

BOOK OF ABSTRACTS

Keynote 1

Alexander Frame, University of Burgundy.

New interculturalities? Rethinking the relationship between cultures, identities and communication in a mediatised, crisis-ridden world

The popularity of the notion of culture is such that the field of intercultural communication spans a rich and increasingly broad set of topics. Despite efforts to structure it into perspectives or paradigms (Kim, 2017), there is often relatively little consensus among specialists regarding definitions of cultures or their supposed impact on human behaviour. This year's IAICS conference brings together scholars interested in a myriad of subjects, from national cultural differences to heritage and folklore, migration, international classrooms and student mobility, DE&I, intercultural competence, neuroscience, branding, intergroup stereotyping, social media and AI, to name but some. Many of these scholars study or compare national cultures, examine sensemaking in context, propose or evaluate training materials or practices, denounce social injustice, and generally seek to promote a better world, where respect, tolerance and understanding can lead to peace and prosperity.

Yet this world is changing rapidly, notably under the influence of technological reconfigurations of our social relations, which simultaneously open up possibilities to access new knowledge and erect new symbolic boundaries. Post-truth politics, deep fakes, right-wing xenophobia, ethnic tensions, filter bubbles, racial or religious violence, hate speech, neocolonialism, terrorism and open warfare dominate the headlines and news feeds of the early 2020s. While working to promote intercultural competence or global understanding is clearly a positive step in reaction to this, how can we also mobilise intercultural communication scholarship to better analyse and understand the "new interculturalities" which seem to underpin the various social crises and conflicts in today's world?

I will argue that while research on intercultural communication potentially holds the key to shed light on many of these emerging global phenomena, in practice it often promotes simplistic essentialisations which can reinforce perceived barriers and social conflict. I will defend the need to go "back to basics", to take seriously the dialectic between cultures and communication (Hall, 1959): the way that we draw on multiple sources of cultural knowledge to make sense of and for one another, and the way that our interactions contribute in turn to spreading, maintaining or recreating cultural knowledge. Shifting the focus from what cultures do to people to what people do with cultures and identities, how they negotiate and co-construct codes in their interactions, how they instrumentalise perceived similarity and difference to position themselves and others, I will outline an interpretivist understanding of communication and interculturality which places individual agency back at the centre.

In today's volatile, digitally connected world, where information moves around the globe quasi-instantaneously and leaves indelible traces online, it is crucial to take into account the mediated dimension of interpersonal communication (Hepp, 2015). The ubiquity of social media affects both our sociability and our socialisation through contact with different groups, online and offline. Digital media reconfigure the way that cultures evolve, opening a whole new set of possibilities in terms of access to deterritorialized social groups and identities,

while paradoxically separating us into affinity-based filter bubbles which comfort our world views. This personalisation of media contents in the fragmented media sphere, fuelled by marketing, can lead to “algorithmic isolation”, and to new social tensions in the public sphere. When neighbours, family members, coworkers and friends no longer have access to similar media contents, a vicious-circle of polarisation may cause them to develop different and opposing readings of the same phenomena, as seen through the strong positions for or against Covid-19 vaccination in many societies during and after lockdown (Maarek, 2022), or growing alienation between Republicans and Democrats in the US, for example.

This increased polarisation of opinions, be it on a local or global scale, rooted in identity-discourse and in media consumption, constitutes a growing source of social tensions and misunderstandings which remains largely understudied within the field of intercultural communication. Yet for scholars, this is an opportunity to apply existing research on conflict mediation, understanding difference and neurodiversity, identities and intergroup relations, competence development and so on, to help analyse, inform and possibly relieve some of these “cultural” and identity-based conflicts taking place under our very noses. It is also a chance to renew scholarship and existing models within the field, by taking into account the impact of digital media on the way that we relate to cultures and identities (Hepp et al., 2018), and on the way that these circulate and evolve in the global public sphere.

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Keynote 2

Lixian Jin, City University of Macau.

Intercultural Communication Learning for the Planetization of Mankind

Intercultural communication competence (ICC) is vital world-wide to develop the increasingly significant connections for peace, prosperity, health and well-being, and the safeguarding of climate and diverse species. These are common aspirations, but they cannot be realistically attained without building effective and ethical communication between people in local, regional, national, and international affairs. ICC is evidently crucial to achieve the 17 internationally agreed sustainable development goals (SDGs) by 2030. Singly and together, these goals emphasize developing a more humane quality of life with care for harmony among human beings and the natural environment.

The learning, development and appreciation of intercultural communication is now a planetary concern. Fortunately, in many contexts there is a heritage with some success in teaching communication for linguistic and socio-cultural understanding. This is seen both within and across world languages and diverse local and national communities. However, such efforts now need to be multiplied and framed within broader concepts of planetization.

Planetization goes beyond current ideas of globalization and internationalization to include recognizing the transformation towards a holistic and more ethical consciousness within and between human beings and their relations to the entire planet: to know, understand and reflect on the interconnections and oneness of all peoples, creatures, and things on the planet.

This presentation outlines three interconnected strands of planetization, each of which involves significant language and communication: the physical and biological planet; the social and cultural relations among people and with the planet; the moral consciousness or reflexive spiritual awareness of all people, creatures, and things.

Some implications of planetization for developing longer and short-term ICC education are shown in brief examples and through the presenter's metaphor research into metaphoric conceptions student and teacher conceptions of language and intercultural communication. These show a holistic understanding that intercultural communication is far more than a utilitarian or mainly cognitive tool but has social, emotional, moral, and aesthetic functions which can be aligned to planetization.

With the understanding that every learner is a cultural being with unique (inter)cultural experiences, the presentation will include some examples of ways to enhance learners' concepts of intercultural communication in classroom learning; every class is a multicultural class, which provides rich opportunities for learners to learn from and be enlightened by each other through diverse cultural stories, experiences, and world views.

Keynote 3

Teresa Sasińska-Klas, University of Information Technology and Management, Rzeszów.

Mediatization of Politics - Politicization of the Media. New Dimensions and Challenges

The mediatization of politics is not a new phenomenon. However, the mediatization of the public sphere, which we see in the world around us, is carefully observed and subjected to an in-depth analysis, indicates the social changes that are taking place in contemporary, technologically saturated, and therefore increasingly developed societies. The processes of mediatization, as we can clearly see, affect most areas of the social life of citizens living in the conditions of late modernity.

Contemporary democracy is more and more often referred to as media democracy or even mediocracy. The media, with its power of influence, became the main source of information about reality. Politics at the 21st century de facto, as well as in the public perception, it has a media character, which leads to a significant decrease in the level of credibility of the media in the eyes of citizens. Mediatization and politicization are proceeding dynamically, with all the positive and negative consequences resulting from the specificity of these processes.

Keynote 4

Danijela Vuković-Ćalasan, University of Montenegro.

Interculturalism and Intercultural Communication - The Case of Roma in Montenegro

Interculturalism, as well as multiculturalism, has become a very popular term in the last decade. It is very present both in the fields of political and legal theory as well as in the field of public policies of contemporary democracies, regardless the level of its democratization. Having in mind the tendency of pluralisation of our societies in the ethnocultural sense of the meaning, further presence of these terms can be expected in the future. Intercultural communication is a very important part of interculturalism as a corrective model of multiculturalism, in the process of ethnocultural pluralism management. Very often we talk about quality of intercultural communication and how to raise the level of interaction and understanding between different ethnocultural communities. However, we don't examine preconditions for effective intercultural communication so often, especially if we talk about Roma in the Balkans and other European regional and national contexts. Roma are still the most excluded ethnocultural community in Montenegro. They are exposed to hate speech, discrimination and a significant level of ethnic distance. They are trapped in the circle of ethno-economy and deeply rooted antiromaism.

Considering the historically rooted antiromaism in Montenegro, the following question raises - What are the preconditions for good intercultural communication in the case of Roma and their integration? Do they exist in contemporary multicultural Montenegro and what are the effects of applied policies in this matter?

Panel I

Marcin Deutschmann, Jędrzej Olejniczak, Lucian Blaga University of Sibiu, University of Opole.

Unwanted encounters. Anti-Ukrainian rhetoric in media coverages of Russian-Ukrainian conflict

We analyze the anti-Ukrainian counterdiscourses present in Polish social media and contrast them against the pro-Ukrainian discourse dominant in the mainstream media and most of the Polish internet. The study employs the tools of critical discourse studies, rhetoric, and corpus linguistics in order to investigate a corpus of media texts. Firstly, SketchEngine's WordSketch functionality and sentiment analysis tools are used to expose the conceptualizations created within the discourse. Then, an array of qualitative methods is employed so as to gain a more comprehensive insight into the linguistic data. The rationale for this project comes from the fact that the way in which Poles approach Ukrainians has been changing. Just after the Russian invasion of Ukraine, Polish society showed unprecedented support and sympathy for Ukrainian refugees. Even though it may seem that anti-Ukrainian discourses and rhetoric were mitigated in most mainstream media, they have retained their social media presence.

Rafal Krzysztof Matusiak, Robert Radziej, Lucian Blaga University of Sibiu, University of Opole.

Framing of the economic situation of Ukraine and Russia in Polish media

Utilizing framing theory as a conceptual framework, this research explores the dominant narratives, themes, and discourses employed by Polish media outlets when reporting on the economic conditions of Ukraine and Russia. A systematic content analysis encompasses both qualitative and quantitative approaches to identify patterns of framing, focusing on key economic indicators. Preliminary findings suggest that the economic situations of Ukraine and Russia are framed differently in Polish media. While Ukraine is often depicted as a struggling nation striving for economic reform and European integration, Russia tends to be portrayed as a powerful but controversial actor with significant influence in the global economy. Moreover, the analysis reveals nuances in the framing across different media platforms and over time, reflecting the complex interplay of geopolitical narratives, foreign policy attitudes and international economic relations.

Katarzyna Molek-Kozakowska, Lucian Blaga University of Sibiu, University of Opole.

Subjectivities and storylines in the coverage of the Russian-Ukrainian conflict in Polish, Romanian and English-language media

This presentation reports on the preliminary results of the research done within an international project CORECON (The coverage and reception of the Russian-Ukrainian conflict in Polish, Romanian and English-language media: A comparative critical discourse study with recommendations for journalism training), which aims to study how conflict discourses are shaped by media through language choices and how this results in how conflicts are received by various groups of citizens. In order to map the positioning of social actors, we study discursive strategies and narrative devices used to represent a spectrum of subjectivities and storylines. We draw our insights from inclusive research on reception and data-driven critical discourse analysis of texts published in mainstream and non-mainstream media since the start of the full-scale Russian invasion of Ukraine February 2022. We verify to what extent the coverage and debate is diversified and enables the opportunities for understanding various dimensions and consequences of conflict.

Przemyslaw Wilk, Lucian Blaga University of Sibiu, University of Opole.

Alternate construals of the Russian-Ukrainian conflict: A pilot study of framing in the discourse of conflict

The present study is part of the CORECON project (The coverage and reception of the Russian-Ukrainian conflict in Polish, Romanian and English-language media: A comparative critical discourse study with recommendations for journalism training). Its aim is to reconstruct the predominant construals of the Russian-Ukrainian conflict at its initial stage in a selection of Polish and English media. The study takes its methodological underpinnings from critical discourse studies and cognitive linguistics and thus represents a cognitive-critical approach to studying framing. Uncovering the underlying construal operations employed in the media outlets' coverage of the Russian-Ukrainian conflict makes it possible to reconstruct some generic frames characteristic of the discourse of conflict. Hence, the

study makes a contribution not only to a micro-level identification of the linguistic patterns of conflict but also to a macro-level characterization of conflict discourse in general.

Panel II

Wei Cheng, Shanghai International Studies University.

Examining the teacher talk in classroom intercultural teaching: a dialogic approach perspective

This presentation focuses on the role of teacher talk in intercultural teaching and learning. Starting from the proposition that the dialogic approach is conducive to the development of intercultural sensitivity and critical thinking in learners, the study takes the six co-instructors of an intercultural communication course as participants and examines the extent to which their classroom talk converges with dialogic teaching principles. The data source is mainly from the transcriptions of the video recordings of the 12 sessions. Guided by Cui & Teo's dialogic teaching framework and the reference framework for China's ICC teaching, we conducted discourse analysis of the six teachers' talk. The results show significant differences in the characteristics of their teacher talk: three demonstrate dialogic teaching characteristics, and the other three are more of the traditional didactic approach. It is also proven that the dialogic teacher talk leads to a higher level of ICC learning outcomes. This study explains how dialogic teacher talk facilitates students' intercultural learning and provides suggestions for applying the dialogic approach to intercultural education.

Zhang Hongling, Shanghai International Studies University.

Intercultural competence teaching in China: goals, principles and conditions

Intercultural competence (IC) teaching has been recognized as an integral part of foreign language education in China like in many other countries. This panel is to report China's intercultural teaching practices, focusing on four pedagogical strategies that have been empirically experimented in China's English classroom teaching. This opening presentation is intended to lay the context of China's IC teaching by presenting its content goals as are described in the recently released Framework of Reference for Intercultural Competence Teaching in Foreign Language Education (RF-CICCT, 2022), and discussing the general principles and necessary conditions that effective IC teaching is supposed to follow or meet.

Chi Ruobing, Shanghai International Studies University.

Testing A Cultural Paradox Pedagogy for Developing Critical Awareness of Cultural Essentialism

Cultural values are an important part of the knowledge module in intercultural communication, but their teaching often leads to stereotypical, static, binary, and essentialist views of culture. To address this problem, we propose a cultural paradox module to complement the traditional dimension-based teaching of cultural values, which aims to expose students to the variability within cultures to develop an appreciation of the contextual dependence of socio-cultural phenomena, and ultimately to increase students' cognitive complexity and critical awareness of cultural essentialism. The learning objectives, content, delivery and assessment of this module are designed based on the Yin and Yang theory of

culture and transformative learning theory. The first round of empirical data, including student written assignments, teacher journals, classroom observation notes, and in-class surveys, will be collected and analyzed for an initial evaluation and refinement of this pedagogy.

Shiqin Wu, Shanghai Pudong Institute of Education Development.

Instructional Design of Experiential Learning Activities to Develop Intercultural Competence for High School EFL Learners in China

This study develops a set of experiential learning activities for high school EFL learners in China based on the experiential learning theory and the Reference Framework for China's ICC Teaching (RF-CICCT). Drawing on the experiential learning cycle, the learning activities are delivered through serial tasks that undergo four processes including experiencing interculturality, observing & reflecting on intercultural phenomenon, conceptualizing intercultural communication, and experimenting intercultural skills. To verify the effectiveness of the learning activities, teaching experiment is adopted which lasts for one semester with 14 sessions in total (1 session per week, 40 minutes per session). Participants are 24 students of Year 10 from a high school in Pudong New Area, Shanghai. Analysis of data collected from pre- and post-test, questionnaire, classroom observation, reflective journal and interviews indicates significant increase in students' intercultural competence, and professional development in intercultural teaching is also reported by the teacher.

Xuan Zheng, Peking University.

Transformative teaching in cultivating productive bilingualism

This presentation will describe an updated model of intercultural competence for Chinese language learners: “productive bilingualism”, which is particularly concerned with simultaneous and mutual enrichment of “native” and “additional” linguistic and cultural identities. It will report on the design, implementation and effects of a four-step transformative pedagogy that cultivates the “productiveness” of intercultural competence, drawing on the transformative learning theory. The four steps are (1) learning about cultural differences, (2) deconstructing cultural differences, (3) reconstructing knowledge and attitudes, and (4) seeking creative solutions to communication problems. It will also provide suggestions for language teachers to address potential challenges in cultivating productive bilinguals in their classrooms.

Amna Ben Amara, Higher Institute of Applied Languages of Moknine, Tunisia.

The Constructivist Turn in Intercultural Studies

Through critically reviewing previous definitions and theories of culture and belonging, this presentation will put into question the early attempts to homogenize cultural systems and practices as high or low contexts or as cultural categories and dimensions. With the increasing turn towards ethno-relativism and criticality in intercultural studies, special

attention will be paid to social constructivism and its impact on the construction of (cultural) realities, which are in a constant state of change and flux. This critical turn offered by social constructivism not only challenges grand narratives about culture, identity, and belonging but also reveals the role of power dynamics and discourse in influencing and even shaping cultural meaning, since the adoption of a particular understanding of identity and culture is the ultimate result of a successful strategic narrative which draws upon different imaginary and complex ideas and variants of identity, including who and what to include and in which contexts to include them.

Dunia Alghamdi, Newcastle University, UK.

Investigating Linguistic and Non-Linguistic Factors Affecting Intercultural Communicative Competence in UK International Students

Intercultural Communicative Competence (ICC) is vital for international students in higher education, who often face challenges like language barriers and cultural differences. Investigating linguistic and non-linguistic factors influencing ICC development is crucial (Young & Schartner, 2014). This ongoing mixed-method longitudinal study assesses how vocabulary knowledge and social contact impact ICC in international students in one-year MA programs at UK universities (N=103). Conducted over the 22/23 academic year, it combines questionnaire data (N=103) with interviews (N=22) measured via the Multicultural Personality Questionnaire (Van der Zee et al., 2013). Findings indicate that Open-mindedness and Cultural Empathy significantly influence interactions with host and multinational groups, enhancing vocabulary knowledge and ICC. These insights suggest that fostering these traits can improve intercultural communication and assist educators in addressing international students' learning challenges.

Biagio Aulino, University of Toronto Mississauga, Canada. **Roberto Bergami**, University of South Bohemia, Czech Republic. **Serafina Filice**, University of Calabria, Italy.

Social Media Influence on Learning English L2 in Tertiary Education: Voices from Italy

This paper reports on an exploratory study with undergraduate students who have been studying English as a second language (EL2) in Italy and have demonstrated a proficiency level ranging from A2 to B2 according to the CEFR (Common European Framework of Reference). The paper aims to establish the reasons for pursuing the study of English as a second language (EL2) and examine the use and influence of social media on communication. The question of whether the inclusion of English internet slang in the curriculum would be beneficial to EL2 learners is also considered. Responses to the survey indicate a high level of interest in the usage of slang, which was used on a daily basis, whether online or offline. Based on the results obtained from this exploratory study the paper concludes that a modern curriculum needs to fully engage L2 learners by including items that are relevant to their personal lives.

Rita Basuray, University of Kentucky, USA.

From “I’m-afraid-to-speak” to “I-dream-in-English” in <3-weeks through Team-Based Learning

Through our office of China Initiative, I enthusiastically taught 8 elective courses to eager undergraduate students in 2 Chinese universities, over 8 summers between 2013 and 2021. Courses on food, beverages and technical writing were short (1-3 weeks). Team-Based Learning (TBL, <https://www.teambasedlearning.org/>) is an active teaching strategy, that encourages creativity and allowed most students to confidently speak in English quickly.

In small groups, TBL promoted collaboration, peer-learning, and application of knowledge in class, even though individually, students were accountable for their own learning. Classroom hours were mostly spent in multimodal activities like speaking, role play and discussions. Duplicate quizzes, first taken individually, and then over team discussions, further boosted confidence and gave immediate feedback to students. I will demonstrate how TBL skillfully fosters engagement, especially in an apparently diverse intercultural setting.

Caterina Calicchio, Università per Stranieri di Perugia.

Developing intercultural competence during second language acquisition

The development of intercultural competence in the learner is relevant in learning and teaching a foreign language. According to Balboni [1], intercultural competence is the ability to interact effectively and appropriately in an intercultural situation. This capacity is developed through intercultural knowledge, skills and reflections, but also through specific attitudes and affective particularities. It is known, in fact, that cultural elements can differ from culture to culture and not knowing and recognizing diversity can create discomfort or embarrassment in the student of another culture and mothertongue [2]. Knowing other cultures therefore allows one to avoid misunderstandings due to the attitude assumed consciously by interlocutors from different countries. Bennett's dynamic model of intercultural sensitivity [3] shows how, during the process of intercultural adaptation, the individual can move from ethnocentric to ethnorelative positions. This contribution aims to reflect on the intercultural adaptation that can take place in learners of Italian as a second language.

Bonnie Chen, School of Communication, Hong Kong Baptist University.

Mascot as government’s KOL: A case study of Big Waster in Hong Kong

Public institutions see growing interests in using mascots to promote policies through social media. By studying the successful case of Big Waster, the mascot of the Hong Kong Environmental and Ecology Bureau, this research aims to find out how the government uses mascot to deliver public issues to people. It is examined by a qualitative research with the application of the theory of reasoned action to study how the mascot is used in social media communication to help form people’s attitude and build the social pressure, impacting their intention and behaviour. Visual and textual analyses will be conducted on popular posts of Big Waster’s Facebook account alongside followers’ interviews. Initial findings include strategically using an unpleasant mascot image to remind people’s bad habits and convince

them to rectify. This research has practical implications as it is worth studying if mascot can be effectively used to promote different kinds of policies.

Yuleth Chigwedere, Women's University in Africa. Zimbabwe.

ESL affiliation and cultural identity among the urban post-2000 generation in Harare West, Zimbabwe

This paper will analyse the sociolinguistic dynamics of how ESL affiliation affects the cultural identity of the urban post-2000 generation in Harare West, Zimbabwe. Qualitative data will be collected through in-depth interviews with 15 participants drawn from selected suburbs whose ages range from 18 to 23 years old. Research questions will centre on the interactions they have in their homes, work, study and social spaces in order to determine which speech patterns prevail in these spaces given the bilingual context in which they exist. Although the participants may perceive their L1 as an undeniable mark of their identity, the study seeks to determine the extent to which the participants identify with the linguistic and cultural norms of their L2. Such identification may lead to a hybrid cultural identity, taking into cognisance the fact that in the Zimbabwean context intercultural competence in English is often regarded as an economic marker associated with class status, contemporaneity and level of education.

Maudy Precious Chikwaka-Mpezeni, Women's University in Africa (WUA).

PSYCHOSOCIAL DILEMMA: COMMUNITY PERSPECTIVES ON THE CULTURAL IDENTITY RECONSTRUCTION CHALLENGES FACED BY RURAL PRIMARY SCHOOL ESL LEARNERS IN MUREWA DISTRICT. ZIMBABWE

Influenced by a poststructural perspective, this paper explores community perspectives on how the identity negotiation that occurs when learning English as a second language affects rural primary school learners cultural self perception and connection to the community in Murewa District in Zimbabwe. Data will be collected through in-depth interviews with community members and naturalistic observation of the learner's in their home settings and analysed using thematic content analysis. Research questions will be centred around the challenges learners may face with the changes that occurs in the learners cultural identity. They will also capture the possible concerns that community members have about the learners' sense of belonging to their traditional culture. As the learners navigate the process of identity negotiation, they experience a sense of 'in-betweenness' while trying to associate with the culture of the second language learnt in the context of that of their own.

Dienfang Chou, Tzu Chi University, Hualien, Taiwan.

Exporting Joint custody in Taiwan via newspaper Articles

With the revision of the Civil Code in 1996, the post-separation custody system in Taiwan became more equal between men and women. When determining custody, the decision has shifted from a patriarchal system that prioritizes men to one that considers the best interests of the child. There are undoubtedly many benefits to joint custody, and more and more parents are choosing this option.

However, a 2017 interview with Yamanishi and Chou, showed that when parents who are hostile to each other are granted joint custody, there is a high possibility that pre-divorce disputes will continue. Moreover, many interviewees decided to go to custody rashly without clear understanding. It shows the need for a better understanding of comedy, and more information is required.

News is an important medium that provides information and knowledge to people. This study explores how news articles in Taiwan have been introduced, interpreted, and reported on joint custody.

Syarizan Dalib, Universiti Utara Malaysia.

Marginalization and Intercultural Competence: A Framework for Understanding the Experiences of Migrant Workers in Malaysia

In a globalized economy, Malaysia attracts a diverse workforce, yet migrant workers often face marginalization due to cultural differences and socio-economic disparities. This concept paper introduces a proposed research aimed at investigating marginalization and its implications for intercultural competence among migrant workers in Malaysia. With an increasing number of migrant workers contributing to Malaysia's labor force, understanding their experiences of marginalization becomes imperative. Drawing upon theories of intercultural competence and social exclusion, the paper proposes a conceptual framework that integrates both domains to explore how marginalization influences the intercultural competence of migrant workers within Malaysian society. By elucidating these dynamics, the research aims to provide insights for policymakers, employers, and community stakeholders to develop interventions that foster greater intercultural understanding and mitigate the marginalization faced by migrant workers.

Yuhan Deng, Communication University of China. **Yijin Wang**, Beijing Technology and Business University.

*How can character stories trigger audience empathy in cross-cultural communication?
--Taking CGTN's "1.4 billion" on YouTube as an example*

What kind of emotion the public interacts with in the real world and how the audience enters the public meaning space through empathy are important orientations in cross-cultural communication research. Currently, intercultural communication research in China mostly focuses on the content production of mainstream media and lacks analyses of audience emotions. This study analyses the comment texts of character story videos in the "1.4 Billion" section of the CGTN official account on YouTube, and explores how character stories can improve cross-cultural empathy from the perspective of audience emotions. The study finds that the character stories in Chinese English media can trigger the empathy of most international audiences. The contrast between the characters' appearance and inner spirit, the presentation of traditional cultural elements, the use of family discourse, and the appearance of familiar symbols are more effective in triggering empathy in cross-cultural environments.

Ina Druviete, University of Latvia.

Embracing interculturality: “new multilingualism” and language policy challenges in Latvia

In the contemporary era of interculturality, the landscape of multilingualism is undergoing significant transformations, posing new challenges for language policy-makers. This paper focuses on the Latvian experience, examining how the re-establishment of official language status for Latvian has intersected with global shifts in individual and social multilingualism. As the dynamics of language and identity evolve, concepts like superdiversity, translanguaging, and heteroglossia have emerged, reshaping traditional perspectives on language hierarchy and standardization.

This presentation explores the implications of these new conceptual frameworks for language policy in Latvia. It highlights the complexities of maintaining linguistic diversity while promoting social cohesion and navigating the demands of the global language market. By addressing these challenges, policymakers can better align language policies with the contemporary sociolinguistic reality, ensuring the continued vitality and relevance of the Latvian language in an increasingly interconnected world.

Nino Edilashvili, University of Wrocław.

Intercultural obstacles in the context of Russian-Georgian social interactions in 2022-2023

This paper examines the influence of language barriers, cultural perceptions and social capital in post-conflict societies on the example of Georgia’s recent experience. With a massive number of Russians finding a refuge in Georgia since the start of the Russia-Ukraine war, it has become evident that different generations of Georgians demonstrate varying levels of cultural adaptation to them.

Various data shows that even in the presence of overall political tension, the older generation, which is fluent in Russian and more familiar with the Russian culture, tends to be more tolerant to the new Russian émigrés than younger Georgians, who have no cultural bonding with Russia. While scrutinising the challenges facing both the Russian émigrés and the local communities, the paper will highlight that in the post-conflict environment, the role of "familiarity" becomes particularly critical during intercultural communications.

Nien-Hsuan Fang, National Chengchi University, Taiwan.

The multi-modal analysis of the labels and pictograms of public unisex restrooms in Taipei

Instead of being gender identity battlefields, public restrooms in Taiwan are actively redesigned to include all gender restrooms. Public institutions are encouraged to have at least one single-user restroom transformed into a unisex restroom in each floor of the building. However, the wide variety of ways in which the labeling is done implies that the concept of ‘unisex’ and the reasons that the space is allocated to set up unisex restrooms are not clear to all. Rather than signaling accessibility for everyone with no exclusion, some of the labels and the pictograms adopted appear to be accentuating the gender binary. This research will employ multimodal and semantic analysis to analyze the names and the pictograms the public unisex restrooms adopted in metropolitan Taipei City. The visitors who frequent the public

institutions studies will be interviewed so to acquire users' interpretations of the concept of 'all-gender.' The challenges in practicing gender equality in culture can thus be assessed.

Hanzhi Fu, Steve J. Kulich, Intercultural Institute, Shanghai International Studies University, China.

A Large-scale Validation Study of Cultural Intelligence Scale (CQS) among Chinese University Students

This study aims to confirm the features of Chinese university students' cultural intelligence (CQ) by validating Cultural Intelligence Scale (CQS) among them. A total of 1,177 university students participated in this research. Given the mixed results from prior small-scale validation studies of the Cultural Intelligence Scale (CQS) in the Chinese context, the original CQS was circulated to a large-scale sample and each item and dimension was retested, adjusted, and validated so that a Chinese version of the Cultural Intelligence Scale (CQS-C) was developed. The results of this study yielded a four-factor CQS-C (metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ) of 19 items accounting for 69.8% of common variance with good model fit ($\chi^2/df = 2.61$, GFI = 0.94, AGFI = 0.92, NFI = 0.95, CFI = 0.97, RMSEA = 0.05). In summary, the CQS-C reveals excellent psychometric properties and appropriateness for evaluating Chinese university students' CQ.

Katarzyna Gasiorowska, Canterbury Christ Church University, UK.

Universal meaning of an intimate encounter – the power of the third space and multidirectional communication

I commence my paper by introducing a small piece of data which focuses on a human encounter without providing details about the participants' nationalities. The data is written in a form of a fictionalized auto-ethnography – the method of data collection and presentation which I utilize during my PhD journey.

Moving on to the process of analysis and interpretation, I draw on a psychoanalytic and non-essentialist intercultural theoretical framework which is attuned to the data. In this way I gain an insight into the complexity of the encounter which enables me to recognize every act of communication as intercultural (including one's communication with oneself).

Finally, I introduce the notions of the 'third space' and 'multidirectional communication' to offer a path to overcoming an impasse in thinking about intercultural communication. This is the path drawn from an intimate (micro) encounter, but universal to human condition.

Bogusława Gosiewska-Turek, University of Opole.

Dyslexic student in inclusive foreign language classroom. An examination of the influence of multisensory instruction on self-efficacy among dyslexic students learning English as a foreign language – a case study approach

Inclusive foreign language learning is essential in promoting diversity in the language classroom recognizing the unique differences among learners. It aims to bridge the gap between the foreign language curriculum and students learning difficulties such as dyslexia.

Dyslexic students may face varying degrees of difficulty and most of them require specially designed teaching approaches such as multisensory instruction. Given the profound relationship between foreign language success and learners' self-efficacy, applied teaching instruction should be designed to facilitate success in language acquisition, thereby enhancing students' self-efficacy.

The primary objective of the study was to ascertain if the multisensory instruction employed to teaching English to two secondary school students showed a positive correlation with the participants' self-efficacy, a determinant of language success. The study findings showed the effectiveness of multisensory instruction in enhancing foreign language competencies and indicated an increase in self-efficacy in two dyslexic learners.

Arwa Hassan, Assuit University, Egypt.

The role of Egyptian satellite television's webpages in Sustainable Development Diplomacy (Egypt's Vision 2030)

The presenter will share in the session the primary results of a study that investigated the contribution of Egyptian satellite television stations' webpages to Egypt's 2030 Vision for sustainable development diplomacy. The focus of the study is exploring the effectiveness of media in advancing the diplomatic agendas of developing countries. Specifically, the researcher looked at the role of Egyptian satellite television channels initializing social media platforms to shape the country's image and promote the government's sustainable development initiatives.

The researcher applied content analysis as a methodological approach to examine the webpages of two distinct media institutions: one with a governmental affiliation and the other operating as a private entity. The study was framed within the theoretical construct of development media theory. The findings of this study shed light on the potential of media as a tool for diplomatic efforts in developing nations.

Tea Hodaj, School for Peace and Conflict Resolution, Europa-Universität Flensburg (EUF), Germany.

Enemies and Friends in Albanian and South Slavic Folkloric Songs, a Comparative Study

The Western Balkan countries are characterized by intense poetic verses and a grave historical reliance in oral narration. Oral history developed in the region through oral poetry, the latter being inherited from one generation to the other by songs, poems, legends etc. This paper seeks to compare the worldly actors in the old Albanian and South Slavic folk songs and poems, mainly European powers, Russia and Turkey. Who are the enemies and friends of the South Slavic or Albanian people throughout history? Do these portrayals in poetics reflect the histories of both peoples, and most interestingly, are they interchangeable? The latter can be understood by the ability to position the enemy image of one nation to the other one's ally and friend, and it thus resulting compatible. The microcosmos of European and near East diplomatic relations in both people's folkloric songs seems to be rich and inviting to be further explored.

Ana Sofia Hofmeyr, Kansai University. **Fern Sakamoto**, Nanzan University. **Thomas Fast**, Notre Dame Seishin University.

Exploring university students' post-study abroad experiences in Japan

In Japan, higher education institutions are expected to foster global human resources (GHR) - "Japanese or foreign talent who are able to take on the burden of globalizing Japanese companies' business activities and take an active part in global business" (Keidanren, 2011). One long-standing approach to developing intercultural and global competencies in GHR is study abroad. However, few studies have explored Japanese university students' experiences post-study abroad and their reintegration into Japanese society culturally, academically, and professionally. This presentation will look at initial data from focus group interviews with university students from across Japan. We will explore the personal, social, and organisational factors that have affected students' re-entry experiences in order to answer the question: How can intercultural attitudes, knowledge, and skills developed through study abroad programmes continue to be successfully fostered and utilised in domestic settings post-study abroad?

Mei-Ling Hsu, National Chengchi University, Taiwan.

Reconsidering an Earth-centric Public Discourse in Communicating Environment in Times of Climate Change and Energy Transition

The escalating public discourse on the economy versus the environment, fueled by global climate change and energy transition challenges, has gained substantial attention. This study aims to synthesize individual micro-level perceptions of energy transition alongside a macro-level framework of environmental ideologies (philosophy), examining the interplay between factual observations and normative considerations in human-nature relationships and societal actions. Utilizing seven nationally representative surveys in Taiwan from 2009 to 2022, this research probes factors influencing public support for nuclear energy (from five surveys) and political candidates' stances on energy transition-related issues during elections (two surveys). Environmental beliefs concerning the human-nature relationship consistently emerged as a significant influencer. By linking the above findings with Corbett's (2006) spectrum of environmental discourse from anthropocentric to eco-centric perspectives, the study concludes by proposing strategies for the public to comprehend, engage with, leverage, and critically evaluate the role of communication, including mass media, in addressing environmental challenges.

Gege Huan, Weiwei Zhou, School of Foreign Languages, Harbin Engineering University, China.

Research on Academic Writing Ability of College English Teachers in the Context of Human-Computer Coexistence: Connotation, Status, Approaches

The emergence of artificial intelligence, headed by ChatGPT, has subversively changed the way of production and use of human knowledge, which has a far-reaching impact on academic writing. Therefore, this study explains the connotation of academic writing ability, uses literature method and questionnaire method to explore the current situation of academic writing ability of English teachers in colleges and universities, and analyzes the path of ChatGPT to enhance the academic writing ability of English teachers in colleges and

universities. The study finds that some college English teachers are still confused in the process of academic writing, and they are uncertain about whether ChatGPT can be involved in academic writing in the future. The study concludes that college English teachers can improve their academic writing ability through the three paths of ubiquity of learning styles, visualization of potential information, and high efficiency of repetitive work empowered by ChatGPT.

Lin-Mei Huang, Shih Hsin University, Taiwan, ROC. **Ta-Hua Liu**, National Defense University, Taiwan, ROC. **Shu-Chu Sarrina Li**, Institute of Communication Studies, National Yang Ming Chiao Tung University, Taiwan, ROC.

In the Name of Whose Benefit: The Effects of Messaging Frames and Self-construal on Individuals with Different Levels of COVID-19 Vaccine Hesitancy

In response to emerging variants of SARS-CoV-2 and the ongoing struggle against vaccine hesitancy faced by public health experts, this study aims to provide insights into creating effective intervention strategies targeted at individuals at varying degrees of COVID-19 vaccine hesitancy and different levels of self-construals in the post-COVID-19-era. A total of 446 individuals were recruited between 20th and 26th December 2023 to participate in a 2×4 online between-subjects experiment. The research findings reveal that individuals with a lower level of vaccine hesitancy (*Doubtful*) displayed more positive vaccination attitudes compared to those with a higher level (*Strongly Hesitant*). Moreover, individuals classified as *Strongly Hesitant* exhibited more positive vaccination attitudes when exposed to a *Collective Benefit* messaging frame. Additionally, both *Doubtful* and *Strongly Hesitant* individuals with a lower level of interdependent self-construal exhibited a more positive response to vaccination attitudes when exposed to a *Combined Benefits* messaging frame.

Ting Huang, Xi'an Jiaotong University, School of Foreign Studies.

Identifying Us and Them: A Comparative Study on Senior High School English as a Foreign Language (EFL) Textbooks in China

In recent years, the Chinese government has paid more attention on Chinese culture represented in English as a Foreign Language (EFL) textbooks as a response to English hegemony and nationalistic identity confusion. This study examines the discourse of nationalism in two of the most popular Chinese senior high school EFL textbooks. Drawing on Proximization Theory (PT) and adopting mixed method research design (MMR), this study examines the structures of Us and Them pervading discourse and linguistic means with reference to Chinese social context. We find that both textbooks reinforce positive views on Us characterized by the country's splendid traditional culture and significant achievement and depict Them in an essentialist and contradictory way. The implications of these findings are the value in integrating PT with EFL textbooks study in disclosing latent ideological configurations. This study also contributes to discussions of future role of EFL textbooks.

Pei-Chi Jao, Trisha T. C. Lin, National Chengchi University, Taiwan.

The development of the 'Taiwanese ChatGPT': Exploring public opinions of TAIDE adoption

The diffusion of Generative artificial intelligence (GenAI) is in Taiwan's early adoption stage. A 2023 survey shows over half of Taiwanese Internet users have tried GenAI tools,

with a substantial percentage of work-related use. To counter the dominance of the simplified Chinese Large Language Model (LLM), Taiwan has an increasing need to develop traditional LLMs. "Trustworthy AI Dialogue Engine (TAIDE)," the Taiwanese ChatGPT, is one model that incorporates local languages and cultural nuances tailored to the local context. This study will first conduct in-depth interviews with the TAIDE project team in its development and implementation. Next, the online analysis will gather and code social media posts regarding TAIDE's online discussions to understand public opinions and sentiments and realize gaps among stakeholders (e.g., general public, the developer, and the government).

Alisa Kasianova, University of Pannonia, Hungary. **László Kovács**, Eötvös Loránd University.

Semiotics of cross-cultural advertising: German and Italian perspective

In the modern globalized world, international companies advertise their products and services to linguistically and culturally diverse audiences; therefore, they need to adapt their advertising to the demands of the target market. This research explores and compares linguistic and cross-cultural advertising solutions of two international car manufacturers – Volkswagen and Fiat.

The total of 457 Facebook advertisements targeting German, Italian and Hungarian audiences were collected for the analysis. The semiotic analysis of texts and pictures of the posts showed how visual and verbal signs reflect Hofstede's cultural dimensions. Customers' reactions to specific advertisements were also analyzed to evaluate the effectiveness of the companies' advertising solutions.

The results of the analysis show that Volkswagen and Fiat use different linguistic and marketing methods of advertising adaptation and rendering Hofstede's cultural values. Besides, the research proves the dynamic nature of culture and the role of socio-political context in advertising.

Barry Kavanagh, Tohoku University, Japan.

Improving EFL Students' Comprehension of Academic Lectures: Note-Taking Strategies and Self-Assessment

This study investigates how note-taking instruction and student self-assessment can improve comprehension of short academic lectures among English as a Foreign Language (EFL) students. After instruction on note-taking strategies, students (N=83) listened to and took notes on eight short intercultural communication lectures over eight weeks. After listening to each lecture, students answered a series of comprehension questions and were then asked to write a 50-word summary of the lecture they listened to based on the notes they took. After each academic lecture, students also reflected on their note-taking experiences through self-reports on the quantity and quality of their notes. Findings suggest that explicit instruction on note-taking positively impacts students' ability to take effective notes and enhances their comprehension of academic content based on pre and post-test scores. Additionally, self-assessment and reflection on note-taking and exercises on summarizing the lecture content based on their notes contributed to improved note-taking strategies.

Marija Krsteva, Goce Delcev University – Stip, North Macedonia.

Sitcoms and language and culture acquisition

This paper analyzes the role and place of the sitcoms in the process of language and culture acquisition. The sitcoms are a genre that mainly uses humor for entertainment while also containing real-life situations with realistic and everyday conversations, using an effective language for communication. The viewers, although not directly involved in the scenes, could easily be perceived as passive participants in those conversations, thus personally living the situations and adopting the language used by the actors. By drawing on Claire Kramsch's (1998) idea that language expresses, embodies and symbolizes cultural reality and Sapir-Whorf's hypothesis that language affects the thought process, i.e. the principle of linguistic relativity to illustrate the way in which language influences people's thought and behavior, this paper illustrates the diverse and complex way in which sitcoms play a major role in foreign language and culture acquisition.

Pradeep Kumar, University of Opole.

Impact of Face Value in Business Communication: Perception, and Competence

The understanding of multicultural society, high & low context cultural practices, and the face values of the counterparts are becoming the key factors for making successful business strategies and execution plans in today's changing global village. It's not only applicable for businesses that are well established and performing well locally and planning to go global but also for businesses doing well globally and seeking opportunities to enter into new local markets. In this context, any communication that begins with a perception goes through the context and brings a conclusion based on the competencies of the communicators. As each individual can understand things differently and create a negative or positive environment, the success of business communication depends on the face value of the person who leads the communication based on how they perceive the matter in the local and global context.

Hongyan Lan, Fukuoka Jo Gakuin University, Japan.

"Multiculturalism" in Japan

The Japanese government has been implementing various policies to increase foreign labor due to major challenges such as significant decreases in marriage and birth rates. As more and more foreign workers enter Japan, do the young Japanese see it as a blessing? Or a threat to the homogenous Japanese culture? What do "diversity" and "multiculturalism" mean to them? This study examines the perceptions of young Japanese, in particular their "concerns" and "expectations" towards foreign workers. The results were contradictory. Even though most respondents expressed their welcoming attitudes to high-skilled workers in general, there was a common concern that they may also be "opponents" to Japanese. Whereas most respondents welcome multiculturalism and diversity, it is not "unconditional": learning Japanese and assimilating into Japanese culture is considered necessary.

Hongyan Lan, Fukuoka Jo Gakuin University, Japan.

Working in Japan: Japanese Culture through the Eyes of A Taiwanese Expatriate

This study has examined a Taiwanese expatriate's view of Japanese culture through his perception of life and work in Japan. Specifically, how the interviewee perceived living in Japan and working with Japanese, and what challenges he had to face and manage were examined using a qualitative approach of semi-structured interviewing. The results have revealed some subtle, however important similarities and differences between these two collectivistic cultures. Although some similarities in language use were reported, differences in communication styles, perception of friendship, and work-related values were perceived as major intercultural challenges. These findings provide more insights in understanding intercultural communication and intercultural challenges in the current diversifying Japanese culture.

Chen-Yi Lee, Chinese Culture University, Taiwan.

Using the O-S-R-O-R model to test the political communication model of Extraversion and Neuroticism in Taiwan

This study uses the O-S-R-O-R model as a theoretical framework to test how different personality traits affect the political communication model during the 2018 Six Metropolitan Mayoral Election. An invitation message with a link to the online survey was sent to mobile phones of 20,000 members, and 5,664 members completed the online survey with a response rate of 28%.

The results show a positive relationship among extraversion, traditional and social media use, face-to-face communication, and Facebook discussion; however, a negative relationship among neuroticism, traditional and social media use, face-to-face communication, and Facebook discussion.

The study is the first large-scale to test the O-S-R-O-R model in Taiwan and has made several contributions. First, the study proves that media use affects political attitudes and behaviors through interpersonal communication. Second, past researchers tried to explore the relationship between personality traits and political participation and have yet to adopt the O-S-R-O-R model as the theoretical framework.

Shu-Chu Sarrina Li, National Yang Ming Chiao Tung University, Taiwan

News Sharing in social media platforms: Examining the Differences among Health News, Science News, and Political News in Taiwan

In Taiwan, social media has experienced considerable growth in popularity, with Line, Facebook, and Instagram rising to prominence as the top three preferred platforms. The widespread adoption of social media in Taiwan has elevated these platforms to become crucial sources of news for the populace. As indicated by recent studies, 59% of Taiwan's population turns to social media as their main source of news. Within this demographic, 49% favor Line, while 47% prefer Facebook for obtaining news (Kemp, 2023; Wang, 2021).

Science and health news are intricately linked to the public's scientific literacy, while political news enjoys significant popularity in Taiwan. Concentrating on the three news genres, this study utilized the uses and gratifications theory to investigate the relationships among lifestyles, gratifications obtained, and the sharing of science, political, and health news on social media platforms.

Brygida Lika, University of Opole.

The relationship between personality traits and burnout among primary school foreign language teachers

Teachers' burnout has a negative impact on individual well-being and the achievements of foreign language learners. This is due to a reduction in the quality of teaching. Personality traits often explain why educators' attitudes differ in experiencing burnout under similar working conditions. The aim of this study was to investigate whether there was a relationship between teachers' burnout and any of their personality traits. 150 primary school teachers (aged between 25 and 56+ years old) completed a questionnaire containing biodata information and questions related to their teaching experience. The next instruments applied were the International Personality Item Pool NEO-Five Factor Inventory-50 (IPIP-NEO-FFI-50) (Goldberg, 1992) and the Oldenburg Burnout Inventory (OLBI) (Demerouti, 1999) to measure the levels of personality traits and burnout. The results of the study revealed that there was a relationship between personality traits and burnout among primary school teachers.

Chen Liping, Beijing International Studies University, China.. **Yuxiaolin Tian**, RDFZ Chaoyang School, Beijing, China. **Zhang Fujia**, **Xiao Qiong**, Peking Academy, Beijing, China. **Yifan Wei** Rutgers University, New Brunswick, USA. **Yuheng Hu**, Peking Academy, Beijing, China.

Enhancing Intercultural Communicative Competence in ESL Learners through English Creative Writing

The present study explores the development of intercultural competence among ESL learners through engagement in English creative writing activities. Drawing on Byram's Intercultural Communicative Competence (ICC) framework and Gao Yihong's Learner Identity assessment models, the research elucidates the positive correlation between participation in English creative writing tasks and students' ICC. Employing both quantitative and qualitative methodologies, the research focuses on creative writing tasks carried out among sophomores at a university in Beijing. Four key factors are scrutinized: 1. the students' understanding and identification with their native culture; 2. the students' knowledge of foreign culture(s); 3. their intercultural communicative skills and cognitive skills; 4. their cultural identity. The findings reveal that integrating creative writing activities across reading and writing courses proves to be a variable strategy for nurturing ICC among ESL learners, thereby fostering the cultivation of students' innovative thinking and cross-cultural perspectives.

Baoquan Liu, Shanghai International Studies University.

Assessing Intercultural Competence: A Critical Review

This abstract presents a comprehensive review of the assessment of intercultural competence. Intercultural competence assessment is increasingly recognized as essential in today's interconnected world, yet it remains a complex and multifaceted concept. Through an interdisciplinary lens, this review examines various assessment methods, including self-report measures, multiple choice questions, short answer questions, case analysis, interviews and intercultural development inventories. It explores the strengths and limitations of existing approaches, highlighting the need for culturally sensitive and contextually relevant assessment tools. Furthermore, the abstract addresses emerging trends such as technology-mediated assessments and how ChatGPT is used in the item-writing of intercultural competence assessment. By critically evaluating current practices and proposing future directions, this review contributes to the ongoing dialogue on enhancing intercultural competence assessment in educational contexts.

Baoquan Liu, Luman Yang, Shanghai International Studies University.

A Study of the Validity of Intercultural Competence Test

This thesis evaluates the validity of the Intercultural Competence Test (ICT) introduced by the China Center for Language Planning and Policy Studies in 2023, employing Khalifa and Weir's socio-cognitive framework. Through a planned mixed-methods approach, involving think-aloud protocols, structured questionnaires, and comparisons with established benchmarks of intercultural competence, the study seeks to explore the ICT's cognitive, context, and criterion-related validity. Findings reveal that the ICT accurately reflects cognitive processes and real-world intercultural contexts, demonstrating strong cognitive, context, and criterion-related validity. Notably, the research suggests integrating oral exams to further evaluate students' intercultural competence, thereby enhancing the test's effectiveness by simulating real-life interactions. Expected to contribute valuable insights into the cognitive processes involved in intercultural competence assessment and the alignment of the ICT with real-world intercultural interactions, this research aspires to enhance the development and refinement of intercultural competence tools.

Sandra Loevenich, University of Groningen, The Netherlands.

Cultural differences in teaching practice

Participants in teacher exchange programs are often surprised that teaching is different in different countries. This is even more the case when the framework conditions of school and teaching are very similar, as is the case in Germany and the Netherlands, for example. Why do teachers teach the way they do? Are there cultural differences in teaching practice and, if so, what do they look like? The research (Loevenich, 2023) uses qualitative key-incident analysis (Erickson, 1986) to examine the teaching practice of foreign language teaching in Germany and the Netherlands by describing, analysing, and contrasting the practical professional knowledge (Anderson-Levitt, 1987) of foreign language teachers and placing it in the cultural and socio-historical context of the two countries.

Daniel López Fernández, University of Valencia.

Conjuring the Real: Phantasmagorical Capitalism in Kathrin Röggla's We Never Sleep

In *Monsters of the Market*, David McNally suggests that cultural representations of monster are meaningful portrayals of the structural mechanisms of capitalism and the physical vulnerability they produce. Ghosts, following the etymological roots of the Greek *phántasma*, are related to the concepts of *phainō* (“to make known”), *phôs* (“light”) and *phainómeno* (“phenomenon”). Ghosts are phenomena that appear in our reality and bring to light what was previously unknown.

Kathrin Röggla's novel *We Never Sleep* (2004) depicts an epistemological crisis of “capitalist realism” precisely through the figure of the ghost. The compulsive mechanisms arising from submission to neoliberal work rules have transformed workers into alienated ghosts, exploiting themselves to the verge of mental collapse in search of professional success. On a formal level, an unrealistic use of language also creates the impression of a “ghost story”. In *We Never Sleep*, the desire for professional excellence and stability in a post-Fordist neoliberal job market seems to come at the expense of mental health, physical well-being, and one's own identity.

Ewelina Mierzwa-Kamińska, University of Opole.

The emotional rollercoaster of foreign language teaching: the relationship between foreign language teaching enjoyment, burnout and resilience

Compared to the diversity of research available on the psychology of foreign language (FL) learners, there has been still a notable lack of comparable research exploring psychological constructs in FL teachers. The aim of the present study was to explore the relationship between teacher burnout, foreign language teaching enjoyment (FLTE) and teacher resilience. It is based on the assumption that FLTE can significantly mitigate burnout by fostering a positive and engaging classroom environment. 150 primary school teachers completed a questionnaire containing socio-biographical information and three instruments measuring burnout (Oldenburg Burnout Inventory, Demerouti, 1999), FLTE (Foreign Language Teaching Enjoyment Scale, Ergun and Dewale, 2021) and resilience (Wagnild and Young, 1993) respectively. The results of Pearson correlation indicated that teachers' FLTE was associated with both their burnout and their resilience, and the regression analysis showed that teachers' FLTE significantly predicted teacher's burnout. The findings suggest that FLTE might contribute to greater resilience, enabling teachers to cope better with the stress and challenges of their profession.

Marta Pilar Montañez Mesas, Universitat de València.

Egalitarian and inclusive language: between the linguistic and the social

This communication aims to reflect on the importance of language and identity, especially in the ways of naming gender in Spanish. Inclusive and egalitarian language is one of the current topics in the Spanish language, which generates great interest at a political level (glottopolitics, polarization), but also linguistically, since it is a social use of language (which can be analyzed from a pragmatic and discursive point of view). The proposal presented here

is part of a corpus of samples extracted from the press, social networks and specialized texts on the Spanish language that debate or argue about the language, including in Spanish.

Faiza Muneeb, Universidade Católica Portuguesa, Portugal. Karakoram International University, Gilgit, Pakistan.

Cross Cultural Encounters-A case of Ismaili Immigrants in Portugal

This paper explores the dynamics of cross-cultural encounters among various Ismaili immigrants in Portugal, while unfolding the complicated relationship between global perspectives and local environments. Based on the theoretical concept of Vertovec's (2009) of transnationalism and theories on cultural identity and diaspora Hall (1990), it throws the spotlight on the means by which Ismaili immigrants circumnavigate the complexities of integration in a Portuguese society yet maintaining their own cultural traditions. Through qualitative analysis of in-depth semi structured interviews with ten Ismaili immigrants, the study explores how cross-cultural adaptation and identity negotiation reveals within the Portuguese setting. The preliminary findings indicates that in the cross cultural adaptation journey, main challenges such as language barriers in addition to perceived discrimination, cultural differences immigrants has to meet alongside the opportunities that the encounter gives in enriching diversity to the society. In essence, in cross-cultural encounter under this discussion, there is a need for sensitive appreciation in relation to fostering appropriate intercultural relations in multicultural societies.

Gordon Onyango Omenya, University of Bristol.

Resilient Memories, Claim Making and Cultural Heritage Among the Migrant and Stateless Makonde Community in Kenya

This project explores heritage and identity in East Africa through a focus on the Makonde people of Kenya who migrated from Mozambique in colonial times and only recently were granted Kenyan citizenship. About 18,500 Makonde live in Kenya and find their social memories of where they came from and their material culture and cultural heritage still useful in their present locality despite the influence of wider Kenyan society. Makonde people have been able to deal with their social memories while at the same time making claims on the land that they have lived in for several decades in Kenya. Makonde are therefore an interesting case-study of how communities can be resilient through and with their social and collective memories, identities and heritage even in places where they find themselves as a minority group in the diaspora. This study therefore explores the culture, heritage, memory and integration of the minority migrant Makonde community in Kenya.

Nkechi P. Onyemeziem, Delta State University, Abraka, Nigeria.

Cultural identity in Nigeria

Nigeria's cultural identity is intricate, influenced by factors like history, politics, beliefs and globalization. Nigeria has above 250 ethnic backgrounds, rich in diversity which is crucial in shaping her social relationships, political and economic development. However, colonialism and globalization pose significant problem in preserving her cultural heritage. Colonialism left a lasting effect on the cultural landscape, with many aspects of the traditional culture suppressed in art, language, music and fashion. Globalization and modernity contribute

immensely to the erosion of traditional values, raising debates on the balance between preserving cultural heritage and embracing modernity. Despite these challenges, the cultural diversity is harnessed through cultural exchange, dialogue, and collaboration. This study examines the various dimensions of cultural identity in Nigeria with focus on how it is shaped by colonialism, ethnicity and modernity, plus the present challenges and opportunities.

Li Pu, Slippery Rock University of Pennsylvania.

China's Response to Global Television in a Political Economy Context, 1978 to 2018

In 2018, the Chinese industry marked its 60th anniversary. This study examines the evolution of Chinese television from 1978 to 2018, coinciding with China's economic reforms and increasing integration into the global economy. By combining the theoretical frameworks of the political economy of communication and cultural studies, this research analyzes the complexity and dynamics of the globalization process within the Chinese TV industry. The study investigates how Chinese television has engaged, negotiated, and adapted to global television trends over the past four decades. By examining the trajectory of the historical stages of the internationalization of Chinese television within the context of China's changing political and economic landscape, this study aims to contribute to a broader understanding of international TV programming flows and adaptations in cross-cultural contexts.

Joanna Radwańska-Williams, Macao Polytechnic University.

Solidarity, fraternity, sorority: Reflections from the individualist-collectivist intercultural continuum

To address the question of the place of fraternity within the Western liberal triad of *liberté, égalité, fraternité*, the author reflects on the intersection between the intercultural variables of individualism vs. collectivism and the concepts of fraternity, sorority and solidarity. The concepts of fraternity and sorority are metaphors (mapped from the source domain of family to the target domain of society), while solidarity is a wide-reaching abstract concept based on traditions of the Golden Rule. From the perspective of intercultural theory, fraternity and sorority are collectivist concepts, while liberty is a cultural value characteristic of individualist societies. Equality is individualist to the extent that it is a safeguard of diversity in the context of democracy, while solidarity is collectivist in that it promotes social cohesion. These differences along the individualist-collectivist intercultural continuum make it difficult for *liberté, égalité, fraternité* to congeal as a cohesive whole of cultural values.

Michel Riquelme-Sanderson, Universidad Arturo Prat, Chile.

Can EFL contribute to indigenous language and culture? Exploring the voices of EFL teachers working with Aymara students

This proposal presents the results of a qualitative study that explored the teaching practices that EFL teachers implement to teach Aymara ascendant students in elementary and secondary schools. Drawing from an intercultural approach (Giménez, 2003; Guilherme & Dietz, 2014), ten teachers participated in semi-structured online synchronic interviews and a group interview. The findings revealed that teachers implemented two types of practices: a) monocultural teaching practices that were mediated by the English national curriculum and

teachers' identities, and b) approximations to intercultural teaching practices where the teachers valued and included the Aymara's culture, yet they did not generate spaces for intercultural dialog between cultures in the classrooms. The study concludes that there is a powerful value of approximations to intercultural teaching practices as an initial step for revitalization and that the development of intercultural competence is critical to strengthening the practices identified in this study.

Michel Riquelme-Sanderson, Universidad Arturo Prat, Chile.

Exploring the Pedagogical Decisions of an EFL Teacher to Revitalize the Mapuche Language and Culture. A Collaborative and Critical Ethnography

This collaborative and critical ethnographic study explored the pedagogical decisions of an EFL teacher working in a school with a high number of Mapuche students in southern Chile and how she navigated the constraints and facilitators of language and culture revitalization.

Drawing from decolonization in ELT and interculturality, the findings revealed that the EFL teacher incorporated Mapuche-related materials -however, her decisions were mediated by the English textbook- and had positive dispositions toward collaborating with Mapuche teachers and incorporating indigenous cultures in teaching. The constraints were work overload, absence of intercultural material, limited collaboration with Mapuche teachers, and unawareness of how to integrate indigenous culture into her lessons.

In conclusion, EFL teachers can help revitalize when they recognize that English goes beyond communicative competence, incorporate indigenous culture, and collaborate with indigenous teachers. Nevertheless, unawareness of revitalization, not developing intercultural competence, and not collaborating with other teachers can delay the revitalization process.

Xie Rongrong, Ningbo Education College, China.

Cultural Features in An Anglo-Chinese Dictionary of Ningpo Dialect (1876) compiled by W. T. Morrison

As important research materials for the study of early cultural transmission between the West and the East, the academic value of missionary literature should not be underestimated. Taking *An Anglo-Chinese Dictionary of Ningpo Dialect (1876)* compiled by W. T. Morrison (1834/5-1869) as the research object and the items in the dictionary as corpus, this paper studies the cultural features reflected in the dictionary in the 19th century, including Chinese culture, Ningbo local culture, philosophy and religious culture, etc. Furthermore, traces of early language and culture contact between China and the west are found in the dictionary, and also the cultural accommodation strategies of missionaries, which met their needs in language learning and culture adopting and help the Chinese understand western culture. The two-way transmission of cultures shows the collision, combination and integration of Chinese and Western cultures in the 19th century.

Aparna Satheesh Kurup, Masaryk University, Czech Republic.

Representing Identities Through Language in the Diasporic Writings

The description of the reasons for migration from the homeland, the migrant's experiences, and the difficulties of adapting to the culture and tradition of the host nation to form a 'new community' have been portrayed in various literary writings. This paper discusses the Kerala Gulf diasporic community who knows even after forming this 'new community' in the 'hostland' where assimilation is never a possibility. To do so, this paper focuses on literary narratives demonstrating voluntary migration from one's homeland within the South Indian state of Kerala to a 'hostland' such as Dubai and Saudi Arabia. Through the critical study of Benjamin's *Goat Days* (2012) and Unnikrishnan's *Temporary People* (2017), this paper hypothesises that though there is visible fatigue in dislocation and impossible mourning goes on in the life of immigrants, diaspora writing cannot only be looked through the pangs of separation, loss of identity, rootlessness and trauma of the first generation...

Gaby Semaan, University of Toledo, USA.

From Competence to Intercultural Humility: The Taxonomy for Nurturing Intercultural Encounters

The field of Intercultural Communication (IC) has long emphasized achieving competence, a concept that has dominated the conversation for decades. However, a newer concept – Intercultural Humility (IH) – has emerged in fields like healthcare and social work, offering a more nuanced perspective. In this conceptual presentation, the researcher will discuss how IH can foster more effective, collaborative, respectful, peaceful and meaningful intercultural encounters. Following a brief examination of the foundations and limitations of existing intercultural competence concept, the presenter will delve into the foundations of a potential Intercultural Humility theory and introduce taxonomy for IH, highlighting its potential to cultivate a positive and growth-oriented environment for intercultural encounters at both the global perspective and local context.

Ehsan Shahghasemi, The University of Tehran.

Cross-Cultural Schemata Iranian X Users Have of Americans

Over the span of more than four decades, the ongoing political tensions between Iran and the United States have significantly influenced the perceptions of individuals in both nations towards each other. This data-mining study aims to explore the views of Iranian X users regarding the American people by examining related keywords such as "American people" [اکیرم آدمرم in Persian]. Through the analysis of over 2000 posts, this research reveals that Iranians generally hold a positive perception of Americans. The majority of Iranian X users express admiration for Americans, citing their adherence to the law, physical attractiveness, advocacy for democracy, and intellectual prowess. However, a minority of Iranian users express criticism towards Americans for their perceived lack of political awareness and support for Israel. These findings align with previous research conducted on the topic.

Jili Sun, Northwestern University, Evanston, USA.

Dating and Marriage Customs Throughout Time: A Productive Theme for Blending Language and Culture in an Advanced Level Chinese Class

Over the past century, China has undergone rapid social evolution, profoundly changing the practices surrounding dating and marriage. In this presentation, we will explore how an advanced Chinese language class in a college in the US can creatively utilize this theme by incorporating literary works, songs, and films... to blend language elements with social and cultural aspects, fostering productive discussions on complex topics in Chinese.

Through this study, our aim is twofold: Firstly, to assist college students in forming a holistic view of different facets of Chinese people's lives in various historical periods, secondly, we seek to help them effectively communicate these ideas in formal expressions. We hope this learning experience will inspire students to move beyond foreign language requirements for basic daily life communication and delve deeper into Chinese studies related to Chinese history, culture, and society.

Roland Sussex, The University of Queensland, Australia.

Catastrophizing and intercultural communication in pain medicine

A well-known issue in intercultural communication is differential levels of emphasis and excitement in discourse. Some languages and cultures have more restrained, others more expressive, stereotypes. These differences can inhibit the development of empathy and understanding in a conversation.

One area where this mismatch can have serious consequences is in the medical consultation. This kind of exaggeration is called “catastrophizing” in the medical literature about pain. It is typically used by patients in pain when trying to find language means to characterize their pain and to communicate it to a health care professional, when ordinary language resources are insufficient. Data from an online survey which I conducted with colleagues into female pelvic pain reveal desperate attempts by patients to communicate. The characteristics of these doctor-patient consultations constitute a category of intercultural communication consistent with criteria argued by Farzad Sharifian as cultural-conceptual metaphors, and include respondents from different ethnic backgrounds.

Roland Sussex, The University of Queensland, Australia.

Differential competence and differential categories in intercultural communication

In a series of recent publications Istvan Kecskes has argued that intercultural and intracultural communication are not binary opposites, but part of a continuum. This position at once raises the question of the competences of ICC, and how a continuum model affects the operation of these competences at different points along the continuum.

This presentation takes Kecskes' position further by investigating three kinds of competence in ICC: language competence, pragmatic competence, and cultural competence. Speakers may, for example, have a high level of language competence in the language of a given communication. But their pragmatic competence may be less, and their cultural competence

may be quite low. In addition, language competence further divides at least into phonetic, grammatical and lexical competence, which may or may not be equally expert. We present a framework for accommodating these issues within current approaches to ICC, supported by empirical data from an online survey.

Maroua Talbi, Ibn Khaldoun School, Bahrain.

Cultural Crossroads: Nurturing Intercultural Competence in Hungary's English Studies BA Programme

This study explores integrating intercultural competence (IC) into BA English courses at a Hungarian university. It also examines effective strategies for fostering IC among EFL BA students. Using Barrett et al.'s (2014) IC framework, the research involved systematic class observations and analysis of course materials. Findings revealed that the courses primarily focused on English-speaking cultures, covering topics such as myths, Australian colonization, stereotypes, and verbal communication. The approach aimed to cultivate IC by comparing students' own cultures with target cultures, with some courses emphasizing students' home cultures through presentations. Consequently, students gained insights into diverse cultures, identified cultural similarities, and challenged stereotypes, facilitating cultural knowledge development.

Ana C Thomé Williams, Northwestern University, USA.

Connecting languages and lives: USA and Brazil College student intercultural communication in Portuguese, a path toward proficiency

This presentation unveils an innovative project uniting Brazilian native speakers of Portuguese with intermediate-level learners from the USA in a collaborative learning online venture. The primary objective of this initiative is to inspire language learners to improve their language proficiency in Portuguese through intercultural experiences.

Guided by three fundamental principles—Dialogue and Meaningfulness (Bakhtin, 1986), Autonomy (Nunan, 1996), and Awareness (Svalberg, 2007)—the project fosters connections through carefully curated discussion topics. These themes, spanning students' ancestral heritage, favorite global locales, the allure of the sea, urban artistry, and consumer culture, serve as catalysts for cultural exploration and linguistic advancement.

Over the course of a quarter, participants engaged in five structured interactions, meticulously documented for subsequent analysis by the learners themselves. A comprehensive report synthesizing their insights illuminates the diverse ways in which online intercultural exchanges can propel learners towards proficiency.

Jo-Yu Wang, National Chengchi University (NCCU), Taiwan.

Negotiating Nationality in the Sexual Field: Gay Foreign Students' Dating App Use in Taiwan

This study investigates the complexity of nationality and desire among gay foreign students in Taiwan through the lens of sexual field theory. Interviews with 11 participants shed light on the role of dating apps in queer identity formation, which is sometimes a taboo in their

home countries, and in fostering a nuanced integration into the local gay scene via physical intimacies.

Challenging the Western-centric focus on race, this research highlights nationality as a significant currency in Taiwan's sexual field. It reveals how gay foreign students must skillfully negotiate their desirability, engaging with the dominant Han Chinese group through strategic communication methods such as Google Translate. Beyond linguistic translation, these students also learn the lexicon and cultural norms of the local gay community to enhance their romantic liaisons. This negotiation reshapes power relations, offering new insights into cross-cultural interactions within the gay community.

Ping Wang, School of Public Education, Shandong University of Arts, China.

A Corpus-based Study on the Art Management English Word List for Non-native Speakers

The acquisition of English as a second/foreign language is an additional burden for non-native speakers (NNS) who must master English and make efforts to develop expertise in their professions. The aim of this study was to improve the English learning of art management students. This corpus-based study determined how many and what types of words art management majors need to understand the most important texts related to their discipline. An art management corpus was compiled. The corpus was analysed using the Range program. Then, the word list was compared with the New General Service List (NGSL) and the New Academic Word List (NAWL). This study's findings provide English for Special Purposes lecturers with a clear picture of high frequency words in the art management discipline, so that they can support the English learning of the students and develop more appropriate materials for them.

Jin Wang, Shandong University of Arts, China.

ESP English Teaching Practice

Professional knowledge is essential to university English learning according to the ESP (English for Special Purposes) theory. Shandong University of Arts in China is a specialized college where the students concentrate more on their art majors while English is a general course. To combine English with students' majors, I incorporated their professional knowledge into English teaching.

Through the lens of ESP and constructivism, I conducted a survey to collect the students' expectation for English learning, explored the professional elements in the textbook and encouraged students to share English knowledge related to their art majors including current tendency and celebrity stories.

I reflect on how this practice can develop specialized English learning and build students' professional competency. Findings of a related survey will also be discussed regarding the strengths and limitations of this ESP practice in Shandong University of Arts.

Xiaohai Wang, Jian Li, School of English for International Business, Guangdong University of Foreign Studies, China.

Native Culture in Foreign Language Education: Towards a New Paradigm Treating Chinese Culture Aphasia for Successful Intercultural Communication

Learning a foreign language means learning a second culture to varying degrees. However, dozens of years' teaching practice in China with more weight placed on introducing 'foreign culture' than on 'native culture' witnessed a serious defect called 'Chinese Culture Aphasia', whose cardinal symptom is that the EFL learners have difficulties in introducing Chinese culture to the western communicators in Intercultural Communication though speaking very good foreign languages. With English as the Lingua Franca, it still remains today a hotly debated issue that which and whose culture should be taught and what role the learners' native culture should play in the acquisition of knowledge of the target culture and the improvement of intercultural communicative competence. This paper explores the establishment of a new paradigm that enables the learners' native culture to have its rightful place and be integrated into the whole process of foreign language education...

Yan Wang, Shanghai Customs College.

Ethical Narratives and Cultural Interpretations: Comparing Four 21st Century Adaptations of The Orphan of the Zhao

This study examines the 21st Century adaptations of The Orphan of the Zhao, a 13th-century Chinese play and the first of its kind to reach the Western world. It considers diverse portrayals, including David Greenspan's 2006 New York theater adaptation, Chen Kaige's 2013 film in China, the Royal Shakespeare Company's 2010 and 2013 productions, and Koh Sun-woong's 2017 Korean stage version. By comparing the treatment of loyalty, revenge, sacrifice, and honor across these adaptations, the analysis aims to uncover how different cultures interpret these themes. The research investigates the ethical considerations of storytelling and highlights how cultural nuances influence the reinterpretation of this classic work. Understanding these variations provides insight into the universal appeal of the original play and the distinct cultural values that shape each adaptation.

Zhijun Wang, Shanghai Customs College.

Interplay of Culture and Commerce: Investigating Intercultural Strategies in Yiwu's Global Market

Yiwu International Trade City is the largest small commodity market in China and also the world's largest small commodity distribution center. It gathers merchants and tourists from all over the world, conducting a large number of commodity transactions every day. Cultural differences are assumed to be a big barrier between the local businessman and the businessman from different parts of the world with different cultural backgrounds, while they are eager to maintain a long-time and stable relationship. This study, employing mixed-method research modalities, such as structured questionnaires and in-depth interviews, covers a broad spectrum of business operators within this global marketplace. It aims to unravel the role of cultural interaction in international trade and the intercultural strategies people have adopted to build friendship and trust while keeping a reasonable distance. The result of this

research is assumed to facilitate the trading between local businessmen and businessmen abroad.

Xingyin Wen, Chi Ruobing, Shanghai International Studies University.

What Makes a Quality Teacher-Student Relationship? Perspectives from The International Student Advisors

In the context of internationalization of higher education, the relationship between advisors and international students holds significant importance in fostering intercultural communication and enhancing the quality of campus support services. However, this area remains relatively underexplored. This study aims to explore what constitutes a high-quality teacher-student relationship from international student advisors' perspective, focusing on indicators such as open communication, personalized support, mutual respect and trust. Semi-structured interviews were conducted with 12 international student advisors from 8 universities in China to find out their perceptions, experiences and insights of teacher-student relationships. This study finds that despite advisors' hierarchical dominance in developing teacher-student relationship, the relationship is established upon shared goals and characterized by reciprocity and mutual respect. Additionally, this study discusses the potential influence of advisors' personal traits such as trait empathy and intrinsic motivation in relationship-building.

Melissa Ling Lee Wong, UCSI University. **Soh Siak Bie**, University Malaya. **Wong Shin Pyng**, Help University Malaysia.

Understanding intercultural learning of international and host students: a qualitative study in Malaysia

The pursuit of tertiary education abroad is gradually becoming a common practice due to globalization. However, relatively few studies have explored social interactions among international and host students in non-western countries. This study investigates the learning experiences of undergraduate students in a one-month international peer mentoring program. Guided by Wenger's social learning theory, we explore what both cohorts gained through social interaction. Semi-structured interviews with five Malaysian students and five Korean students were conducted, along with group observations. Our study has shown that despite numerous challenges, the participants were able to form meaningful connections through shared efforts. Furthermore, our findings highlight the benefits of cross-cultural communication, including increased cultural knowledge, awareness of intercultural socialization through technology-mediated communication, and improved communication skills. These findings emphasize the importance of reciprocal communication between the host and international students in fostering mutual understanding and contribute to the existing literature on intercultural friendship formation.

Wei Chin Wong, Beijing Normal University. **Ying Tong Duan, Yan Liu**, BNU-HKBU United International College.

A Catalyst for Sino-Foreign Communication: The Contributions of Edouard Chavannes and Henri Cordier to T'oung Pao Journal, 1904-1918

This study examines the significant contributions and lasting influence of two prominent Western sinologists, Edouard Chavannes and Henri Cordier, during their service as co-editors of the T'oung Pao journal from 1904 to 1918. Founded in 1890, T'oung Pao has long been the leading scholarly journal on all aspects of traditional China. By focusing their research on the Far East, particularly China, Chavannes and Cordier successfully transformed T'oung Pao into the sole international journal in Europe exclusively dedicated to East Asian studies. This study investigates the pivotal role played by these scholars in shaping the field of Sinology by introducing rigorous textual research methodologies and establishing the "Bibliographica" and "Notes and Queries" columns within T'oung Pao, which facilitated global academic discourse and communication on Sinological topics. Through extensive research and analysis, our investigation confirms the enduring legacy left by Chavannes and Cordier within the French context, significantly enhancing the field of Sinology.

Julita Woźniak, Piotrków Academy in Piotrków Trybunalski. **Aleksandra Matysiak**, Jan Kochanowski University in Kielce.

Acculturation strategies – a case study of Polish migrants' in Great Britain

The main objective of the paper is to present acculturation strategies applied by Polish migrants in London and Welshpool (Wales). Acculturation can be understood as the process of second-culture learning. At the individual level, it refers to the way in which foreign-born persons or representative of ethnic/national minorities combine their native values, social norms and behaviour patterns with those typical to dominant/host culture. Drawing on acculturation process theories, especially one formulated by J.W. Berry, the authors examined migrants' statements concerning their styles of lives with special attention paid to their reflections on personal experiences of living in a foreign-speaking community and learning its culture. The methodological framework was based on a structured interview method. Then, answers to the questions were manually coded in the process of labelling to identify common themes and to receive quantifiable information. The research revealed, among others, that Polish immigrants apply various acculturation strategies depending on the specific life sphere (private or public).

Ming-Yi Wu, Northeastern University Boston, U.S.A.

Financial Inclusion and Mobile Banking in Sub-Saharan Africa: From ICT for Development and Digital Divide Perspectives

By analyzing World Bank's survey data (N = 36,062), this study examines the differences in financial inclusion in 36 countries/economies in Sub-Saharan Africa (SSA) and explores how information and communication technology (ICT) (e.g., mobile phone ownership) and demographic factors may affect financial inclusion with decision tree analysis. There are significant findings. First, there are significant differences in having a financial institution account, having a m-money account, and owning a mobile phone across countries. Second, educational level is the most important predictor for having a financial institution account,

followed by owning a mobile phone and age. Third, owning a mobile phone is the most influential variable for predicting having a m-money account, followed by educational level, work status, income, and age. Finally, educational level is the most important predictor for using mobile phone or Internet to access an account. The findings suggest that digital divides still exist. This study adds insights into technological impacts on financial inclusion in SSA.

Maria Clara Xavier de Souza, Universidade Federal do Paraná, Brasil.

Intercultural Communication: Public Relations Strategies Targeting Immigrants and Refugees in the Job Market of Curitiba (Brazil)

This article examines the corporate relationship between organizations and foreign immigrants within the city of Curitiba (Brazil) through the concepts of Hybridization (CANCLINI, 2011), Interculturality, and Public Relations (FERRARI, 2015; KUNSCH, 2009, 2012, and 2017). The aim is to highlight potential communication strategies that foster integration in the workplace without erasing the cultural traits of each immigrant community. This is done with the intention of promoting a hybrid culture. Drawing upon interviews and case studies, this presentation will showcase communicative strategies aimed at fostering inclusive and productive environments for immigrant employees. These actions are based on principles outlined in intercultural communication guidelines.

Liang Xiaoxue, SISU Intercultural Institute, Shanghai International Studies University, China.

A study on sojourners' intergroup contact mechanism based on international scholars' changing intercultural perceptions of China

With the acceleration of globalization and the rapid development of China's economy, the number of sojourners in China has grown rapidly. However, facing a country in the midst of sweeping changes, any pretravel expectations can be challenged or changed upon their arrival. The process of making contact and interacting with the locals are vital to enriching sojourners' experience in China.

Despite a body of theoretical and empirical research on intergroup contact, there is a lack of exploration into the dynamism and complexity of sojourners' contact mechanism with the locals. To fill the research void, this qualitative study interviewed 30 international scholars from 22 countries working at a university in Shanghai. Findings reveal a 3-element model of sojourners' intergroup contact developmental mechanisms via their changing perceptions before and after their arrival, which consists of factors that can influence sojourners' intergroup contact with the locals, contact processes, and contact effects best represented by sojourners' evolving perceptions of China.

Guo Xiaoqun, Shanghai Customs College, Shanghai.

Sino-Russian Students' Intercultural Adaptation in a Short-term Exchange Study-abroad Program

Internationalization in higher education is more and more prevailing in the world. China, devoted to developing high-quality universities, has increasingly cooperated with many countries, especially with partners along the Belt and Road. However, researches about comparative studies on students' intercultural adaptation in a study-abroad context have been

relatively rare. This paper examines Chinese and Russian students' intercultural adaptation in a short-term exchange study abroad program, as well as the factors that might influence in this process. A mixed-methods approach of questionnaire, semi-structure interview revealed that there is no significant difference between social adaptation and academic adaption; while Chinese students' psychological adaptation is significantly lower than Russian students', which mainly caused by peer supports, and participation in local social life. Furthermore, this paper attempts to provide some countermeasures for improving the cross-cultural adaptability of Sino-Russia exchange students and some suggestions for the exchange program.

Kenneth C. C. Yang, The University of Texas at El Paso. **Yowei Kang**, National Chung Hsing University, Taichung, Taiwan.

Teaching American-Centric ACUE-Pedagogy in the Czech Republic: A Border Pedagogy Perspective

The Association of College and University Educators (ACUE) pedagogy is known for creating a diverse and inclusive classroom. However, an important question arises: Could America-centric pedagogical techniques such as ACUE similarly promote students' active learning, cultivate an inclusive classroom, and provide diverse curricula across national borders? For example, the Czech classrooms situate students within a top-down and hierarchical place where the instructors and their peers do not encourage raising questions, active classroom participation, and other active learning techniques. In this presentation on the implementation of the ACUE pedagogy at Masaryk University in the Czech Republic, we asked whether contextual, professional, and sociocultural variations across national borders (Mizzi et al., 2017) could affect the effectiveness of the ACUE pedagogy using a border pedagogy perspective (Cashman, 2016). Implications for comparative pedagogy and teacher training were provided.

Nao Yasuda, Heidelberg University.

Intercultural Variations on „The Sick Man of East Asia “: Akutagawa Ryunosuke’s Mother and Discourse on Japan through the Lens of the ‘Sick Man’

Was only China the Sick Man of East Asia? In the late 19th century, with the rise of Western imperialism, Japan eventually abandoned Chinese hegemony and shifted its focus to Western modernization. During this period, China was named the Sick Man of East Asia.

Meanwhile, Akutagawa Ryunosuke wrote many stories related to China. Akutagawa, positioned between being a Westernized Japanese intellectual and having a high affinity for China, possessed a mixed impression of China.

This paper will evaluate Akutagawa's "Mother", the first story published after he visited China with the following perspectives: how the discourse of the Sick Man of East Asia is embedded in Akutagawa's literature and how it functions as a mirror to reflect on the dilemma of Japan. Through the analysis of Akutagawa's reflection and deconstruction of the discourse on the 'Sick Man', the paper will contribute to shedding light on the intercultural dimension of this term.

Yingying Ye, University of Cologne, Germany.

Re-examing the Nexus between Globalization and Intercultural Competence

The article re-examines the nexus between globalization and intercultural competence by studying the narratives globalization provides in intercultural competence and analyzing ideological and political factors hidden behind, according to today's current situation, such as conflicts between countries and regions, hot wars, etc. It begins by exploring globalization as a background in intercultural competence and observing the myth of globalization embedded into the intercultural concept. This is followed by the critical discussion of cultural homogeneity by globalization, which reveals why and how globalization makes intercultural competence necessary and the role intercultural competence plays in the process. Based on this, it is possible to understand the nexus between them, how it is constructed, and what it serves. Most importantly, we should focus not only on what it should be but also on what it is.

Hu Yu, Shanghai Customs College, Shanghai, China.

C-E Translation for Global Communication: a Perspective of Polysystem

Due to the differences involving politics, ideology, cultural values, etc., how to overcome cultural barriers in translation to achieve desired communication effects has long been a concern in the research of C-E translation for global communication. The hypothesis is to regard C-E translation as a sub-system of a cultural polysystem in general. The translation system is supposed to be both autonomous (with its own norms) and other-governed (under the impact of other systems), so the study of the impact of its major parallel systems (ideology, politics, culture, language, literature) based on a case study of communication failure in history can help to identify the priorities in C-E translation for global communication. The research reveals the dominant influence of ideology and politics in the establishment of repertoires in other parallel systems, which indicates the importance of self-governance of each system and its coordination with other parallel systems.

Yunying Zhang, Austin Peay State University, USA.

How Do People Look at EV: BYD vs. Tesla?

The current study compares the online comments following three popular YouTube videos by CarWow, DW REV and Bloomberg Originals on the two major EV producers, BYD vs. Tesla. Netlytic word maps show that of the top two words, BYD and Tesla, the former is mentioned more often than the latter. A close reading of the most frequently used words to describe (1) Good Feelings, (2) Appearance, and (3) Bad Feelings about BYD vs. Tesla demonstrates that the word "great" is used more often to talk about the former than the latter. Talking about their appearance, more people use the word "long" in a positive sense for BYD than Tesla. "Bad" is the most frequently word to talk about bad feelings about the two cars. In this case, BYD receives more negative comments than Tesla. Practical implications of these findings are discussed.

Xiaoyun Zheng, Xinyan Hu, Yanchuan Geng, Ningbo University of Technology, China.

“Telling Chinese Stories Well”: A Linguistic Analysis of 40 Award-Winning Short Video Clips

This paper investigated the themes, structures and textual features of 40 award-winning short video clips that aim at facilitating Chinese diplomatic communication to the world. The identified themes clustered around traditional techniques (45%) and traditional cuisine (17.5%), with a particular emphasis on the inheritance from older to younger generations. The use of external focalization is pervasive (70%), compared to internal focalization (30%) and a mixture of both focalizations (15%), indicating “objective” narratives of the events and characters. At the textual level, “Chinese” (137 instances) is often collocated with “important”, while “culture” (108 instances) and “traditional” (80 instances) are modified by “excellent”. The frequent use of these emotionally loaded words often leads to increments in patriotism and nationalism. This paper demonstrates the need to explore how a country or region is narrated at the linguistic level for more effective diplomatic communications.

Zixun Zhou, Kangyan Yin, Yanchuan Geng, Ningbo University of Technology, China.

Resorting to the Power of Non-self: The Evolution of Self from the Chinese Buddhist Perspective

This paper investigated the concept of “self” framed in one of the less-researched Buddhist literary texts, the Diamond Sutra [金刚经, Jin Gang Jing] in China. Based on textual analysis, the “self”, as promulgated by Chinese Buddhism, extends beyond a “relational self” which exists in tensions between an authentic self and perceived social relationships, and moves towards an ultimate state of “non-self”. Further, this paper outlines the crucial stages through which the awareness of self develops and dissolves. This paper demonstrates the need to understand how the concept of self is developed locally and shared globally across dominant religions such as Buddhism.

Xiaoshu Zhu, University of International Business and Economics, China/ Business Confucius Institute FAAP, Brazil. **Gang Kerou** School of Business Administration, Northeastern University, China.

Do you trust your negotiation counterparts? - An analysis of sampled Brazilian and Chinese negotiators

Trust is an ever-lasting topic in personal as well as professional lives. However, trust relating to business negotiations has not been given much academic attention to. The present endeavor studies two sampled groups (Brazilian and Chinese) of business negotiation partners. This study has the following research questions:

- 1) How do they define trust in relation to international business negotiation?
- 2) What are the pre-conditions for trust in international business negotiations?
- 3) When would they change from trust to distrust/mistrust?
- 4) If they sense distrust or mistrust with the other negotiation party, would they try to repair it?
- 5) How important is trust to doing international business in general?

The study has adopted both quantitative and qualitative approaches. It has yielded somewhat surprising, but interesting results. The implications from the study will definitely encourage

business negotiation partners from the two countries to foster their mutual trust to conduct future business.