

De: Centro de Desenvolvimento Académico  
Joaquim Pinheiro

Nº: 20/2017

Para: Sra. Vice-Reitora, Custódia Drumond  
Sra. Administradora, Susana Teles

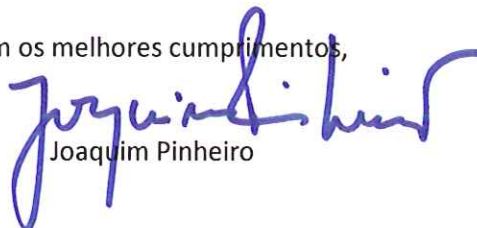
Data: 23/Maio/2017

C/C:

Assunto: *Pedido de autorização de Curso: Summer School in Intercultural Communication*

No âmbito das actividades do CDA e à semelhança do ano passado, venho por este meio solicitar autorização para o funcionamento do Curso *Summer School in Intercultural Communication*, a leccionar por docentes da FAH e docentes do European Network for intercultural Education Activities (ENIEDA) e Intercultural Frontiers, conforme documentação em anexo, da responsabilidade do Doutor Vladimir Zegarac (FAH). Entendemos ser uma iniciativa que valoriza o esforço de internacionalização e só foi possível chegar a esta proposta devido ao facto de os formadores externos terem conseguido encontrar soluções de financiamento das suas próprias viagens.

Com os melhores cumprimentos,



Joaquim Pinheiro

INFORMAÇÃO

DESPACHO

 <p>UNIVERSIDADE da MADEIRA</p>	
Secretaria dos Centros de Competência e Centros de Investigação	
TRAMITAÇÃO PARA OUTRA UNIDADE FUNCIONAL DA UMA	
DATA SAÍDA	23.05.2017 N.º 869
UNIDADE:	Prof. Doutora Custódia Drumond
RESPONSÁVEL:	Susana Teles
O documento foi recebido no SCCI em:	
RESPONSÁVEL:	Susana Teles DATA 25.05.2017



**PROPOSTA 2017**  
**Summer School in Intercultural Communication**  
**Convenors and Lecturers**

**Formador Responsável:** Vladimir Žegarac (FAH)

**Datas de Inscrição:** de 31/05/2017 a 11/08/2017

**Valor:** Membros da comunidade académica: 20€; Externos 50€

**Destinatários:** Público em geral

**Condições Acesso:** idade mínima de 18 anos e nível B2 de Inglês

**Vagas:** 8 (mínimo) a 25 (máximo)

**CrITÉrios de Seleção:** Ordem de inscrição

**Duração:** 56 horas (equivale a 1,5 ECTS)

**Datas de realização:** 2 a 10 de Setembro

**Horário:** Ver documento anexo

**Local:** Universidade da Madeira (Penteada)

Despesa:

Certificados, materiais de suporte didáctico: 200 euros

Nota: Os formadores externos aceitam colaborar neste evento, pagando a sua própria viagem.

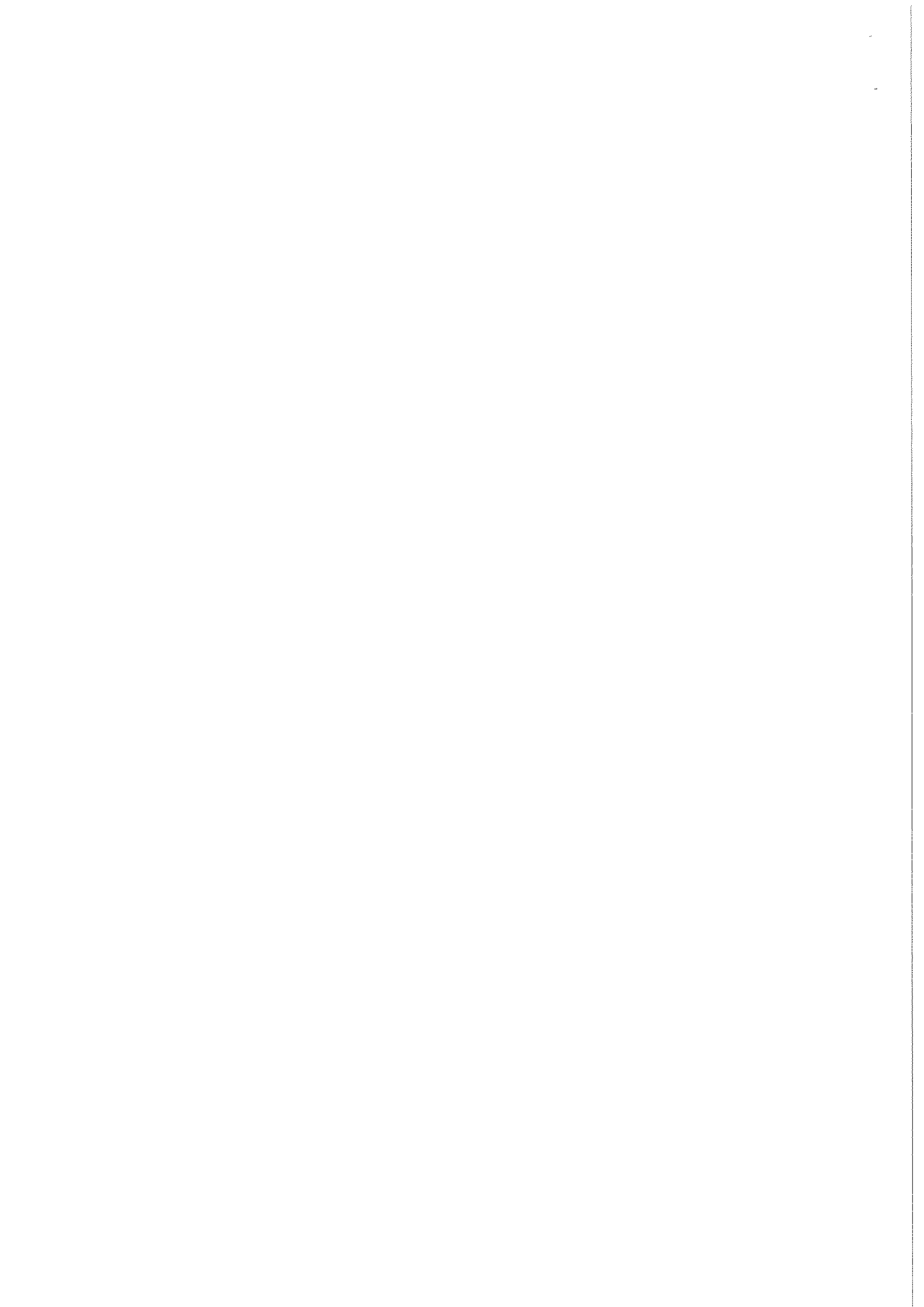
Dormidas na Residência Universitária para 2 formadores/8 noites [Dr Svetlana Kurteš, Joy Caley] (15,75 euros por noite em quarto individual): 252 euros

**Total de despesa:** 452 euros

Relevância e público alvo: Este programa pode atrair estudantes estrangeiros, professores de línguas dos vários graus de ensino e mesmo profissionais do Turismo aqui na RAM.

Coordenadores: Prof. Doutor Vladimir Zegarac (UMa); Profa. Doutora Svetlana Kurteš (Texas A&M); Profa. Doutora Alcina Sousa (UMa)

A acção deverá ser creditada pela SRE para que os participantes possam obter um certificado para avaliação profissional.



***European Network for Intercultural Education Activities (ENIEDA)***



and

***Intercultural Frontiers***



**For the attention of:  
The Centre for Academic Development (CDA)  
University of Madeira, Portugal**

**Head of DLLC:  
Professor Dr Joaquim Pinheiro**

**Proposal:  
Summer School in Intercultural Communication  
Convenors and Lecturers**

The school will be convened by **Dr Vladimir Žegarac** (UMa, *Intercultural Frontiers*, UK) and **Dr Svetlana Kurteš** (Texas A&M University at Qatar; *ENIEDA*) a number of guest lecturers (affiliated to the *ENIEDA* Network and *Intercultural Frontiers*). Colleagues from the University of Madeira will also be invited as guest lecturers and are most welcome to take part.

The following is the list of confirmed lecturers so far:

**Dr Vladimir Žegarac**, University of Madeira, Portugal; *Intercultural Frontiers/ENIEDA*  
**Dr Svetlana Kurteš**, Researcher at Texas A&M University at Qatar; *ENIEDA*  
**Dr Alcina Maria Pereira de Sousa**, University of Madeira, Portugal; *ENIEDA*  
**Ms Joy Caley**, English Language Centre York, UK; *Intercultural Frontiers*

Professional and academic profiles of the lecturers invited to take part in the summer school:

**Dr Svetlana Kurteš** is currently a Researcher at Texas A&M University at Qatar specializing in intercultural education, applied linguistics, (intercultural) pragmatics, discourse analysis, sociolinguistics and English language studies. After many years of working in the UK (ESOL Cambridge, University of Portsmouth), Dr Kurteš was affiliated with the University of Madeira, on an invited professorship basis. Since December 2015, she has also been a member of the University's Research Centre for

Regional and Local Studies (CIERL). She was educated in Serbia (University of Belgrade and University of Novi Sad) and the UK (University of Cambridge), having been awarded a BA in English Language and Literature (1988), an MA in Sociolinguistics (1991), an MPhil in English and Applied Linguistics (1998) and a PhD in Contrastive Linguistics (2006).

Her extensive international experience in higher education contexts (including a number of countries in South-East Europe, Poland, Azerbaijan, India, Portugal, etc.) has enabled her to explore innovative approaches to learning and teaching, mainly in the context of linguistic and intercultural education. Svetlana has held several academic posts, including a lectureship in English at the University of Belgrade, Serbia (1991-1997), a language learning advisory post at the University of Cambridge Language Centre, UK (1998-2005), as well as the coordinatorship and management of the *English Profile* Programme of Research (2005-2009), an international consortium hosted by the University of Cambridge and set up to produce reference level descriptions for English as a second or additional language within the proficiency levels of the *Common European Framework of Reference* (CEFR). She was also affiliated with the University of Portsmouth, UK (2011-2015), holding a lectureship in English Language and Linguistics, and the Western University in Baku, Azerbaijan, where was on a visiting professorship basis in the Department of English Philology during the spring semester 2015.

The focus of her research interests clusters around contrastive, comparative, interdisciplinary and multimodal approaches to communication, culture and society and issues surrounding their practical applications and educational implications. It is strongly pedagogically oriented and data driven, with an emphasis on pragmatic and aesthetic dimensions of language in its naturally occurring socio-cultural context. She is particularly interested in identifying pragmatic principles governing the occurrence of grammatical structures, focusing primarily on their relevance in applied, primarily pedagogical, contexts, and even more specifically, in language teaching and learning.

Svetlana's approach to teaching essentially draws from the Constructivist paradigm. It is, therefore, interactive and dialogic, creating a supportive learning environment able to cater for a variety of learning styles, scholarly traditions and multimodal frameworks. It empowers the learner to become an active creator of their own knowledge, acquiring principles that can be applied to other learning settings too.

A member of a number of scholarly associations (including the International Pragmatics Association and the British Association for Slavonic and East European Studies), she is a fellow of the Higher Education Academy, UK (2012-current), acting also as a reviewer for the Academy's prestigious National Teaching Fellowship Scheme. Dr Kurteš is a member of editorial boards of a number of academic journals, including the *Lodz Papers in Pragmatics* (De Gruyter) and an honorary member of the newly established Baku International Multiculturalism Centre, Azerbaijan. She is a founding member of the European Network for Intercultural Education Activities (ENIEDA) and its Vice-President since 2010, having initiated, coordinated and convened a significant number of the Network's activities.

Her significant publications include the following:

Guest co-editor (with Dr Monika Kopytowska) of a special thematic issue: "Communicative styles and genres: between universality and culture-specificity", *International Review of Pragmatics* 7.2 (2015).

Guest co-editor (with Dr Monika Kopytowska) of a special thematic issue: "Communicating identities in daily interaction: theory, practice, pedagogy", *Lodz Papers in Pragmatics* 10.1 (2014).

"Where next for *comrade*? On the use of ideology-based address forms in post-Communist societies (with reference to modern-day Serbia)". *Lodz Papers in Pragmatics* 9.1 (2013): 49-75.

"Key competences in foreign language learning: historical perspectives and theoretical frameworks". In Maria Eisenmann and Theresa Summer (eds). 2012. *Basic Issues in EFL Teaching and Learning*. Heidelberg: Universitätsverlag Winter GmbH: 43-54.

"Pragmatic competence for intercultural communication: a foreign language classroom perspective". In Igor Lakić and Nataša Kostić (eds). 2009. *Languages and Cultures in Contact: Conference Proceedings*. Podgorica: Institute of Foreign Languages, University of Montenegro: 385-391.

**Dr Vladimir Žegarac** holds a PhD from the Department of Linguistics at University College London (1991), an MA in Linguistics from the English Department, Faculty of Philology, University of Belgrade (1984) and a BA in English Language and Literature, from the English Department, Faculty of Philology, University of Belgrade (1981). He also has qualifications in the fields of interpreting (Diploma in Public Service Interpreting, from the Chartered Institute of Linguists, London, 2011) and Counselling (from the Central School of Counselling Training, London, 2005). Further details about his qualifications, professional work and personal interests can be found at [www.vlad.tv](http://www.vlad.tv). Over the past thirty years or so he has been professionally active, making a contribution to scholarship and research as well as to the pedagogy of his subject area, as described briefly below.

Dr Žegarac has pursued his interests in research and teaching since obtaining a BA in English Language and Literature in 1981. His most important research achievement is probably the work that he has carried out since 1993 on the relation between cognitive and social aspects of communication, focusing on several topics, including: phatic communication, linguistic politeness, the implications of cognitive pragmatics for describing and explaining the role of culture in communication and, most recently, the relation between communication and emotions. The first step in the process of developing a Relevance Theory based framework for analysing the role of culture in communication was his publication in *Handbooks of Applied Linguistics* (Volume 7 on Intercultural Communication, Spencer-Oatey and Kotthoff (eds.) 2007). Since the publication of this text he has been invited to give presentations based on it at several universities (including the University of Essex and Newcastle University in the UK and Adam Mickiewicz University in Poznań, Poland). The text has recently been reprinted as chapter one in the *American Psychological Association Handbook of Intercultural Communication* (edited by David Matsumoto, 2010). Following this work he has authored and co-authored several articles which take these ideas forward (Žegarac,

Vladimir, Spencer-Oatey, Helen (2013). Achieving Mutual Understanding in Intercultural Project Partnerships: Co-operation, self-orientation and fragility. *Intercultural Pragmatics*.10: 3. pp. 433-458; Žegarac, Vladimir, Spencer-Oatey, Helen.andUshioda, Emma. (2014) Conceptualizing mindfulness–mindlessness in intercultural interaction. *International Journal of Language and Culture*. 1:1.pp. 75–97; Žegarac, Vladimir, Caley, Joy and Bhatti, Joanna. (2015) Communication and core conditions in rapport building: a case study. *International Review of Pragmatics*. 7 216-243.

Over the past thirty years Dr Žegarac has taught foreign languages (English, Serbian and French), university course units in all major areas of linguistics (grammar, semantics, pragmatics, phonology, sociolinguistics, translation theory and interpreting) and at a range of levels (introductory, advanced undergraduate, Masters and MPhil/PhD). He currently holds the post of Invited Professor of Linguistics at the University of Madeira (Portugal).

Dr Žegarac has extensive experience of teaching almost all core subjects in the fields of linguistics and language studies, including first and second language acquisition, syntax, semantics, pragmatics and linguistic theory. His approach to teaching could be described as interactive and oriented towards problem-solving through critical thinking and fact-finding.

In addition to teaching and research, Vladimir has contributed to curriculum development. In 2002 he designed the BA English Language Studies programme and put together the validation document. This programme (for which he was Field Manager until 2005) is still offered successfully at the University of Bedfordshire. Until taking early retirement from the University of Bedfordshire in August 2016 He has been the Academic Director for the MA Intercultural Communication and has contributed substantially to the continuing development of this course, including the introduction of pathways in TEFL and business studies in 2004. In 2008-9 he developed the new pathway in translation and interpreting on the BA English Language Studies, which involved designing new university course units, coordinating the teaching and assessment and obtaining a professional qualification.

In 2015 Dr Žegarac set up a consultancy firm (*Intercultural Frontiers*), offering a range of advisory services in the area of intercultural communication to individual and corporate clients. *Intercultural Frontiers* collaborate closely with the ENIEDA Network, of which Dr Žegarac is a member since 2012.

**Dr Alcina Maria Pereira de Sousa** (PhD, English Linguistics) is Assistant Professor (with tenure) of English Linguistics at the University of Madeira in Funchal, Portugal (2005-current). She has been Degree Director (English and German Studies / Pre-Bologna programme; English and Portuguese Studies / Pre-Bologna; English and Business Studies / Post-Bologna; Cultural Heritage, Level 4), Erasmus Coordinator (Department of English Studies and Degree Director), Coordinator of the Board of Teacher Trainer Supervisors (pre-service training) and professional trainer (CCPFC/FOR-1618/96 e CAP), among other roles, and is lately being responsible for coordinatorship of the English Studies area and a member of the Scientific Committee



of the Faculty of Arts and Humanities (2014-current). She teaches Applied Linguistics, Communication Skills and Specialised Discourse in English there.

Her main academic interests include discourse analysis, intercultural pragmatics, corpus-based approaches to language studies, stylistics and critical and creative reading in a foreign language, linguistics/literature interface, as well as language and identity, on which she has supervised and been a member of MA and PhD dissertation panels, organised national and international conferences and done research in national and international projects (cf. *PINOKIO* - Diva Best-Practice, Lifelong Learning Programme - LLP; Comenius - Multilateral Project: [www.pinokioproject.eu/node/259](http://www.pinokioproject.eu/node/259); GENTOUR - Gender in Tourism (FCT, PTDC/CS-SOC/119524/2010-2015), University of Aveiro, Portugal; Studying Humour - Multidisciplinary Approach (2006- current), University of Madeira, Carlo Collodi Foundation, University of Joinville, and Aristotle University of Tessaloniki). She has been visiting professor at national and international institutions, having run workshops, seminars and lectures (BA, MA and PhD level).

She is a founding member of the European Network for Intercultural Education Activities (ENIEDA) and a member of its Advisory Board since 2010 (cf. [www.enieda.eu](http://www.enieda.eu)); a research fellow at ULICES at the University of Lisbon, Portugal; a research collaborator at CLEPUL at the University of Lisbon; an external PhD examiner for Non-Slavonic languages at the University of Nitra, Slovakia; a member of the scientific board of the Journal of Linguistic and Intercultural Education (JoLIE), published by the Centre for Innovation in Language Education (CIEL) of the University of Alba Iulia, Romania; OCEANIDE Journal, AICA Scientific Research Centre, Madeira, Portugal; INVTUR I, II, III, IV, University of Aveiro, Portugal; The Tourism and Hospitality International Journal (THIJ / ISCE, Portugal) and member of the editorial boards of the International Journal of Language Studies (IJLS), the Journal of the Atlantic Scientific Research Association (AICA) and the RTD.

She is a member of the Poetics and Linguistics Association (PALA), The International Pragmatics Association (IPrA), The Portuguese Association for Anglo-American Studies (APEAA), the European Society for the Study of English (ESSE), and the Atlantic Scientific Research Association (AICA).

Dr Sousa's significant publications include the following:

Gender Stereotypes in Media Business Discourse: Variations in Identities, Contexts and Cultures. *Lodz Papers in Pragmatics*. 10: 2 (2014); 197-212.

"You must, pardon, you should" Being polite across cultures. *Academic Journal of the Peoples' Friendship University of Russia*, Linguistics Series. 2014 / 4; 44-59.

Film-induced Tourism: the case of Portugal (co-authors Susan Carvalho and Armando Vieira). *Revista Turismo e Desenvolvimento*, 4:21/22 (2014); 469-482.

"Constructing Digital Rhetorical Spaces in Twitter: A Case-Study of @BarackObama" (Co-author: Anna Ivanova). *Topics in Linguistics: Approaches to Text and Discourse Analysis*. Nitra: TIL. Issue 9 /2012: 46-56.

(Co-Guest editor) "Humour that Divides; Humour that Unites", JoLIE 2/2009, no. 2, Special Issue, ISSN 2065 – 6599, Editura Aeternitas, Alba Iulia-Romania.

Since completing her BA in Intercultural Communication (from the University of Bedfordshire, Luton, UK) and obtaining the Certificate TEFL qualification in 2003, **Ms Joy Caley** has been teaching both in the field of EFL and in private and state schools since 2003 and has had experience in a variety of educational contexts. The professional experience that she has gained over the past five years is at English Language Centre York (ELCY), which prepares students with the appropriate English language level for future employment opportunities and/or for university entrance. Joy was initially employed to teach English as a foreign language to students from different cultural and educational backgrounds, interests and abilities. During her first 3 years of employment at ELCY, she had the opportunity to develop her teaching skills through regular professional practice, teaching at all levels of general English and a variety of other courses from exam classes such as IELTS, Cambridge and TOEIC to private lessons and English for Academic Purposes, as well as attending conferences, reviewing the *Face2Face* B2 student book before publication and completing Module 1 (pass) and Module 2 (pass with Merit) on the Distance DELTA integrated programme. In 2011 she had the opportunity to develop a curriculum drawing on a range of course and supplementary materials, incorporating CLIL and cross-cultural learning, and then to co-ordinate the development and delivery of the programme for a team of teachers and activity leaders.

In December 2011 Ms Caley was promoted to assistant academic manager. She co-ordinated a team of full-time teachers and hourly paid teachers throughout the year, with additional teachers during peak summer periods. She took part in the development of the afternoon skills classes syllabi based on the CEFR for 14 weeks across all 6 levels. The job role includes placement testing and placing students in the appropriate level and class based on their needs analysis. Each week she assessed and liaised with the teachers, monitored individual students' progress and dealt with their difficulties through the use of 'can do statements' and tutorials. Joy has been part of the team which created and then adapted the end of course tests used for the assessment and evaluation of students at each level. She completed Module 3 in Academic Management (pass with Merit) in 2013, which focused on the implementation of observations and the subsequent Continuous Professional Development programme to develop and promote professional development in a team of teachers. She also has extensive experience in the observation and subsequent feedback to teachers.

Over the past couple of years Ms Caley has collaborated closely with Dr Vladimir Žegarac on research projects about the miscommunication in the intercultural English Language classroom (which has already resulted in two conference presentations: EPICS VI, University of Seville, Spain, May 2014, and EPICS VII, University Pablo de Olavide, Seville, Spain, May 2016, and a workshop for EFL teachers at ELCY [16/02/2016]) and on a project about cultural attitudes towards truthfulness and lying in communication. Most recently, she has co-presented the work they have done so far on this new project at the 7th International Conference on Intercultural Pragmatics and Communication, 10-12 June 2016, Split, Croatia (as part of the ENIEDA Network Special Thematic Panel *Contextualising interculturality: challenges and perspectives*).

She has been a member of the *Intercultural Frontiers* since the inception of the consultancy and a member of the ENIEDA Network since 2016.

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[www.enieda.eu](http://www.enieda.eu)

[www.interculturalfrontiers.uk](http://www.interculturalfrontiers.uk)

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May 2017





***European Network for Intercultural Education Activities (ENIEDA)***



and

***Intercultural Frontiers***



For the attention of:

The Scientific Committee, Faculty of Arts and Humanities (FAH)  
The Department of Languages, Literatures and Culture  
University of Madeira, Portugal

The Dean, Prof. Dr. Ana Isabel Moniz  
The Head of DLLC, Prof. Dr. Joaquim Pinheiro

**Proposal:**

**Summer School in Intercultural Communication**

***1. Description***

*The European Network for Intercultural Education Activities (ENIEDA) and the Intercultural Frontiers are proposing the organisation of a summer school in intercultural communication in association with the University of Madeira, Faculty of Arts and Humanities (FAH) and The Research Centre for Regional and Local Studies (CIERL). The school will be international and open to everyone, but specifically designed for (students from UMa) wanting to refine and fine-tune their communicative competence for intercultural professional settings. The school will also welcome students interested in the area of professional communication.*

***2. Prerequisites***

As the Summer School will be conducted in English, the participants should have at least an intermediate level of the English Language proficiency (B1 minimum). The School is designed for participants in the final year of their BA level degree and above, but is open to everybody.

### *3. Duration and structure*

The proposed duration of the school is 7 days (Monday-Sunday). There will be 5 days of intensive 1.5 hour long tutorials (3 per day) and special focus discussion groups (2 hour long, 1 per day). The school will end with a 2-day long selection of social activities, exemplifying aspects of Portuguese and Madeiran culture and society (specifics to be further discussed with FAH/CIERL and the University, with a possibility to include students of tourism and hospitality and other degree programmes as guides/demonstrators).

### *4. Date and venue*

It is proposed that the school takes place from 2 to 10 September 2017. The sessions could take place in classrooms of the Penteada Campus of the University of Madeira and the external participants could be offered accommodation in the Halls of Residence (on a commercial basis).

### *5. Participation fee*

Since the school is taking place for the first time, the main goal is to make the event visible internationally and attract as wide an audience as possible. Therefore, it is recommended that the fees should be very moderate (20 euros for UMa students, 50 euros for other participants).

We would suggest a minimum of 8-10 participants (could be further discussed with FAH/CIERL). We would not put any upper limit at this stage, but perhaps a typical classroom-size group might be our current capacity (e.g. up to 40 participants).

### *6. Convenors and lecturers*

The school will be convened by Dr Vladimir Žegarac (UMa; *Intercultural Frontiers*) and Dr Svetlana Kurteš (Texas A&M University at Qatar; *ENIEDA*) and a one or two guest lecturers (affiliated to the *ENIEDA* Network and *Intercultural Frontiers*). Colleagues from the University of Madeira will also be invited as guest lecturers and are most welcome to take part.

The goal is to make the school self-sufficient and sustainable in the long term, so it is important that the budget is carefully planned and managed.

### *7. Proposed programme*

The school will offer two types of activities on a daily basis: tutorials and discussion groups (see Section 3), covering a range of topics in the area of intercultural and interactional pragmatics, communication theory, professional communication in inter- and cross-cultural contexts, nonverbal, computer-mediated and multimodal aspects of communication. We will touch upon relevant issues in identity construction and communication, looking, *inter alia*, into their manifestations at local, regional, national and supra-national levels. Discussion sessions will include the analysis of real-life critical incidents and simulations involving aspects of professional communication in cross- and intercultural contexts. Participants will also be able to suggest topics and activities of special interest to them.

### *8. Certificate of attendance*

It is proposed that the participants are issued with certificates of attendance upon successful completion of the school. It could be further discussed if ECTS credits could also be awarded and if so, determine the exact value.

