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UK-Japan Symposium on Intercultural Communication and International Universities

日英シンポジウム：
グローバル大学と相互文化コミュニケーション



Symposium &
workshop
programme

5-7 September 2016
Newcastle University

The Core Newcastle
Science Central, Bath Lane,
Newcastle upon Tyne NE4 5TF



Newcastle
University



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Welcome to the UK-Japan Symposium on Intercultural Communication and International Universities!

We are delighted to welcome you to Newcastle University for this JSPS-sponsored *UK-Japan Symposium on Intercultural Communication and International Universities*. We believe that we have been able to put together a series of excellent presentations on this fascinating, and important, topic, and look forward to an exciting and thought-provoking few days of intellectual discussion and debate.

Thanks to all of our presenters and participants for contributing to this event; it is a pleasure to be hosting so many esteemed research colleagues, from Japan and the UK, and we hope that this event will serve as a continuation, and expansion, of existing professional and personal relationships.

We hope you enjoy your time with us at Newcastle University!

Adam Brandt and Chris Leyland
Symposium Organisers





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Important information

We will provide further details of the symposium sessions in our Welcome and JSPS introduction session on Monday morning, but for now, here are some brief details.

Acknowledgements

Our sincere thanks go to JSPS London for funding this event, and both JSPS London and JSPS Tokyo for their support in organising it. In particular, we would like to sincerely thank Ms Polly Watson (JSPS London), and Ms Gina Knaggs (Newcastle University); this event would not be taking place were it not for their patient support.

Venue

All symposium sessions to take place in The Core Newcastle, room 2.25. Lunch and refreshment breaks will take place in the second floor foyer of the same building. You can see the location of The Core on the map on page 4.

Presentations sessions

Over the course of the two-day symposium, there are four distinct themes, all related to international universities. Within each theme are 2-3 presentations, each of which has a 35 minute slot. The presenters are welcome to organise this (between presentation time, Q&A time, and discussion time) as they see fit. We recommend that each presenter aims for a 25 minute presentation, allowing for 10 minutes of questions and discussion.

There will be a five minute turnaround time between presentations, allowing presenters to set up without too much stress!

Lunches and refreshments

Lunch will be provided on Monday, Tuesday and Wednesday. Lunch, and other breaks, will take place in the foyer on the second floor of The Core Newcastle.

Evening dinners

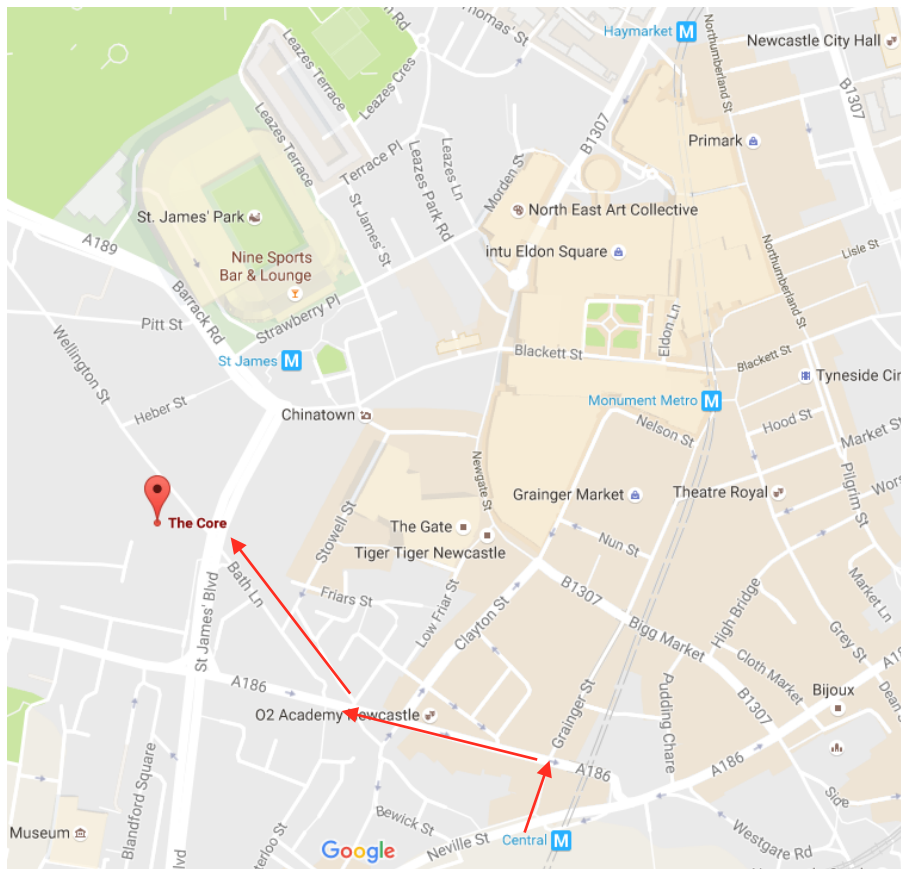
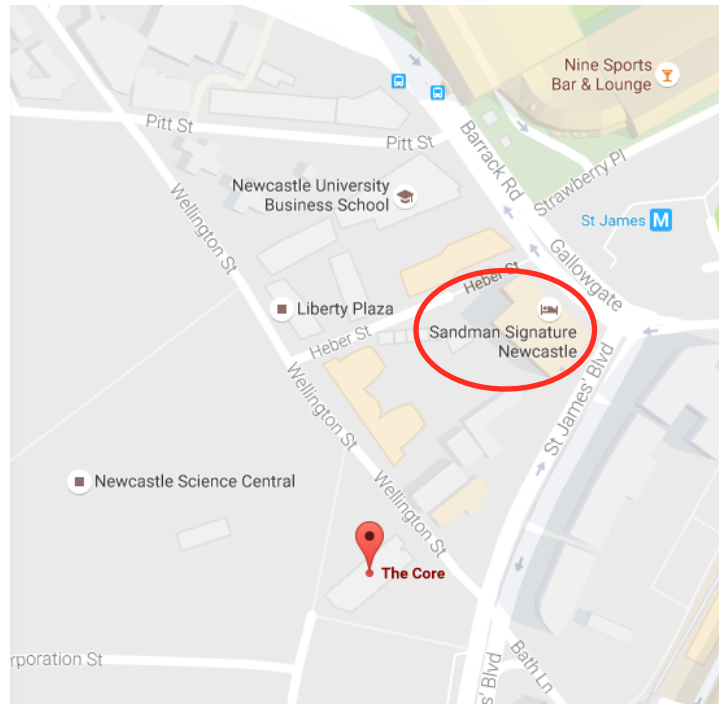
All symposium and workshop delegates are welcome to join in the dinners on Monday, Tuesday and Wednesday. Unfortunately, our budget did not stretch far enough to cover this, so it will be at participants' own expense. **Places must be reserved in advance, by completing the registration form circulated by email.**



Venue details



The Core Newcastle is a five minute walk from Newcastle University campus, less than a 5 minute walk from St. James' Park football stadium (noted by Nine Sport Bar & Lounge on the map here), and a two minute walk from the Sandman Signatures Hotel, where many symposium delegates are staying.



If you are arriving via Newcastle Central railway station, it is approximately 10 minutes to The Core on foot. Exit Central Station via the main doors, cross the road onto Grainger Street, opposite, and take the first left on to Westgate Road. Bath Lane is the third turning on your right hand side. Follow Bath Lane up the side of the city's historic West Wall. After 200 yards, you'll come to a dual carriageway, St. James' Boulevard. We are on the other side of the road.

Symposium outline

Higher education around the world is undergoing a process of internationalisation, not least by increasing international student and staff cohorts. Because of these ongoing, and significant, changes to the educational, multicultural and multilingual landscapes of university campuses, researchers in the social sciences have increasingly become interested in intercultural communication in internationalising universities. Much of this work has taken the form of survey- and interview-based research into the reported views and experiences of university staff and international students. While this research has provided valuable insights, so far, little research has directly examined actual international communicative encounters on campus, either inside or outside of university classrooms. Such examinations of how linguistic and cultural factors impact upon communication can inform the professional practice of university staff, and potentially even internationalisation policy.

This symposium will bring together researchers – of various levels of experience, from doctoral candidates to professors – with a joint interest in intercultural communication in international universities and the study of real-life communication. The symposium speakers will present research which examines video recordings of real-life university-relevant settings. Such settings include, for example, language proficiency exams, homestay communication between international students and host families, communication between students and university support staff, and ‘English practice clubs’.

The aim of this symposium, and the research presented therein, is to inform both professional practice and university policy in both British and Japanese Higher Educational contexts. Similarly, the exchange of research and ideas will serve to help UK and Japanese researchers and institutions to learn from one another, as they continue their endeavours to become increasingly international and intercultural.

The symposium will be held in Newcastle University (UK) on Monday 5 and Tuesday 6 September. There will be a follow-up ‘data session’ workshop day on Wednesday 7 September, and a final meeting day for delegates on Thursday 8 September. It is being funded by JSPS London, and organised by Dr Adam Brandt and Dr Chris Leyland, members of the Applied Linguistics & Communication team in Newcastle University’s School of Education, Communication and Language Sciences.

Schedule: symposium day 1

Monday 5 September

- 9.45-10.25 Tea and coffee (served in the foyer)
- 10.30-10.40 Welcoming remarks from the organisers and JSPS (in room 2.25)

Theme 1: International students in the local culture

- 10.40-11.15 Translating the international university to the local community
Prof Tim Greer (Kobe University, Japan)
- 11.20-11.55 Different roles and language proficiency levels involving a Japanese culture workshop at a Japanese university: Collaborative participation by the instructor, interpreter, and international students
Dr Eiko Yasui (Nagoya University, Japan)
- 12.00-12.30 Presentation on JSPS activities and funding programmes
Prof Nobuo Ueno (Director, JSPS London)
and Mr Taro Mita (International Programme Associate, JSPS London)
- 12.35-13.55 Lunch (served in the foyer)

Theme 2: Extra-curricular support for international students

- 14.00-14.35 Reflection through social interaction: How foreign language assistants talk about their classroom experience
Dr Ian Nakamura (Okayama University, Japan)
- 14.40-15.15 Understanding inappropriate professional communication in Japan and implications for intercultural communication education
Dr Yu Maemura (Tokyo University, Japan)
- 15.20-15.40 Break (tea and coffee available in the foyer)
- 15.45-16.20 The diagnosis of L2 writing competence in one-to-one tutorials for international students
Dr Chris Leyland & Dr Adam Brandt (Newcastle University, UK)
- 16.25-16.45 Closing comments and discussion for symposium day 1
- 19.30 Dinner at Akbar's (Indian restaurant in Newcastle city centre)

Schedule: symposium day 2

Tuesday 6 September

10.30-10.55 Tea and coffee (served in the foyer)

Theme 3: Language assessment for international universities

11.00-11.35 The IELTS speaking test: Interactional design and practice in a global context
Prof Paul Seedhouse (Newcastle University, UK)

11.40-12.15 Handling unprepared-for contingencies in an interactional language test
Dr Eric Hauser (University of Electro-Communications, Japan)

12.20-13.40 Lunch (served in the foyer)

Theme 4: International students and second language use outside of formal settings

13.45-14.20 Revisiting ordinary linguistic rules in intercultural communication in international university
Yusuke Arano (Chiba University, Japan)

14.25-15.00 Football? As in soccer?: Shifting and adapting of a shared reference in ELF interaction
Dr Aki Siegel (Hosei University, Japan)

15.05-15.25 Closing comments and discussion for symposium day 2

19.30 Dinner at Ottoman (Turkish restaurant in Newcastle city centre)

Schedule: data analysis workshops
Wednesday 7 September

10.30-12.30

Data Session 1

Group oral proficiency assessments involving international students on a pre-sessional university language programme
Reem Al-Abbas (PhD candidate, Newcastle University)

12.35-13.25

Lunch

13.30-15.30

Data Session 2

Chinese students in a UK university using an online 'Self-organised learning environment' to study British culture
Yang Du (PhD candidate, Newcastle University)

15.35-16.00

Closing comments and discussion for data analysis workshops

19.30

Dinner at The Broad Chare (British pub on Newcastle's Quayside)

Presentations abstracts

Symposium day 1

Translating the international university to the local community

Prof Tim Greer

Kobe University, Japan

Universities in the 21st Century are increasingly globalized institutions that cater to an international community of scholars. However, such communities do not exist in a vacuum, and quite often students from outside the host country find themselves in situations where they have to explain details about the university to local people who are not affiliated with it. This can lead to an interactional dilemma in which a perceived novice (in terms of culture and language) adopts the higher epistemic ground with regard to the institutional culture. This presentation will examine several such instances taken from naturally occurring interaction that has been video-recorded between international students and local people, including in homestay contexts and service encounters, such as at a hairdressing salon. The analysis will highlight how the participants orient to the international students as knowledgeable with regard to certain epistemic domains even though the local people claim greater familiarity with the host culture and the general community beyond the university. The focus is particularly on the participants' use of formulations and categorizations and how the (L2 speaking) students use the interactional practices of repair to adjust their word choice and accommodate the locals' limited experience with the university system.

Different roles and language proficiency levels involving a Japanese culture workshop at a Japanese university: Collaborative participation by the instructor, interpreter, and international students

Dr Eiko Yasui

Nagoya University, Japan

This study examines a videotaped interaction of an introductory workshop of a Japanese culture, such as a Japanese traditional dance, given to the international students at a Japanese university. While the instructor of a workshop only understands and speaks Japanese and delivers her instructions only in Japanese, a Japanese-English translation is provided by a student interpreter, who is fluent both in Japanese and English, for most of the international students whose Japanese proficiency is very limited. In this study, I examine how the three parties with three different roles and language proficiencies accomplish their participation in the activity. The analysis of the data shows not only how the interpreter translates and delivers the instructions, but also how the instructor and interpreter adjust their behaviours to each other's actions in order to complement to each other's instructions, as well as how the students demonstrate their understanding of the instructions using their body. This study illustrates that despite the different levels of language proficiency, the activity is collaboratively accomplished by the instructor, interpreter, and students while each party demonstrates their understanding of their own role in the activity using both verbal and non-verbal means. It is thus suggested that even without a common language, the participants display their ability to co-construct an instructional activity through the employment of given interactional resources at an appropriate sequential timing in the interaction.

Reflection through social interaction: How foreign language assistants talk about their classroom experience

Dr Ian Nakamura

Okayama University, Japan

As universities in Japan place priority on 'globalization', the number of international students coming to study here has increased. Some of these students are interested in gaining experience in teaching English in an EFL setting, particularly in an Asian country where future job opportunities exist. International students often tutor Japanese students at language cafes without much supervision. In order to give them more meaningful training, the presenter has organized a course that culminates with the language assistants reflecting upon their classroom experiences by interviewing each other.

The teacher-researcher's project begins with the training students gaining teaching experience by assisting him in the classroom and continues outside the classroom with the writing of a reflective paper about what they noticed. The third step is to reflect, share, and co-construct meaning of what they have learned by talking with another assistant. By empowering them with control of how to talk and what to talk about, the presenter hopes to tap into a richer vein of reflection and articulation than is normally seen in teacher-student interviews or questionnaire responses.

Based on a sample of the recordings and transcripts of the talk-in-interaction, the presenter will argue that student-student interviews offer a revealing and insightful glimpse into their world of 'being a teacher'. The interactional ways that they co-accomplish talk through orderly turn taking actions such as changing speakers at transition relevance places and nominating topics of mutual interest provide both the participants and the analyst with a deeper understanding of the language assistant experience.

Understanding inappropriate professional communication in Japan and implications for intercultural communication education

Dr Yu Maemura

Tokyo University, Japan

This presentation first describes findings from a study observing communication between international development aid professionals based in Japan. A study was designed to reproduce concrete examples of socially undesirable or impolite statements in a Japanese professional context. A Confederate was tasked to 'breach' (Garfinkel, 1967) standard conversational practice and to act in socially inappropriate or unexpected manners to reveal explicitly the underlying social norms and background expectancies within a professional inter-organizational context. Concrete examples of socially undesirable conversational outcomes were thus reproduced and metapragmatic interpretations were explored through follow-up interviews conducted with each participant while referring to audio-recordings of the reproduced examples.

The presentation concludes with a discussion on how best to incorporate these (and future) findings of intercultural communication research into pedagogical materials, where students can be informed of the highly sensitive nature of communication that await them in professional and inter-organizational contexts. Opportunities to inform both domestic (native Japanese speakers) and international students exist through discussions of specific examples. A deeper understanding of conversational norms (and their breaches) within professional contexts can inform both L1 and L2 speakers about the complexity of cultural contexts and the advanced communication strategies they entail, as well as the challenges associated with building intercultural communication competencies beyond language skills.

The diagnosis of L2 writing competence in one-to-one tutorials for international students

Dr Chris Leyland & Dr Adam Brandt
Newcastle University, UK

As universities have become increasingly ‘globalized’ over recent years, the numbers of international students studying in a second language has grown considerably. To help such students meet the linguistic demands and academic expectations of university study, many universities provide support before (pre-sessional) and during (in-sessional) academic courses. The present study focuses on one-to-one in-sessional writing support offered by a private English language teaching organization affiliated with a university in the UK.

Using Conversation Analytic methodology this study examines a corpus of twenty video recorded one-to-one in-sessional support sessions involving three different tutors and several international students who are using English as a second or other language. In these sessions, a key challenge is to identify and diagnose the problems that prompt the student to seek in-sessional support. Through analyzing the use of linguistic and embodied resources, as well as the manipulation of objects such as printed essays and written feedback, this study examines the diagnosis of the student’s L2 writing competence, in the form of strengths and ‘areas for improvement’. In particular this study reveals the interactional resources relied upon when students formulate a ‘self-diagnosis’ on their own L2 writing and when the tutor ‘other-diagnoses’ the students’ writing.

The study then closely considers the interactional implications of such diagnoses. Finally we reflect on the ways in which an understanding of competence-diagnosis in L2 interaction can inform understanding of extra-curricular support for international students, and inform the training of university support staff.

Presentations abstracts

Symposium day 2

The IELTS speaking test: Interactional design and practice in a global context

Prof Paul Seedhouse
Newcastle University, UK

The IELTS Speaking Test (one component of IELTS) is used worldwide to assess whether a candidate has the ability to communicate effectively on programmes in English-speaking Universities. This paper reports on the findings of 3 British Council/ IELTS-funded projects into aspects of the interactional organisation of the IELTS Speaking Test. A brief description is provided of the 3 corpora developed, made up of 257 audio recordings and transcriptions of 11-14 minute speaking tests from around the world. I briefly explain what happens in the 3 parts of the Speaking Test and how performance is assessed. Adopting a CA institutional discourse perspective, findings are presented on the organisation of turn-taking, sequence, repair, and topic development in relation to the institutional goal. Interactional design is compared with interactional practice in terms of what is observable in the data.

I then provide examples of application, namely how analysis of data can inform test design and examiner training, looking at topic disjunction and recipient design in particular. I also report on two studies of how features of candidate discourse relate to scores allocated to candidates (Seedhouse, 2012). Finally I consider the universal problem: to what extent can oral performance in one variety of discourse predict future performance in another variety of discourse (Seedhouse, 2013)?

References

Seedhouse, P. (2012). What kind of interaction receives high and low ratings in Oral Proficiency Interviews? *English Profile Journal*, 3(1), 1-24.

Seedhouse P. (2013). Oral proficiency interviews as varieties of interaction. In Ross, S. & Kasper, G. (Eds.) *Assessing Second Language Pragmatics* (pp. 199-219) Basingstoke: Palgrave Macmillan.

Handling unprepared-for contingencies in an interactional language test

Dr Eric Hauser

University of Electro-Communications, Japan

While there are a few “international” universities in Japan and a small number of universities which offer English-medium content courses, at many Japanese universities, pressure to become more international simply takes the form of pressure on English teachers to produce students who can use English for study and/or work. At the university where the presenter works, the English faculty have responded by developing a genre-based curriculum for academic English, drawing on systemic functional linguistics (SFL) and SFL-based genre theory, and involving the teaching of spoken and written genres of academic English.

The data for this study are drawn from video-recorded interactional tests of students’ mastery of one such genre, the genre of procedure. The students used prepared notes to instruct the teacher how to construct a geometrical figure. While genre-based language teaching involves explicit teaching of generic structure and appropriate language for particular genres, and while the students prepared in advance by writing notes, the students sometimes faced unprepared-for contingencies to the progression of the test. This is unsurprising, given that these tests involved interaction and that interaction is inherently contingent. A recurring contingency was that the teacher would follow an instruction incorrectly. How to handle such a contingency was not something that the students were taught in class or had prepared for. In this presentation, I use conversation analysis to illustrate some of the resources, in particular gesture, used by students to handle such a contingency and correct how the teacher has followed an instruction.

Revisiting ordinary linguistic rules in intercultural communication in international university

Yusuke Arano

Chiba University, Japan

Interactions beyond lingua-cultural borders occur in various situations in the globalised context of universities in the world. Sorts of foreign language centres in these international universities, for instance, provide some services for intercultural experiences, such as tandem partners, free conversations, etc., by which students can take 'autonomous' language learning opportunities that assume an important role for local and international students' internationalisation. However, the 'situated' instructions do not necessarily occur every single moment. In other words, it is still unanswered that how the local and international students engage in 'possible' language instruction.

The aim of this presentation is to reveal what practices and gestures ascribe to the concept of instruction activity vis-a-vis an organisation of possible instructions. The presentation explores this issue relative to 'correction-sequences' in non-institutional talks within an institution, i.e. a language centre called 'English House' in an international university in Japan. The study will enquire how the participants orient to 'producing appropriate second language use' and 'directing appropriate use of the linguistic item'. That is, it describes how the criteria for appropriate use of second language are embodied in turns-at-talk, bodies, and environments. Finally it approaches what actions coordinate the giving directions and following directions, thereby investigating and untangling concept of instruction activity in daily intercultural communication in an international university.

Most of the data are taken in 'English House' where both local and international students can practice English and do some lingua-cultural experiences. The interactants are university, international, or Japanese students who speak English/Japanese as a second language. The presentation will also introduce some environments that the centre affords local and international students to be internationalised that is worth investigating for further researches.

Football? As in soccer?: Shifting and adapting of a shared reference in ELF interaction

Dr Aki Siegel

Hosei University, Japan

English as a lingua franca (ELF) is the contact language between speakers from different linguistic and cultural backgrounds (Archibald, Cogo, & Jenkins, 2011), and in ELF interactions, there is no privileged status of a certain English variety (Seidlhofer, 2002). Therefore, the standard of the language is negotiated in each interaction (Canagarajah, 2007). As a result, speakers may be using different varieties of English, such as British or American, in the same conversation (Scott, 2000). The current study focuses on the process of negotiation of a shared reference in EFL interactions due to the speakers' language education background. How do interlocutors in ELF interactions respond to such lexical differences stemming from their varieties of English?

The study is based on a corpus of approximately 37 hours of video-recorded conversation of ELF interactions at an international university dormitory in Japan. The recordings consist of four Japanese students talking with 32 interlocutors from 10 countries. Conversation Analysis was used to examine the data.

Detailed analysis demonstrates shifting use of the reference of "football/ soccer" within and between the participants. While the majority of the cases demonstrated the supportive context of ELF interactions through mutual adaptation, other cases displayed face-threatening moments due to the shift in lexical selection. The study supports the locally organized nature of ELF interactions and that language is constantly being negotiated in and through interaction. At the same time, it suggests the complex language use environment in which L2 users are situated and possible sensitivities to lexical selection.

List of participants

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