Anne Holmen

"Being Bilingual Means Being a Foreigner". Categorizing Linguistic Diversity among Students in Danish Higher Education

Abstract

One of the effects of the internationalization of Danish higher education is a more mobile and linguistically heterogeneous student population aiming at both the national and international labor market. At the same time efforts to increase participation in higher education among domestic students have resulted in a more diverse student body in terms of social and ethnic background. To some extent the two groups of students overlap, but they are treated very differently by the university administration. Whereas students with international experience are counted and categorized as such, and are offered language courses before going abroad or when arriving in Denmark, minority students are either part of the mainstream or identified as in need of remedial courses. The latter does not correspond very well with the general shift towards more learner-centered approaches in higher education, which potentially opens up to a resource perspective on multilingual students' language background. The present paper is a literature review focusing on the various labels used when categorizing students according to their linguistic background. The purpose of this is to raise awareness about labelling as a sensitive issue and to propose a multilingual pedagogical framework for students to benefit from their full language potential during their academic studies.

Keywords: linguistic diversity, labelling, minority students, multilingualism

Jane Vinther & Gordon Slethaug

Changing Conceptions of the International Classroom and the Good Student?

Abstract

The changing conception of international education and the instructors' perception of the' good student' is the focus of this study. Differing teaching philosophies and pedagogies in diverse cultures mean different conceptions of the important qualities and behaviour of students. As the flow of migrating students increases globally, the classrooms become increasingly intercultural, students bring disparate competences and educational values with them, and traditional views on good teaching and good students are no longer 'givens'.

When international students fill classrooms in countries far from their own, they risk not having their abilities perceived as being as valuable as those of home students. In the Nordic and Anglophone countries, there is a well-established credo of the 'good student' as independent and self-motivated – a belief usually ascribed to Western philosophies and traditions hailing back to Humboldt and his ideas of autonomy, freedom, and critical thinking. By contrast, many Asian cultures purportedly honour and respect the instructor's opinion and established knowledge above the student's. This study investigates the attitudes of instructors in Canada and Denmark towards these cultural perceptions through the lens of changes in internationalisation over time and space. This study argues that, as a first step, instructors should become better grounded in and more explicit about their own traditions and cultural philosophies, so that they can build upon them for

international teaching and learning. On the basis of responses from Canadian and Danish scholars, we aim to explore avenues towards a flexible, dynamic, and transnational conception of the good student.

Peter Kastberg & Hanne Tange

Discursive Constructions of International Education: How University Lecturers 'Talk' about International Students

Abstract
There is seemingly no end to the difficulties that can arise in the international classroom. Stories abound about issues such as silence, students' reticence, learner autonomy (or lack thereof), which seem to suggest an unsuccessful transfer of academic knowledge and skills across tasks, contexts and cultures. The current paper will neither offer another problem for us to ponder, nor another solution to the proverbial us-them divide. Instead we shall explore the possible frames of reference that underpin this appreciation of 'the problematic Other' in the international classroom. Our central argument is that 'the problematic Other' in international education, here personified by international exchange students, is discursively constructed by university lecturers and students. Among the discursive constructions we see as particularly problematic are those of knowledge 'transfer' and 'gap' which are consequently examined and deconstructed as part of our discussion. Instead we propose that the new discursive constructions of knowledge 'transformation' and 'asymmetry' be used. Our initial presuppositions concerning 'discourses of deficit' are tested in the analysis. Through an examination of qualitative research interviews with lecturers involved in international teaching, we demonstrate how the problematic discursive constructions of 'gap' and 'transfer' can be found in the way lecturers talk about their students, but also how at least some respondents embrace the more inclusive idea of transformation. This leads to a concluding discussion in which we suggest that a change in the way we talk and write about international education and students can result in a heightened sensitivity when it comes to understanding and appreciating the practices of 'the problematic Other'.

Ushma Chauhan Jacobsen

Knowledge Asymmetry in Action

Abstract
This article forges a connection between knowledge asymmetry and intercultural communication to challenge extant understandings of knowledge asymmetry as a static and stable condition that influences the processes and outcomes of interactive encounters that promote learning. The article draws its empirical material from ethnographic fieldwork at a training course on climate change that involved the participation of development practitioners, policy makers and civil servants working in broad professional arenas such as engineering, agriculture, water management and urban development in Sri Lanka, Kenya, Egypt, Bangladesh, Uganda, Tanzania, Vietnam and Denmark.

The material is represented in the form of ethnographic vignettes to demonstrate knowledge asymmetry 'in action': how knowledge asymmetry is far from a static and stable condition, but rather how it emerges and disappears as participants summon, articulate, dismiss, ridicule, ignore or explore the rich pools of their culture/knowledge differences during the training course interaction. The article aligns itself to Barth's (2002) conceptualization of culture as **knowledge** and to contemporary understandings of intercultural communication that privilege sensitivities to the webs of geo-historical relations and macro power and economic asymmetries that structure and inform intercultural relationships. The article also emphasizes the relevance of seeing knowledge asymmetry as a concept-metaphor (Moore 2004).

Steven Breunig

Realizing Dignity for Enhancing Intercultural Competence

Abstract
The aim of this paper is to present the concept of dignity as a reflective concept that may serve as a strategy for enhancing intercultural competence. Within the field of intercultural communication, intercultural competence seeks to impart essential knowledge and skills for engaging in intercultural encounters with cognitive, behavioral and affective competence. Dignity contributes to intercultural competence by enabling persons to view the social world anew.

In this paper, dignity is conceptualized as the development and self-expression of persons free from social categorization, while acknowledging human vulnerability towards the social and material world. In intercultural encounters, a person may indeed sense their vulnerability due to a lack of social orientation, cultural awareness and language skills. Simultaneously, the vulnerability of the Other may be neglected with implications for effective and appropriate interaction between a Self and a culturally dissimilar Other. Accordingly, it is proposed that emotional regulation is essential for realizing dignity as an aspect of intercultural competence.

Research on social dynamics and identity and the emotions is not without its precedence within intercultural communication. This project contributes to the objectives of intercultural communication and competence by theorizing how awareness of social dynamics and emotional regulation may support the realization of dignity during intercultural encounters. Dignity may complement other strategies related to cognitive, behavioral and affective competence for engaging in effective and appropriate communication.

Miriam Seghiri

Too Big or Not Too Big: Establishing the Minimum Size for a Legal Ad Hoc Corpus

Abstract
A corpus can be described as "[a] collection of texts assumed to be representative of a given language, dialect, or other subset of a language, to be used for linguistic analysis" (Francis 1982). However, the concept of *representativeness* is still surprisingly imprecise considering its acceptance

as a central characteristic that distinguishes a corpus from any other kind of collection (Seghiri 2008). In fact, there is no general agreement as to what the size of a corpus should ideally be. In practice, however, "the size of a corpus tends to reflect the ease or difficulty of acquiring the material" (Giouli/Piperidis 2002). For this reason, in this paper we will attempt to deal with this key question: we will focus on the complex notion of representativeness and ideal size for ad hoc corpora, from both a theoretical and an applied perspective and we will describe a computer application named ReCor that will be used to verify whether a sample of legal contracts compiled might be considered representative from the quantitative point of view.

Gianluca Pontrandolfo

Marcadores argumentativos del contraste y discurso judicial: un estudio propedéutico para la traducción

[Argumentative Discourse Markers of Contrast in Judicial Discourse: A Translation-oriented Study]

Abstract

The present paper stems from a contrastive corpus-based study of phraseology in Spanish, Italian and English criminal judgments (Pontrandolfo 2013).

By exploring the Corpus of Criminal Judgments (COSPE), a large comparable trilingual corpus (Spanish, Italian, English) of approximately 6 million words, the present paper aims at investigating the close relationship among specialised discourse, discourse markers and translation.

The focus of the study is on special particles which play a pivotal role in judicial texts: "contrargumentative markers" (Portolés 1998, Montolío 2001) or "antioriented argumentative markers" (Escandell 2013), which, following Rudolph (1996) have been labeled "argumentative markers of contrast".

The primary objective of the paper is to carry out a quantitative analysis of the distribution of this type of discourse markers in COSPE, as well as a qualitative analysis aimed at characterising the markers uses in COSPE and identifying trends of use in judicial discourse. The secondary objective, which nevertheless guides the whole study, is to carry out a legal translation-oriented analysis. Indeed, studying discourse markers is a necessary precondition for translators, since the semantic and pragmatic relations conveyed by these particles and their distributional differences represent the guidelines for the selection of adequate translation solutions (cf. Visconti 2000, Garofalo 2006). From a methodological point of view, the study combines a qualitative approach oriented at the discourse genre (cf. Bhatia 1993, Garofalo 2009) with a more qualiquantitative approach based on corpus linguistics, more specifically on corpus-assisted discourse studies (Partington 2004, Partington et al. 2013).

Gze-Peng Soong & Su-Hie Ting
Conventions of Malaysian Grocery Store Service Encounters

Abstract
The study aims to describe the conventions of the Malaysian model of service encounters and contrast them to the model proposed by Halliday/Hasan (1985) by focusing on interactions between Chinese service providers and customers from different ethnic groups in a grocery store. A total of 120 service encounters (60 with Chinese customers, 60 with non-Chinese customers) were observed and audio-taped. Analysis of the service encounters showed that Sale Request, Sale, Purchase and Goods Handover are obligatory stages in the shop, but a low frequency of Greeting, Sale Initiation and Finis was found. The infrequent use of politeness features resembling interpersonal interactions indicates a task-focussed interaction between the service provider and customer. The results also indicate some in/outgroup differences in the Chinese service providers' interaction with their Chinese and non-Chinese customers. The service providers were more likely to engage in Greeting and Finis with Chinese customers, and Sale Initiation with non-Chinese customers, indicating a clearer service provider-customer role and a stronger task-focus in interactions with outgroup members. The stages that are more likely to be enacted non-linguistically are Sale Request, Purchase and Goods Handover. In the grocery store, customers often brought goods they wanted to purchase to the counter, making verbalisation of Sale Request unnecessary. The non-Chinese customers were more inclined to make non-verbal Sale Requests than Chinese customers, whereas service encounters with Chinese customers had relatively more frequent non-verbalised Sale Compliance and Sale stages. The possible relevance of in/outgroup relationship on non-verbal communication in service encounters needs further investigation.

Keywords: intercultural communication, service encounters, nonverbal communication, high power distance, high context culture

Henning Bergenholtz & Bjarni Norddahl
The Ideal Number of Lemmas in an Ideal Accounting Dictionary

Abstract
Lemma lacunas in dictionaries are a traditional focus area for lexicographers, but the opposite problem, which we choose to call **lemma flooding**, has received very little attention. The study of this flooding could be relevant in order to save lexicographers spending thousands of hours producing dictionary entries which nobody reads.

In Bergenholtz/Norddahl (2012) we showed that during a three-year period less than 33% of all dictionary articles out of 18 million dictionary consultations were consulted in a dictionary with 111.000 entries. We examined nine possible reasons why a given word might not be of interest to users and consequently could be ignored in order to avoid lemma flooding. We tried to demonstrate that while it is not possible to completely avoid lemma flooding, implementing a relatively simple rule could minimize it. But in reality the results were quite disappointing, because there were no clear rules or methods to avoid lemma flooding.

Now we will try the same kind of analysis of log files for the English-Danish and the Danish-English Accounting Dictionaries. We see here that there are differences between different

dictionaries (monolingual for English and Danish and bilingual for English-Danish and Danish-English). We will try to give some explanations, but must admit beforehand that we have not found satisfying explanations which could lead to a plan for future accounting dictionaries or other economic dictionaries thus avoiding the production of never used dictionary articles.