies in at least three languages are obligatory for Finnish law students at the University of Turku and aim at enabling the learners to employ language and communication skills, when performing professional tasks. Thus, language teaching in higher education has to question monolingual mindsets and adjust its curriculum to the existing multilingual work life realities in the field of legal communication. However, on the one hand, the development of teaching concepts in legal communication courses is faced with prevailing monolingual attitudes towards and habits in dealing with language acquisition practices. On the other hand, legal communication studies should comply with the requirements of linguistic and cultural diversity in working environments, which legal experts encounter. Therefore, legal language studies must aim at enabling the learners to employ plurilingual language and communication skills, when performing professional tasks across cultures. The presentation addresses language acquisition processes, that merge learners' already existing language and legal knowledge resources. Theoretical reference is made to the didactical approach of intercomprehension with focus on the method of the Sieben Siebe (Hufeisen/Marx 2014) as well as to the cognitive orientation of specialized discourse and communication. The theoretical framework is complemented by a concept from cultural studies, that is based on a knowledge-based and performative approach to understand foreign cultural phenomena. The purpose of the paper is to demonstrate how plurilingual learning and pluricultural understanding can be put into practice using concrete examples from the classroom.

Joachim Schlabach, Finland

Plurilingual business communication courses – Research, implementation and impact (Presentation)

In international business communication, plurilingual and intercultural skills are key competences. Professionals working in international businesses often use multiple languages simultaneously, switch and mediate between languages and cultures. Traditional language education in business degree programmes at universities, however, concentrates on the training of isolated language skills. To address this gap, an innovative course concept will be presented which draws on monolingual curricula while emphasizing plurilingual competences, bridging the gap to meet the multilingual demands of international workplaces. This paper presents the central results of a multilingually oriented needs analysis in international business focusing on the multilingual situations experienced, on problems that arise there, and on factors that ensure efficient multilingual communication. The plurilingual skills and strategies that are crucial to cope with linguistic diversity, such as language alternating, cross-linguistic mediation and transfer, are derived from this and are summarized under the term Plurilingual Proficiency. This learning goal is implemented into the curriculum of the University of Turku in a (genuinely!) plurilingual subject 'Monikielinen yritysviestintä | Multilingual business communication' (www.utu.fi/tse-multilingual), which today comprises seven different courses, all of which include two or more languages. The approach adopted is doubly multilingual: Students connect the multiple monolingual competences they have acquired prior to taking the course(s) and train plurilingual skills and strategies as they practice using multiple languages at the same time. Evaluation studies have shown that the plurilingual courses work well and that students appreciate the opportunity to improve their communication skills in two or three languages with the minimum time commitment required for a single

course. It seems that this innovative concept can break up the traditional monolingual focus of teaching. This plurilingual approach aims to enable students to cope with linguistic diversity in businesses. A recent study confirms the impact of plurilingual courses in the long term. The presentation is plurilingual (the four conference languages) with a continuous strand in English.

Keywords: Plurilingual proficiency; plurilingual course practice; curriculum development; multiple language learning.

Theodoros Vyzas, Greece

Are interpreter codes of ethics interested in interpreting for asylum seekers? A first approach (Presentation)

This paper attempts an approach of how interpreting for asylum seekers, indispensable to social justice (Inghilleri 2005), is represented in interpreter codes of ethics. Although on the increase, and despite its very demanding and multi-faceted character, interpreting for asylum seekers has been rarely studied as an interpreting entity per se and is hardly ever explicitly treated in any of the interpreter codes of ethics. According to specialists who focus on its undoubted legal aspect, it falls into legal interpreting, while for others it is supposed to be part of either community interpreting or public service interpreting, terms with blurred conceptual boundaries. More concretely, the well-established community interpreting term seems to cover the often empirical and non-institutionalized aspects of interpreting. On the other hand, the emerging -thus not fully accepted- public service interpreting term focuses on institutional settings, stressing the need for specific qualifications and professionalism (D'Hayer 2012, Guéry 2014). As far as interpreter codes of ethics are concerned, they are supposed to set the general professional principles for ethical conduct, as interpreters work in different interpreter-mediated contexts and, therefore, have to adapt to a wide range of circumstances and expectations. There is a great variety -but not a specific typology- of codes as they either focus on interpreting in specific settings or address both interpreting and translation, sometimes even terminology. In the first part of this paper, the concept of interpreting for asylum seekers will be delineated with special emphasis on its professional character and taking into

consideration its legal component and institutional aspect (Dahlvik 2019, Learman 2015). Secondly, by means of a sample of more than fifty codes of ethics, a typology will be worked out on the basis of Lambert's (2018), Hale's (2007) and Schweda Nicholson's (1994) approaches. This way, shortcomings concerning interpreting for asylum seekers will be highlighted and improvement proposals will be made in an effort to advance social justice.

Keywords: Interpreting for asylum seekers, codes of ethics, public service interpreting, professionalism, qualifications

Juho Rissanen, Finland

Workshop: Brainstormcorner-workshop of innovative ideas for a new collaborative (EU) project. (Workshop)

Acquisition of essential language skills for survival and integration as an adult and as a parent in a new country or language environment. Additional and different ideas from the workshop participants are invited

Thursday 21st of November

Eriko Katsumata, Japan

Fostering Inclusivity and Equity Through Cultural Understanding: Insights from DEIB Initiatives in Japan (Workshop)

The workshop aims to explore how language and cultural understanding can foster inclusivity, break down barriers, and promote a more equitable society. By exploring these themes, it is hoped that participants will gain the tools and insights they need to make meaningful changes in their communities and workplaces.

The workshop will have two main components. First, an overview of the current state of diversity, equity, inclusion, and belonging (DEIB) initiatives in Japan will be presented. This section will cover the historical context, recent developments, and ongoing challenges in implementing DEIB strategies. Key issues such as gender inequality, ethnic diversity, and accessibility will be highlighted. Participants will gain a comprehensive understanding of the unique cultural and linguistic dynamics that shape DEIB efforts in Japan, including how traditional values and social norms influence these initiatives. Next, an interactive activity will be conducted to engage participants more deeply. This activity is designed to encourage reflection and dialogue on DEIB issues. This hands-on approach aims to foster empathy and a deeper understanding of the complexities involved in promoting DEIB. The activity will be followed by a facilitated discussion. This discussion will address different linguistic and cultural perspectives on dealing with prejudice, stereotypes, and media representation. By combining informative sessions with practical activities, the workshop aims to provide a holistic learning experience. References to DEIB in Japan, an Asian country, will provide participants with a distinctive perspective. This will be particularly valuable for those seeking to implement DEIB initiatives in similar contexts or to understand the global landscape of diversity and inclusion.

Keywords: DEIB, Japan, cultural understanding, active learning

Renate Link & Eryka Aniol, Germany

Understanding students' attitudes towards diversity - A Fishbowl Workshop

Over the past 20 years, societies and organisations have become increasingly aware of the importance of diversity, and of ensuring safe and Inclusive places for study and work. What do we know about students' attitudes towards diversity? How may these attitudes have been influenced by the increasing attention given to this important driver for societal change, and how may they have been influenced by students' intercultural competences? To start addressing these questions, we have analysed data collected by IBI, a specialized consulting firm based in the Netherlands. IBI has developed the Intercultural Readiness Check, which assesses 4 intercultural competences (Intercultural Sensitivity, Intercultural Communication, Building Commitment and Managing Uncertainty). Since 2011, respondents assessing their competences with the IRC were also asked about their attitudes towards diversity, using a 4-item scale developed by Homan et al. (xxx). Since then, data from over 3,500 students from various countries have been collected, capturing both their intercultural competences and their diversity attitudes. We will present our findings of whether and how students' diversity attitudes (as assessed by Homan's scale) have changed over the past 12 years, and whether and how these attitudes correlate with students' international experiences and levels of intercultural competences. In small working groups, participants will be asked to engage in the discussion of the findings and also exchange experiences with their own students' attitudes towards diversity on and off campus. In addition, the working groups will also be encouraged to report on diversity initiatives at their universities such as Diversity Days and how these have evolved in recent years.

Keywords: Diversity, Intercultural Readiness, Intercultural Tests

Sanne Bosma, The Netherlands

The necessity, challenges, and opportunities of inclusive communication in superdiverse environments (Workshop)

The necessity, challenges, and opportunities of inclusive communication in superdiverse environments Current times can lead us to pose many questions, also concerning how we best communicate with each other. Why is inclusive communication necessary in a superdiverse environment, what is it, how do we communicate inclusively and what are the related challenges and opportunities? Following a range of practical exercises participants will engage with key concepts, such as intersectionality and authenticity, and reveal underlying motives to explore these questions. Our approach integrates insights from Diversity, Equity, Inclusion and Belonging (DEIB) and applied neuroscience to provide an interdisciplinary learning environment. This combination helps explain why our brains often struggle with the adoption of – necessary – new expressions and phrases. In the rapidly evolving landscape of contemporary education, fostering an inclusive environment is a shared responsibility crucial for delivering education that resonates with all stakeholders. Inclusive communication plays a vital role in this endeavour. This is why the workshop "Inclusive Communication" was developed and successfully offered at the Hanze University of Applied Sciences Groningen to staff members. We now aim to present this workshop at the International Language Week to share our insights and gather valuable feedback for further refinement. By the end of this workshop, participants will have a deeper appreciation for the complexities of inclusive communication and be equipped with practical tools to foster inclusivity in their (educational) environment. We invite attendees of the International Language Week to join us in this exploration and contribute their perspectives on how to best foster equity and social justice at our workplaces and in society at large.

Keywords: inclusive communication, superdiversity, DEIB, applied neuroscience, interdisciplinary approach

Elli Sillanpää & Tiina Hirard, Finland

Increasing multicultural competence in a higher education community (Workshop)

An individual's awareness of multiculturalism and the ability to act in multicultural environments are important skills in study and work communities. Multicultural competence is essentially connected to promoting equality in society, and its importance is particularly emphasized in higher education, which plays an important part in working on the cultural and linguistic climate at the level of the entire society. In Finland, equality and international and multicultural competence have been highlighted also at the national level, both in the theses of the Council of Rectors of Finnish Universities (Unifi) and in the joint competences defined for graduates from Bachelor's and Master's degree programmes at universities of applied sciences by the Rectors' Conference of Finnish Universities of Applied Sciences Arene.

In the first part of the workshop, we will present tangible examples on how higher education institutions can develop the multicultural competence of both students and staff. As a good practice, we present an online course and workshops aimed at the staff of Turku UAS. The course and workshops focus on multiculturalism in the work community and teaching. Their objective is to increase the staff members' awareness on the importance of multiculturalism and the related concepts and to guide them to contemplate on their own multicultural competence and its development. In addition, they offer tips and tools for building and supporting a culturally diverse work community and for considering students with e.g. different linguistic and cultural backgrounds in teaching, assessment, guidance, and counselling.

As another good practice, we present an online course aimed at the students of Turku UAS. The course focuses on similar themes as the abovementioned course for the staff, but from a student perspective. In addition to the online course which can be completed independently a more extensive study module is offered for the students. It covers the theme in more detail and includes workshops and different events, such as friendship activities, field trips, a language club and board game nights. The aim is that students

representing diverse cultural backgrounds meet each other and get to process the themes linked to the topic in a genuinely multicultural group.

When developing the multicultural competence of both the students and staff we focus on supporting inclusion, antiracist acts, multilingualism, and language awareness. In higher education, multilingualism is also linked to how the community supports the development of the language skills of both staff and students.

After the abovementioned introduction, the second part of the workshop focuses on sharing good practices developed or planned in different higher education institutions. The workshop participants get to discuss

multicultural competence and its development at the individual and organizational level and the national objectives in different countries. The aim is to find both existing solutions and joint development targets. The discussion part of the workshops enables networking and future cooperation for those working with the theme of multiculturalism.

Keywords: multiculturalism, multicultural competence, staff competence, students' competence, multicultural training

Nicola Heimann-Bernoussi & Anna Soltyska, Germany

Einsatz von Sprachassistent*innen: Für mehr Sprache, mehr Authentizität, mehr Integration (Poster)

Das Poster stellt das Projekt „Sprachassistent*innen am Zentrum für Fremdsprachenausbildung" (ZFA) der Ruhr-Universität Bochum vor und fasst die Erkenntnisse aus dem ersten Durchgang im SoSe 2024 zusammen. Das Projekt bietet Studierenden der RUB mit sehr guten Sprachkenntnissen die Möglichkeit, durch eine gezielte und strukturierte Assistenztätigkeit in den Sprachkursen des ZFA Erfahrungen im Austausch mit Sprachlernenden und durch die Unterstützung von Lehrenden zu sammeln. Das Programm richtet sich sowohl an internationale Studierende als auch an Studierende mit sehr fortgeschrittenen Sprachkenntnissen, deren Muttersprache oder starke Fremdsprache am ZFA unterrichtet wird. Ziel des Projektes ist es, interessierten Studierenden einen Einblick in die Lehre aus einer neuen Perspektive zu ermöglichen. Es fördert das interkulturelle Verständnis, trägt zur Wertschätzung individueller Mehrsprachigkeit bei und hilft, internationale Studierende besser in die RUB-Gemeinschaft zu integrieren. Nicht zuletzt durch festgelegte, transparente Rahmenbedingungen ist es

möglich, im Rahmen des Projekts anrechenbare Leistungspunkte in einem Sprachkurs zu erwerben. Lehrende und andere Kursteilnehmende profitieren von den Sprachassistent*innen, indem der Unterricht an Authentizität gewinnt, insbesondere durch die Rolle der Sprachassistent*innen als Mittler*innen in Bezug auf die Kultur und ggf. eine altersbedingt ähnliche Lebenswelt. Das Projekt trägt dazu bei, die kulturelle und sprachliche Vielfalt auf dem Campus zu erhalten und zu erhöhen. Es wirkt Vorurteilen und Stereotypen durch zwischenmenschliche Kontakte und die offene Auseinandersetzung mit aktuellen gesellschaftlichen Themen entgegen. Neben den Rahmenbedingungen, theoretischen Grundlagen und der Genese des Projekts stellt das Poster einen möglichen Aufgabenkatalog für Sprachassistent*innen vor. Darüber hinaus werden Erkenntnisse aus dem ersten Durchgang präsentiert, die die Meinungen aller beteiligten Stakeholdergruppen berücksichtigen. Sie basieren auf Evaluationsergebnissen unter den betroffenen Kursteilnehmenden, Auszügen aus den Portfolios der Assistent*innen und Erfahrungsberichten der Lehrenden.

Keywords: Sprachassistenz,Mehrsprachigkeit, Interkulturalität, Lehrerfahrung, Integration, Authentizität

Julia Reinel & Christine Kramel, Germany

Wir fördern Ihr persönliches Wachstum – Diversitätsfelder und Diversity-Management am Zentrum für Sprache und Kommunikation (ZSK) der Universität Regensburg (Poster)

Das ZSK als Anbieter für Sprachkurse in über 15 verschiedenen Sprachen und Deutsch als Fremdsprache, Kurse zur mündlichen und schriftlichen Kommunikation sowie zu Schlüsselqualifikationen ist in seiner Arbeit mit verschiedenen Dimensionen der Diversität konfrontiert. Es bietet Kurse für eine Universität, an der nicht nur Menschen aus über 150 Nationen zusammenarbeiten und -forschen, -lehren und -lernen, sondern die sich auch der Diversität verschrieben hat. Mit diesem Poster soll zum einen ein Überblick darüber gegeben werden, wie sich der Arbeitskreis Diversität am ZSK dieses Themas angenommen hat und welche Bereiche schon Ergebnisse aufweisen können. Vorgestellt werden die Handreichungen für Dozierende und die Umfrage für einen diversitätssensiblen Kurs, der Werkzeugkasten Diversität mit Tipps zu Interkulturalität und Barrierefreiheit sowie die Planung und Durchführung von Sensibilisierungs- und Austauschveranstaltungen für Mitarbeitende in Präsenz. Ein großer weiterer Bereich ist Barrierefreiheit und Nachteilsausgleiche für Kurse und Prüfungen: Hier werden vor allem Beispielszenarien entwickelt und vorgestellt, um Dozierenden zu ermutigen, allen ihren Teilnehmenden die

bestmögliche Performanz zu ermöglichen. Auch kommen niedrigschwellige Angebote für Studierende zur Sprache, die die Kontaktaufnahme mit dem ZSK zu diversitätsbezogenen Anliegen erleichtern. Diversität ist aber vor allem eine Kraft, die mehr Blickwinkel auf die (Sprachlern)-Welt eröffnet und so gehören zu den Schwerpunkten des Arbeitskreises auch eine Vernetzung mit den anderen Anlaufstellen für Diversität an der UR und die Entwicklung von zusätzlichen Lehrmaterialien, mit denen die diverse Welt selbstverständliche Basis für das Lernen und Vermitteln von Sprache wird. Mit einer interaktiven Gestaltung des Posters, vielen mit QR-Codes erreichbaren Beispielen und Lieblingstipps zum Mitnehmen wollen wir aber vor allem im Austausch mit der diversen Tagungsgruppe selbst neue Anregungen und Feedback bekommen, so dass die Welt – nicht nur am ZSK der Universität Regensburg – ein Stück vielfältiger wird.

Valentina Vigato, Finland

Developing DEIB, Multiculturalism, and Essential Skills for Future Management in Companies and Projects in Finland and Europe (Poster)

The poster presents the importance of DEIB skills for the future of management in today's multicultural and rapidly globalizing world. As remote work and cross-cultural collaboration become the norm, both in education and in offices, managers need strong soft skills and emotional intelligence to lead effectively. DEIB competencies prepare leaders, future leaders and team members to navigate diverse groups, grow a culture of mutual respect, and accomplish successful projects across cultural and national boundaries.

Keywords: DEIB, management, multiculturalism, international projects, Europe, soft skills

Sylvi Bianchin, Germany

Diversity Management - between braille, sign language, written interpretation and gender-inclusive language (Presentation)

Diversity management at universities like TU Dresden (Technische Universität Dresden) is an evolving and essential practice that promotes inclusivity, belonging, and equal access for all members of the university community, including students and staff. This includes addressing the specific needs of individuals and cultivating a learning and working environment that values diversity in all its forms.

In this context the presentation will focus on four key aspects - Braille, Sign Language, Written Interpretation, and Gender-Inclusive Language—to contribute to fostering an inclusive environment at TU Dresden: At TU Dresden, integrating these diverse elements

into their strategies is essential for building an environment where everyone. The combination of different aspects not only removes barriers to education and participation but also demonstrates the university's commitment to fostering an environment of belonging and inclusion. By emphasizing access, respect, and equality, TU Dresden positions itself in diversity management in higher education, ensuring that all individuals have the support and opportunities they need to succeed.

The university's approach can serve as a model for other institutions, demonstrating how inclusive practices create a rich, diverse, and dynamic academic community where everyone is valued and empowered to contribute their unique perspectives.

Friday 22nd of November

Marcel Rother & Alexandra Angress, Hybrid, Finland/Germany

Negotiating in multicultural environments – Case Study EU: A simulation as teaching tool to immerse students in European Studies (Presentation)

This paper examines the impact of teaching European integration through the use of negotiation games and simulated negotiations, highlighting their potential as a transformative tool in and outside the classroom. Simulation games have been increasingly recognised to promote active learning and to convey transferable knowledge and skills, especially with regard to the rather complex multi-level and multicultural context of the EU (M. Oberle et al . 2020; V. Grave/Ch. Huggins (eds. 2024). We would advocate a more extensive use of more experimental simulation games (also cf. S Raiser et al. 2015; S. Usherwood 2013): By simulating the intricate decision-making processes in the EU, the simulated negotiations seek to immerse (international) students in the multi-level political dynamics of the EU, fostering a direct and experiential understanding of factual and contextual knowledge. Through a mixed-method study approach involving questionnaires and focus group interviews learning outcomes of an EU simulation game conducted during a EU study trip to Brussels will be shared and discussed. Our findings suggest that simulation games not only can enhance active learning and develop transferable skills but also serve as a catalyst for conceptual and attitudinal shifts among students. Drawing on several years of experience in conducting EU simulations in Germany and Finland, we will conclude by identifying key success factors of these educational tools

in order to realise the full potential to immerse students in complex issues and decision making in such a genuine international learning environment.

Keywords: EU, Simulation Game, Active Learning, Multicultural Dynamics, European Integration

Peter Franklin, Germany

From Intercultural Competence to Global Fitness (Presentation)

The many and various conceptualisations of intercultural competence (e.g. cultural intelligence, global competence, interkulturelle Handlungskompetenz) have generally focused on individuals and the competencies they require in order to interact effectively and appropriately in contexts marked by country cultural diversity. The concept of Global Fitness does this as well but it extends the concept in three ways. Firstly, it takes account of multiple forms of diversity and not merely country-cultural considerations. Secondly, it sees cultural / social group diversity of all kinds as a potential resource and not merely as a difficulty to be managed. Thirdly, it includes the notion of intercultural organisational competence, i.e. the ability of organisations to mould the work context in such a way as to foster Global Fitness at the individual level in order to release the innovative potential of diversity. This contribution, which could take the form either of a presentation or of a workshop with short group activities, will describe the concept of Global Fitness as a whole. It will point out how it also differs at the individual level from conventional conceptualisations of intercultural competence and show how development interventions (teaching, training and coaching) may need to undertake a refocussing of learning objectives away from essentialist descriptions of country cultures towards a greater emphasis on language, communication and relationship skills and indeed personal qualities. The presentation or workshop will then describe the actions an organisation needs to take to foster, manage and leverage cultural diversity in the workplace – in short, how to 'do' intercultural organisational competence.

Astrid Kapler & Corinna Kleinke, Germany

Auf keinen Fall Gruppenarbeit! (Presentation)

Das Thema der International Language Week 2024 "Bridging Diversity, Equity, Inclusion, and Belonging (DEIB) through Multilingualism and Cultural Understanding" entspricht dem Motto eines Intensivkurses am Sprachenzentrum der Europa-Universität auf dem Niveau A2. Deshalb möchten wir diesen Intensivkurs, der vom 19.02. bis 15.03.2024 in Frankfurt (Oder) stattfand, analysieren und den Beweis dafür antreten. Homepage: Die Viadrina ist von internationalen Studierenden zur beliebtesten Hochschule Deutschlands gewählt worden. Im International Student Barometer (ISB), der weltweit größten Studie zur Mobilität von Studierenden und Promovierenden, belegt sie Platz 1 von 16 teilnehmenden deutschen Hochschulen. Besonders loben die Befragten die ausgezeichnete Betreuung vor Ort.

In unserem Intensivkurs waren wir für die ausgezeichnete Betreuung verantwortlich. Das bedeutete für uns, die Bedarfe der Teilnehmenden zu kennen, dieses Wissen im Kursverlauf zu nutzen, um individuell auf die Studierenden eingehen zu können. Davon versprachen wir uns eine qualitativ gute Lehre. Dazu gehört für uns ebenfalls, gute Lernbedingungen für (möglichst) alle zu schaffen, damit verbunden sind klare Anforderungen sowie klare Regeln für eine erfolgreiche Teilnahme, deren Umsetzung und ein respektvoller Umgang miteinander (weitere: niederschwelliger Zugang zu Materialen,

Aushandeln von Kurszeiten u.a.). In unseren Augen ist Team-Teaching die geeignetste Methode, um diese Anforderungen umzusetzen. Es ermöglicht eine intensive, individuelle Betreuung, das stärkere, gezieltere Einbeziehen von Studierenden in den Lernprozess, das Sichtbarmachen von Eigenverantwortung beim Sprachenlernen (und Studieren allgemein), das Dazugehören, das sich Identifizieren mit der Lerngruppe sowie dem Studienort- und tlw. Lebensmittelpunkt. Wir, die in der Doppelstadt Frankfurt (Oder)/Słubice leben und arbeiten, verwurzelt sind, bringen hierfür eine langjährige Lehr-, „Lern"- und Planungserfahrung aus dem Studiengang Interkulturelle Germanistik mit und können mit solchen Anforderungen von einzelnen Studierenden, wie „Auf keinen Fall Gruppenarbeit!", so umgehen, dass selbst diese Teilnehmenden unseren Intensivkurs mit äußerst positiven Gefühlen in Erinnerung behalten.

Mariya Aida Niendorf, Sweden

Issues and Initiatives in Teaching a Course on Foreign Culture: A Case of Japanese Culture Course at a Swedish University (Presentation)

While many universities offer foreign culture courses as part of their language programs, some of the materials and contents may promote stereotypes and essentialism. Although the definition of "culture" varies depending on field and context, students and teachers in foreign language classrooms commonly perceive culture unconsciously as national culture. Moreover, emphasizing cultural differences, a common practice in such courses, can also result in the formation of stereotypes.

Many of my students taking courses on Japanese culture are initially fascinated by the surface culture and especially pop culture, including anime, manga, video games, and music as well as food, literature, and language. It is not uncommon for such students to have already formed specific stereotypes or images of Japan from the media they consume.

This presentation will first introduce various ways of understanding culture. Thereafter, various challenges and initiatives involved in discussing foreign culture(s) with students

will be shared using the course related to Japanese culture I teach at a Swedish university as an example.

Based on previous studies of teaching culture as part of foreign language instruction, my own practice as well as course evaluations by students, I will propose an optimal design for a culture course that does not promote essentialism from the following perspectives: (1) selection of teaching materials presenting various perspectives and encouraging critical thinking; (2) appropriate ordering of topics from deep- to surface-level culture; and (3) learners' identities. Instead of defining what culture is, teachers can provide opportunities for questioning and discussing how culture is used and what people do with it while deepening students' understanding not only of Japanese culture but also of the diverse culture that surrounds each student's daily life promoting pluriculturalism.

Keywords: teaching culture, foreign culture, teaching strategies, pluriculturalism

Carmen Pérez Diéz & Sarah K. Reader, Spain

Fostering intercultural awareness through telecollaboration in primary teacher training programs (Presentation)

The aim of this paper is to present a VE / telecollaboration project carried out in two courses belonging to the primary teacher training programs -English- of the Universidad de León (Spain) and TU Chemnitz (Germany) during the first semester of the academic year 23/24. The instructors involved in the project, Sarah K. Reader – TU Chemnitz- and Dr. Carmen Pérez Diez -ULE- designed a series of tasks for their students to help them practice intercultural communication, collaboration and teamwork. 18 students from the Universidad de León and 13 students from TU Chemnitz distributed in 5 groups took part in this project consisting of an introductory task to get to know each other, a second task in which they had to compare and contrast their degree programs, and a final task implying a deeper collaboration in order to design an intercultural lesson plan. After the completion

of all the tasks, students were asked to complete a survey to reflect on the experience. An analysis of the results will show how the project boosted motivation, enhanced linguistic competence and increased self-confidence among all the participants in the project. Keywords: Virtual Exchange, telecollaboration, interculturality, primary education, EFL.

Mounya M'rabti & Mouassine Fatima Ezzahra, Morocco

The Revitalizing of Amazigh Culture : The Role of Language Education Policies in Morocco (Presentation)

While the tapestry of Moroccan cultures may appear similar at first glance, beneath the surface lies a rich tapestry of diversity and complexity. Each culture holds its own distinct identity, contributing to the vibrant mosaic of the community. Recognized by international organizations and cultural experts alike, the true wealth of any nation resides in its cultural variety. However, within the Moroccan context, questions of identity, purity of heritage, and ethnic belonging have often loomed large. These issues, while sometimes divisive, have also spurred important discussions and reflections on the nature of Moroccan society. This paper explores the revitalization of Amazigh culture in Morocco through an analysis of language education policies. The Amazigh, an indigenous North African ethnic group, have faced marginalization and suppression of their language and culture for decades. However, recent shifts in Moroccan politics have led to a re-evaluation of the importance of Amazigh culture, resulting in the integration of Tamazight, the Amazigh language, into the national curriculum. This paper examines the impact of these language education policies on the revitalization of Amazigh culture, highlighting the challenges and successes encountered in this process. Through a comprehensive review of relevant literature and policy documents, this paper aims to contribute to the broader discourse on language revitalization and cultural preservation in the context of multicultural societies like Morocco. Keywords: cultural diversity, linguistic diversity, inclusiveness, language policy

Katja Peltola & Birgitta Tjurin-Muranen, Finland

Student Wellbeing in University Online Language Courses: Enablers and Barriers (Presentation)

In recent years, online learning has become a part of the everyday life of higher education students. Despite its numerous advantages, such as location flexibility, online learning also poses challenges. According to previous research, successful online learning demands a high level of self-regulation, and especially in asynchronous courses, students may experience feelings of loneliness and isolation. Traditionally, online learning has been divided into synchronous and asynchronous formats. Typically, synchronous learning

promotes simultaneous interactions at scheduled times, providing a structured learning environment, but may come with potential scheduling and technical issues. On the other hand, asynchronous learning, not requiring real-time interaction with instructors or peers, allows students to access and engage with coursework at their own pace, however, this format demands strong independent study skills and a heightened level of engagement. Nowadays, due to the technological solutions available, many courses incorporate both synchronous and asynchronous components. This study examines how university students perceive their wellbeing in both asynchronous and synchronous online language centre courses. The data is being collected at two Finnish universities during the spring term 2024 using an online questionnaire and will be analysed through content analysis. The questionnaire items focus on various enablers and barriers influencing student wellbeing in the online learning context, including factors such as communication, study skills, self-management skills and life circumstances. Some of these factors can be experienced either as barriers or enablers for student wellbeing, depending on who is experiencing them and how. For example, distance can mean isolation and loneliness for one student – peace and quiet for another.

Key words: synchronous online language learning, asynchronous online language learning, student wellbeing, higher education

Sofia Angelopoulou, Greece

The Linguistic Outlanders: The case of the Greek Erasmus students at the foreign European universities and their exchanges with foreign students – Integration – Adaptation – Future perspectives (Presentation)

The twentieth century witnesses the dawn of the technological revolution and the spread of communicating - understanding more than one language. All human activities have

been overwhelmed by this situation, creating a global virtual village, which allows us to have unlimited access to everything that goes around in our world. This worldwide phenomenon gave birth to new practices that are having already appeared to our life; multilingualism is one of them. A speaker's ability to speak more than one language, other than his/her mother tongue, is known as multilingualism. The European Union is a perfect illustration of this. The Europeans often speak more than two foreign languages, due to the increased professional requirements. This approach allows them to become more competitive at the different workplaces globally around the world, in comparison to their other colleagues, who might speak or do not speak foreign languages. Furthermore, a multilingual person has the ability to broaden his horizons, through communication and contact with other cultures, discuss about his own and through this intercultural communication to re-create his personal cultural identity. An effective way of this cultural exchange is the Erasmus program. This process gains popularity among students, as they acquire new skills and experiences. Moreover, they are able to exchange new thoughts and ideas that help them to build a new perspective of the world. The Erasmus program is well known among countries, that their language is not spoken as much as the other international languages, like English. Greek students belong at this category. Greek students are attracted by this program as they have the opportunity to study in foreign universities, where they aim to improve both professional skills and cultural exchanges. Simultaneously, they function as ambassadors and transmitters of their language, culture and civilization, due to its historical background as a geographical crossroads of cultures and peoples. In this article, we present the special experiences of Greek Erasmus students (integration – adaptation – future perspectives), but also the experiences of the students, who "lived" with [2] them and their opinion about Greek culture and language, without the stereotypical perspective that exists for this small country of southern Europe.