



The 28th International Conference of IAICS

第28屆國際跨文化溝通研究協會國際會議

23-25 March 2023

*Synergies in Intercultural Communication :
Languages, Professions and Heritages*

跨文化交際中的融合創新: 語言、職業和文化遺產

會議手冊 Program
Booklet»»





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*Synergies in Intercultural Communication :
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Preface



Welcome to the 28th conference in the series of the International Association for Intercultural Communication Studies; welcome to Macau, and welcome to City University of Macau. Our sincere thanks are to the honorable government officials, university leaders, guests and scholars joining us at this conference. We are also grateful to our conference sponsors and partners: the Macau Trade and Investment Promotion Institute, the 21st Century English Education Media, Global English Education, Foreign Language Teaching and Research Press and Shanghai Foreign Language Education Press who have supported us for the hosting of this conference.

In a way, this conference is special, as a post-pandemic event which was not possible in the last three years. Participants onsite and online gathered are from Australia, Belgium, Bulgaria, Chinese mainland, the Czech Republic, Hong Kong, New Zealand, Singapore, Spain, UK, US, among diverse others.

The mission of IAICS is to bring together scholars from the whole range of social sciences who participate in research and develop scholarship and practical solutions related to communication across cultures. Research papers, commentaries and discussions of these investigations have been published over the years in the journal of the Association, *Intercultural Communication Studies*. This year the collection of the peer-reviewed conference papers will be published by Social Sciences under MDPI.

The activities of the Association, and of this Conference, and of the preceding 27 conferences of IAICS, are – by definition - deeply related to intercultural communication between users of diverse languages and cultural communities, different professions drawing on different disciplines, and distinct heritages, and this is the theme of this 28th conference: *Synergies in Languages, Professions and Heritages*.

This theme immediately suggests examining communication both within and between various professions and cultural heritages, and both within and between communities of speakers of various languages and cultural

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communities, together with significantly nuanced connections among all of these. But there is more, and this is indicated by the term synergy in the conference theme.

Synergy is about relationships, interaction, collaboration, and learning. In this case synergy is about the relationships and interactions in the intercultural communication between people of diverse languages, professions and heritages. But, crucially, synergy more than the simple addition of these three (languages, professions, heritages). The effect of synergy is more in the combined power with high-impact results which are more than the sum of the parts. From the perspective of 'cultures of learning', synergy is about reciprocal learning for mutual benefit; that is, participants from different backgrounds in a common context of communication gain awareness and understanding of each other, they gain knowledge and insights as all learn about the others, and with open mind-and-heart progressively learn from and collaboratively learn with the others. This is cooperation and teamwork, but more, if participants with empathy recognize and value each other's identities, then they can learn through other's perspectives and other's ways of speaking, thinking and working. This synergy is not just additive, it is transformative. So, in this conference, we will be on the look-out for those extra transformative benefits of sharing, discussing, learning and engaging in different perspectives with synergy in mind-and-heart: Synergies through intercultural communication in Languages, Professions, and Heritages.

Prof. Lixian Jin
Chair in Applied Linguistics
Dean of Faculty of Humanities and Social Sciences
City University of Macau
The In-coming President of IAICS

Organizing Committee



Organization Committee Chair:

Lixian Jin

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Christy Feng

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Zoe Ip

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Eric Kong

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Helen Gao

Iris Mak

James Chen

Jasper Leong

Jinshi Shao

Tian Tian

Victor Zhang

William Xu

Zhong Wang

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Programme Overview

Time	Event			Venue
	Parallel Session 1 @HG01	Parallel Session 2 @HG02	Parallel Session 3 @HG03	
Day 0 (22nd Mar, Wednesday)				
15:00-22:00	Registration			Grand Dragon Hotel /Regency Art Hotel
18:30-22:00	Welcome Dinner			Grand Dragon Hotel
Day 1 (23rd Mar, Thursday)				
08:30-09:00	Registration			HG
09:00-10:40	Opening Ceremony Group Photo Keynote speech by Hua Zhu Invited speech by Jan Van Maele			HG02
10:40-11:00	Tea break			HG
11:00-13:00	Parallel Sessions			
13:00-14:00	Lunch			Exhibition Hall
14:00-15:40	Parallel Sessions			
15:40-16:00	Tea break			HG
※ Grand Dragon HotelL -- 駿龍酒店 Regency Art Hotel -- 麗景灣藝術酒店 HG -- 澳門城市大學何賢會議中心				

Programme Overview



16:00-17:00	Parallel Sessions	
17:00-18:00	<ul style="list-style-type: none"> • Keynote speech by Hongling Zhang • Invited speech by Dunrong Bie 	HG02
18:30-20:30	Dinner	Macau Tower
Day 2 (24th Mar Fyiday)		
08:30-09:15	Registration	HG
09:15-10:30	<ul style="list-style-type: none"> • Keynote speech by Michael Minkov 	HG02
10:30-10:50	Tea break	HG
10:50-12:50	Parallel Sessions	
12:50-14:00	Lunch	Exhibition Hall
14:00-15:40	Parallel Sessions	
15:40-16:00	Tea break	HG
16:00-17:20	Parallel Sessions	
17:15-18:45	Closing Ceremony <ul style="list-style-type: none"> • Summary and review • Introducing the next conference • Keynote speech by Radwańska-Williams 	HG02
19:00-21:00	Farewell Dinner	The heal café
Day 3 (25th Mar Saturday)		
09:00-10:00	Board Meeting	A207
09:00-13:00	City Tour	Macao

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Conference Schedule

Day1 March 23 Open Ceremony · HG02 Chair : Lixian Jin , Song Li			
Time		Speakers	
09:00-09:30	Welcome Speech		
09:30-09:40	Group Photo		
09:40-10:20	Keynote Speech: Is (Inter) culturally speaking enough?	Hua Zhu	
10:20-10:40	Invited Speech: Towards a pedagogy of encounters with strangeness for intercultural learning – Student,teacher, and researcher perspectives	Jan Van Maele	
10:40-11:00	Tea Break		
Day1 March 23: Parallel Session 1, HG01 Topic: Intercultural Communication Chair: Song Li			
Time	Speech Topic	Speakers	Online
11:00-11:20	Language, identities and ideologies: Asian international students' intercultural communication experiences in Hong Kong	Matthew Sung	
11:20-11:40	The cultural and historical worlds of Gibraltar' s bilingual streetname system	Daniel Weston	
11:40-12:00	Communication with Museum Experience	Momoyo Shibuya	✓
12:00-12:20	The Paradox of Culture Industry: Evaluating the Contemporary Value of Adorno' s Theory from the Perspective of Music Genres Development	Yahan Chen, Zhong Wang	
12:20-12:40	The cognitive principles of iconicity in language and their application in English-Chinese translation	Mengchen Li	

Conference Schedule



12:40-13:00	A Metaphor Study: Attitudes and Experiences of Early Chinese Children towards COVID-19	Yuqi Liu	
Day1 March 23: Parallel Session 1, HG01 Topic: Intercultural Communication Chair: Eve Liu			
Time	Speech Topic	Speakers	Online
14:00-14:20	Intangible Heritage in Language Maintenance: A Narrative Study on 20 Ethnic Ladies in China	Junxia Hou	
14:20-14:40	Insights of Confucian conceptualization of criticality on intercultural learning: Pedagogical reflections	Li Song, Xuelai Jia	
14:40-15:00	An Intercultural Study of Transcendence in Afrocentricity and Embodied Confucianism in the Context of Glocalization	Yingli Zhou, Ying Du	
15:00-15:20	Chinese University Students' Perceptions of Being Chinese in the Post COVID-19 Era	Fuxia Zhao	
15:20-15:40	Unpacking a Chinese native speaker teacher' s professional identity through the lens of positioning analysis – An Australian case study	Chang Liu	
15:40-16:00	Tea Break		
16:00-16:20	The Use of Effect Size in Empirical Studies of in the Field of Intercultural Communication and Interculturality	Jin Xian Chen	
16:20-16:40	A Comparative Educational Study: Comparison and Enlightenment of Early Childhood Education Quality Assessment Policy in the United States and Australia	Chunxin Yu, Xiaoyan Hu	
16:40-17:00	Unprecedented Academic Stress Experience: An Autoethnography of Chinese Arts Postgraduate Students at a Sino-Foreign Collaborative University	Yuchen Lu	

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Day1 March 23: Parallel Session 2, HG02 Topic: Social Media, Technology and Business Chair: Jan Van Maele			
Time	Speech Topic	Speakers	Online
11:00-11:20	Media Communication Strategy of Intangible Cultural Heritage from the Perspective of Digital Humanities: A Case Study on the Soundwalk of Beijing Central Axis	Miaotong Yuan	✓
11:20-11:40	Examining the Impacts of Information and Communication Technology (ICT) on National Development and Wellbeing: A Global Perspective	Ming-Yi Wu	✓
11:40-12:00	Teaching during the pandemic: The reasons behind the digital divide	Ivaylo Yoshkov, Carolina Escudero	✓
12:00-12:20	The US-China battle over Coronavirus in the news media: Metaphor transfer as a representation of stance mediation	Yufeng Liu, Dechao Li	✓
12:20-12:40	Use of Multimodal Resources for Intercultural Business Communication in Online Training at Multinational Companies in China	Donglu Wang & Ke Zhao	✓
12:40-13:00	Chinese Students' Designing Promotional Videos on Social Media for International Audience: A Multimodal Content Analysis	Ke Zhao	✓
Day1 March 23: Parallel Session 2, HG02 Topic: Social Media, Technology and Business Chair: Jinshi Shao			
Time	Speech Topic	Speakers	Online
13:50-14:00	Does COVID Make a Difference in How People Look at Olympic Opening Ceremonies? A Content Analyses of Their Online Comments following 2020 Tokyo Opening Ceremony vs. 2022 Beijing Opening Ceremony	Yunying Zhang, Monique Freeman	✓
14:00-14:20	The integrative force of gaming worlds in times of crisis	Jeffrey Wimmer	✓
14:20-14:40	Exploring Transcultural Identities of French businessmen in Shanghai: A Multimodal Content Analysis	Xiuwen Chen, Yuan Yao, Ziqian Wang	✓

Conference Schedule



14:40-15:00	A Comparative Study on the Construction of Sino - US Corporate Identity in English Website News	Yumei Yang, Yiyi Dai	✓
15:00-15:20	National Identity in Poland, Russia, Germany Analysis of New Year' s Addresses by the Presidents of Poland, Russia, Germany	Habil. Ulrike Notarp	✓
15:20-15:40	Motivations to enroll in EMI courses: A case study of business program students in a Chinese university	Shubing Lu , Jian Tao	✓
15:40-16:00	Tea Break		
16:00-16:20	Digital "Contact Zones" of Museum Diplomacy	Natalia Grincheva, Lim Li-Juan Shalyn	
16:20-16:40	Emerging Tech in Heritage Presentation and Impact	Jordan Tham Jun Hui, Kenix Tan Hui Min	
16:40-17:00	Intercultural training in Chinese multicultural workplace: integrating cultural sense-making and critical incidents	Jenny Dong	
Day1 March 23: Parallel Session 3, HG03 Topic: Cross-cultural Encounters and Cultural Identity Chair: Dunrong Bie			
Time	Speech Topic	Speakers	Online
11:00-11:20	Interculturality in online English teaching videos	Wing Yee Jenifer Ho	
11:20-11:40	Broadcasting Oneself: Discovery of the Vlogging Influence on the Destination Images Promotion of the Macao Special Administrative Region	Kuan Mei Lo (et al)	
11:40-12:00	Positive Shift of the Depiction of China in Recent Hollywood Blockbusters	Yafei Lyu	
12:00-12:20	When two worlds meet in an EMI online classroom: A case study of addressing multilingual identities using CILI instruction	Qian Wang, Amy Gooden	

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12:20-12:40	Cultural Interpretations of Annotation of English	Rongrong Xie	
12:40-13:00	Strategies and Effects of the Self-presentation of Overseas Chinese Influencers on Douyin via Dramaturgical Theory	Zhixin Ye	
	Language and culture: food archetypes in Chinese and Uzbek cultures Gulnoza Odilova, Dilshoda Mamatova	Gulnoza Odilova, Dilshoda Mamatova	✓
Day1 March 23: Parallel Session 3, HG03 Topic: Cross-cultural Encounters and Cultural Identity Chair: William Xu			
Time	Speech Topic	Speakers	Online
14:00-14:20	Interculturality in the translation of classical Chinese poetry into Spanish: translation of cultural elements	Zhimeng Bai	✓
14:20-14:40	Preparing for Liquid Interculturality: A Narrative Inquiry Into the Experiences of Chinese University EFL Teachers	Feier Lou	✓
14:40-15:00	Chinese Martial Arts As An Introduction of Chinese Cultural Heritage In schools And Chinese Community In The North American Context	Jili Sun	✓
15:00-15:20	Reconstructing Stories and Images in the Translation of Cantonese Opera	Shuting Wang, Jackie Xiu Yan	✓
15:20-15:40	Identity Construction of Chinese Rural Females in Tiktok Short Videos in China	Huiyu Tan, Yi Yang, Ke Zhao	✓
15:40-16:00	Tea Break		
16:00-16:20	Academic identities construction and language investment in joint PhD programmes: A case study of doctoral students from mainland China moving from Chinese-medium to English-medium universities	Wenyun Jia	✓

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16:20-16:40	A Study on the Multimodal Discourse Construction of "Colorful Guizhou" in International Communication	Yingjie Li	✓
16:40-17:00	Metaphor Interpretation and Cultural Cognition: A Corpus Study of Cultural Interpretations of Metaphors in COVID-19	Li Liu	✓
Day1 March 23 Keynote and Invited Speech · HG02 Chair: Jenny Dong			
Time	Speech Topic	Speakers	
17:00-17:40	Keynote Speech: Enhancing awareness and strengthening dialogues: exploring the cultural identity construction of Chinese English learners in the new era	Hongling Zhang	
17:40-18:00	Invited Speech: Cultural Displacement and Innovation in Educational Exchange	Dunrong Bie	
Day2 March 24 Keynote and Invited Speech · HG02 Chair: Joanna Williams			
Time	Speech Topic	Speakers	
09:30-10:10	Keynote speech: The revised Minkov-Hofstede model of culture and its implications	Michael Minkov	
17:20-18:20	Keynote Speech: A sample of the linguistic landscape of Poland in 2022	Joanna Radwańska-Williams	

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Day2 March 24: Parallel Session 1, HG01 Topic: Language Education Chair: Jenny Dong			
Time	Speech Topic	Speakers	
11:00-11:20	A Metaphorical Analysis of Chinese EFL Children's attitude towards language learning of Chinese and English	Xiaoyan Hu	
11:20-11:40	Using a Blended Learning Approach to Foster Intercultural Awareness in University EFL Classrooms	Junru Yang	
11:40-12:00	Researching the Culture of Learning among Older Learners of English in the Chinese University of the Third Age	Yanchuan Geng	
12:00-12:20	The emergence of multilingual identity and languages other than English (LOTEs) learning motivation	Lefan Wang	
12:20-12:40	Native speakerism challenges: An exploratory study of Chinese university students' perceptions of the pedagogical effectiveness between native and non-native teachers in southwestern China	Zhidan Zhou	
12:40-13:00	A Comparative Study of Humor in Chinese and American Musical Stand-up Comedy from the Perspective of Multimodal Discourse Analysis	Zihan Wang	
Day2 March 24: Parallel Session 1, HG01 Topic: Language Education Chair: Eve Liu			
Time	Speech Topic	Speakers	
14:00-14:20	The development of Intercultural competence and Language learning of graduate students in Accounting	Baoquan Liu, Aijia Peng	

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14:20-14:40	Writing across Cultures: Chinese Undergraduate Students' Negotiating of Source Use Expectations for English Academic Writing	Ying Liu	
14:40-15:00	Negotiating racialized Third-Space personae as multilingual professionals: A narrative inquiry of Chinese American and white CSL speakers in Chinese workplaces	Xin Zhang	
15:00-15:20	Negotiating Local Expectation in a Third Space: Two American Professionals in China	Zhini Zeng	
15:20-15:40	Coded feedback in dynamic assessment of second language argumentative writing	Liqing He, Simin Zeng	
15:40-16:00	Tea Break		
16:00-16:20	The effect of news text simplification in Chinese high school students' reading comprehension	Gloria Lun Peng	
16:20-16:40	How Good is China's English? English Language Proficiency Across Mainland China, 2011-2022	Wei Chin Wong	
16:40-17:00	Second or / and Third Language Choices of Cambodian College Students' Daily Life and Discipline: A Multilingualism and Multicultural Perspective	Yusi Cheng, Jing Zhang	
17:00-17:20	Cultivating Cultural Confidence in College English Teaching: Perceptions and Approaches	Yunxia Song	
Day2 March 24: Parallel Session 2, HG02 Topic: Classroom, Curriculum and Classics Chair: Jan Van Maele			
Time	Speech Topic	Speakers	
11:00-11:20	Development of Intercultural Competence among 10th & 11th Graders in the International Department of Peking Academy	Hongyan Li, Qiong Xiao, Runlin Mao, Lu Liu, Yifan Wei	

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11:20-11:40	Effects of intercultural management course on students' self-perceived confidence in intercultural communication: A classroom-based case study	Cheng Yuan Yu , Kaidong Yu	
11:40-12:00	Facilitating Inter-generation Communication in the Classroom – The Expectations of Good Teachers and Successful Teaching in the University of the Third Age	Xiaoxue Zhu	
12:00-12:20	Blasted or encouraged? A Framing Analysis of American and Chinese News Reports of Naturalized Athlete Zhu Yi	Liz Xiuxian Lin	
12:20-12:40	Evaluation on Intercultural Communication Course to Improve the Intercultural Competence of Students in Traditional Chinese Medicine Universities	Fang Li	
12:40-13:00	Mapping the Literature on the Effectiveness of Cross-cultural Training for Expatriates: A Systematic Review of the Field from 2005 to 2022	Yanhui Chen	

Day2 March 24: Parallel Session 2, HG02
Topic: Language Education
Chair: Jinshi Shao

Time	Speech Topic	Speakers	
14:00-14:20	The Ways and Consequences of Cultural Representation in Intercultural Communication Textbooks	Ruobing Chi	
14:20-14:40	EMI Teachers' Perceptions and Practices Regarding Culture Teaching in Chinese Higher Education	Wenhong Huang, Fan Fang	
14:40-15:00	Using Acue-accredited Curriculum to Create an Effective and Inclusive University Classroom: Reflections on Best Practice Strategies	Kenneth C.C. Yang, Yowei Kang	✓
15:00-15:20	Using Live Streaming Green Influencers for Conservation: A Comparative Study of Mainland China, Hong-Kong, and Taiwan	Kenneth C.C. Yang, Yowei Kang	✓

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15:20-15:40	A Study of Affecting Factors on Mobile Learning Intention Based on Information System Success Model: An Investigation of Cloud ERP Curriculum	Chan-Sheng Kuo, Yowei Kang	✓
15:40-16:00	Tea Break		
16:00-16:20	Dramaturgy as analytical Method	Kerstin Stutterheim	
16:20-16:40	The Translation of Metonymies in Chinese Classics and the Construction of a Model of Metonymy Chains in Translation: A Case Study of The Literary Mind and the Carving of Dragon	Weijuan Chen	
16:40-17:00	Existential Literacy in Building More Humane Relationships in Everyday Experiences	David M. Balosa	✓
17:00-17:20	The Spirit of Cultural Fusion in Latin American and Chinese Mythology: An Analysis of the Re-interpretations of Guadalupe in La Frontera and Zhu Jiu Yin in Classic of Mountains and Seas	Yuanjiang Wang	✓
Day2 March 24: Parallel Session 3, HG03 Topic: Intercultural Competence Chair: Joanna Williams , Dunrong Bie			
Time	Speech Topic	Speakers	
10:30-11:00	Tea Break		
11:00-11:20	Towards a Theory of Intercultural Humility in the Discipline of Intercultural Communication.	Gaby Semaan	✓
11:20-11:40	Playing Sports with Students Teach Intercultural Communication.	Gaby Semaan	✓
11:40-12:00	Developing EFL Learners' Intercultural Competence through Online Intercultural Exchange	Xiaoqun Guo	✓

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12:00-12:20	Measures Adopted by Chinese Institutions of Higher Learning to Enhance Students' Intercultural Competence	Yan Wang, Zhijun Wang	✓
12:20-12:40	A Study of Intercultural Communicative Competence Based on "Chinese Bridge"	Zheng Jing	✓
12:40-13:00	Storytelling: A Constructivist English Culture Teaching Practice	Xiaonan Jiang, Chengqiang Wang, Junming Zhang	✓
Day2 March 24: Parallel Session 3, HG03 Topic: Intercultural Competence Chair: William Xu			
Time	Speech Topic	Speakers	
14:00-14:20	Validating a Chinese instrument for measuring intercultural communicative competence: Evidence from a sample of English majors	Jing Wang, Rining Wei	
14:20-14:40	Exploring the relationship between bilingualism and intercultural communicative competence	Jing Wang, Rining Wei	
14:40-15:00	English as a Lingua Franca communication strategies and L1 English speakers' intercultural communication competence	Marcella Caprario	
15:00-15:20	Cross-cultural Adaptation and Communication from the Perspective of Cultural Capital	Lihua Xu	
15:20-15:40	The Teaching Design and Practice of Intercultural Communication Based on Intercultural Competence Test	Wenya Chen	✓
15:40-16:00	Tea Break		

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16:00-16:20	On the international communication of Chinese cultural heritage: A case study of the immersive kun opera performance "Six Records of a Floating Life"	Xi Liu	
16:20-16:40	Discussion on the Application of AI-enabled Remote Sensing Technology to the Digital Protection of Macao's World Cultural Heritage	Qiang Zhao	
16:40-17:00	The Cross-cultural Exchange of Indigo Dyeing among China, Japan and ROK	Jianle Ni, Yuanxin Wu, Lingshu Wu, Zhaoxia Li	
17:00-17:20	Study on the Protection and Activation Mechanism of "Small Cultural Heritage" in Urban and Rural Areas of China	Jianming Wang	
18:20-18:40	Closing Ceremony		

Keynotes

Keynote Speech :Open Culture Open Language: The Key Intercultural Communication Issues for Language Learning and teaching

Day1 March 23•HG02•09:40-10:20

Authors: Hua Zhu

Abstract:

The relationship of language and culture in language learning and teaching has undergone important paradigm shifts in the last four decades. Culture is no longer just regarded as context; nor is language learning just about learning to use the target language in an (inter)culturally appropriate way. In

this talk, drawing on my own experience as language learner/user of English, I reflect on the new priorities and changing conditions for learning and teaching language and culture including the lived nature of language, the blurred boundaries between L1 and L2 and the delicate task of expressing one's cultural values through other languages. I make the case that in respond to the rise of discrimination, polarised differences and tribalism in everyday life, language learning nowadays requires awareness of and a critical approach to the (hidden) power dynamics between speakers and demands symbolic competence, an ability 'not only to approximate or appropriate for oneself someone else's language, but to shape the very context in which the language is learned and used through the learner's and other's embodied history and subjectivity (Kramch, 2016). It is time to move the focus from polite English to power English, from achieving understanding to acts of distinction, and from an intercultural speaker to a symbolically competent communicator.

Invited Speech: Towards a pedagogy of encounters with strangeness for intercultural learning – Student, teacher, and researcher perspectives

Day1 March 23•HG02•10:20-10:40

Authors: Jan Van Maele

Abstract:

Encounters with strangeness have commonly been presented as golden opportunities for developing intercultural communicative competence. This presentation investigates this claim by reporting on an experience-driven project for a mixed-cultural group of undergraduate engineering students in Belgium. About 100 small student teams formulated a research question in which they address something that represents 'cultural strangeness' to them, then engaged in an encounter to address their question, and shared their observations, findings and reflections in writing. This study

Keynotes



presents a thematic analysis of their reports focusing on two questions: what does 'strangeness' constitute to the students, and what strategies do they adopt for engaging with it? Findings demonstrate that students view 'strangeness' as a comparative rather than an existential notion which they explore through both familiarization and estrangement strategies. Conclusions are drawn with respect to optimizing a pedagogy of encounters with strangeness for intercultural education projects, pointing out limitations, challenges and opportunities.

Keynote Speech: Enhancing awareness and strengthening dialogues: exploring the cultural identity construction of Chinese English learners in the new era

Day1 March 23•HG02•17:00-17:40

Authors: Hongling Zhang

Abstract:

People construe themselves and define who they are through language. Learning a language has impact on learners' cultural identities. How to take advantage of this nature of language learning and empower foreign language learners-users to reflect, negotiate and construct their cultural identities through multilingual and multicultural FLT classroom interactions? This talk draws on constructivist, socio-cultural and translanguaging theories, examines foreign language learners' identity construction potentials and challenges, and proposes to a blended cultural identity framework for the construction of Chinese English learners' identity, which integrates a strong home culture identification and an open, empathetic, responsible global citizenship. The talk also examines how enhancing critical cultural awareness and promoting intercultural dialogues can be effective approaches to developing learners' blended cultural identities.

Invited Speech: Cultural Displacement and Innovation in Educational Exchange

Day1 March 23•HG02•17:40-18:00

Authors: Dunrong Bie

Abstract:

Education are essentially cultural activities. In the tide of education internationalization, the cultural exchange function of education has been significantly enhanced. Cultural exchange not only constitutes education itself internally, but also promotes knowledge sharing and educational innovation externally. In educational exchange, cultural displacement is inevitable. It not only affects the cultural trend of the nation, but also may adjust or change the cultural mentality of the educatees, the main body of education and culture. Concurrent with cultural displacement is the process of cultural innovation, that is, through the exchange and integration of traditional and foreign culture, a new culture that not only transcends traditional culture, but also adapts to the local social environment is formed. In order to make cultural displacement serve cultural innovation and unify the two to the cultural subject - the educated, a moderate tension between the two should be maintained to strengthen the sense of cultural belonging of the educated, give full play to the cohesion and appeal of local culture, and make the educated consciously complete the criticism and transcendence of traditional culture.

Keynote speech:The revised Minkov-Hofstede model of culture and its implications

Day2 March 24•HG02•09:30-10:10

Authors: Michael Minkov

Keynotes



Abstract:

Hofstede's classic model of culture has been the world's most popular tool for cultural comparisons for more than four decades. Surprisingly, hardly any attempts were made until recently to test its validity. It was simply accepted on faith that Hofstede's database, analysis, and interpretation of it, were trustworthy.

A number of studies in the past five years, using nationally representative data, including the World Values Survey, have exposed diverse issues with nearly all of Hofstede's dimensions. As a result, Michael Minkov (Hofstede's closest academic associate and co-author in the last 10 years of Hofstede's life) has proposed a revision of Hofstede's model, published in several journals of management and anthropology. Some of those publications have been cited over 100 times in Scopus journals over just a few years.

The revised Minkov-Hofstede model consists of just two dimensions: individualism-collectivism (incorporating also power distance) and flexibility-monumentalism (formerly "long-term orientation"). A recent article by Agner Fog in *Cross-Cultural Research* showed that all valid dimensions in all major models of culture (Schwartz; Inglehart-Welzel; etc.) are just variants of Minkov-Hofstede's. Also, this new model has a close parallel in a model of important national indicators: transparency versus corruption, quality of democracy, road death tolls, gender equality, innovation rates, educational achievement, homicide rates, suicide rates, family structure, and much more..

Minkov's talk will explain the issues with Hofstede's old model, present the Minkov-Hofstede revision and its relationship with other models of culture, and highlight its implications for cross-cultural communication and cross-cultural management, giving practical examples from cross-cultural encounters.

Keynote Speech: A sample of the linguistic landscape of Poland in 2022

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Keynotes

Day2 March 24•HG02•17:00-18:20

Authors: Joanna Radwańska-Williams

Abstract:

The study of linguistic landscape analyzes signage in public space, especially urban agglomerations, for insights into sociolinguistic dimensions such as multilingualism, language policy and language attitudes. It can also offer insight into many aspects of culture and society. As Poland is a European Union country with its own distinct linguistic tradition, public signage in Poland is predominantly in Polish, but includes multilingual signage in both Western and Eastern European languages. While Ukrainian migrant workers have been a significant presence in Poland for many years, the armed Russian incursion into Ukraine resulted in millions of refugees, predominantly women and children, coming to Poland and other countries in 2022. This has resulted in an increase of the presence of the Ukrainian language in public space, adding to the multilingual landscape of Poland, and revealing aspects of social attitude and social change. This paper presents a small but representative sample of languages used in public space gathered by the author during two trips in April and July 2022.

Topic: Intercultural Communication

Day1 March 23•HG01•11:00-11:20

Title: Language, identities and ideologies: Asian international students' intercultural communication experiences in Hong Kong

Authors: Matthew Sung

Abstract:

With the growth of international student mobility, intercultural communication is becoming commonplace on university campuses where international students enjoy ample opportunities to interact with both domestic students and international students from diverse national

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backgrounds. This paper investigates the role of language in mediating Asian international students' intercultural communication experiences in Hong Kong, with particular attention to their language choices and language experiences in in-class and out-of-class contexts. It also examines how international students' language ideologies shape their intercultural communication and their construction of identities in intercultural settings. The findings point to the central role of language choices and language ideologies in shaping international students' communication experiences and identity negotiation. While international students valued the role of English as a lingua franca for academic and social integration, their insistence on the monolingual use of English for intercultural communication led to their feelings of being excluded and their sense of marginalization.

Day1 March 23•HG01•11:20-11:40

Title: The cultural and historical worlds of Gibraltar' s bilingual streetname system

Authors: Daniel Weston

Abstract:

This paper adopts an historical-sociolinguistic approach to Gibraltar' s unique bilingual streetname system, which comprises official English variants written on streetsigns and GP systems, and colloquial Gibraltar Spanish variants, which are oral only and thus solely available to Spanish speakers who were raised on the Rock. Unlike other streetname systems, these variants do not typically translate each other, but instead index the distinct social and cultural worlds of the British military on the one hand, and the late 18th and early 19th Gibraltarian residents on the other. Through archival research, our paper uses these streetnames to describe and explore these worlds, with a particular focus on instantiations of cultural inheritance, religion and gender. Given Gibraltar is in a process of language shift towards English, we argue that the Gibraltar Spanish streetnames deserve UNESCO cultural heritage status, echoing as they do the ever fainter voices of the

Rock' s Spanish and wider Mediterranean heritage.

Day1 March 23•HG01•11:40-12:00

Title: Communication with Museum Experience

Authors: Momoyo Shibuya

Abstract:

The post-war period saw Japan having to overcome its political past through negotiated communication of values and perceptions, to its former colonies, the international community, and domestically. Despite increased direct exchanges at the civic level among East Asia, the perception of Japan's history remains problematic for the countries of having been a war-affected region. War museums function as a medium for formal collective memory (CM), clearly displaying features of the CM of a given country through the content of their exhibits. On this basis, this presentation discusses the challenges and possibilities of intercultural communication through observation and interviews asking how East Asian audiences perceive Japanese CM messages from museum exhibition contents and whether there are changes in their perception through dialogue with Japanese people. Findings indicate that dialogue may lead to a deeper understanding and a new attitude towards Japanese information.

Day1 March 23•HG01•12:00-12:20

Title: The Paradox of Culture Industry: Evaluating the Contemporary Value of Adorno' s Theory from the Perspective of Music Genres Development

Authors: Yahan CHEN , Zhong WANG

Abstract:

From the perspective of music, this paper integrates Adorno' s arguments of the Negative Dialectics and the Dialectics of Enlightenment to examine the impacts of the culture industry on music and the human spirit, as well as explore the nature of contemporary cultural production, with particular attention to the relationship between technology and culture. Although

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previous research points out that Adorno was too pessimistic about technical cultural production, this paper argues that people are still living in a culture industry world that is filled with a standardised cultural production mode and homogenised music, the same as Adorno argued previously. Such phenomena combined with nowadays information and communication technologies would form ‘Information Cocoons’ , which have a series of negative impacts on the human mind and spirit. It shows the fact that the nature of culture industry production has remained fundamentally unchanged under the control of capital and represents Adorno’ s critical theory still has a convincing explanation for current social and cultural phenomena.

Day1 March 23•HG01•12:20-12:40

Title: The cognitive principles of iconicity in language and their application in English-Chinese translation

Authors: Mengchen Li

Abstract:

The goal of this paper is binary. First, the principles of iconicity in language will be briefly discussed: namely, the iconic similarities between the form in language and the thing it stands for. Like lexical items, these similarities also contribute to the construction of meaning. Iconic similarities in language can be further divided into three sub-types: sequential order, distance, and quantity. Secondly, the application of these principles in English/Chinese translation will be explored. The main findings from ample examples are that many semantic differences between the two languages are in fact manipulated by the unseen hands motivated by the underlying principles mentioned. So, when it comes to translation, the translator’ s task is to capture and reflect these semantic differences in the source language and bring them successfully over to the target language, as in “He sent me a card.” versus “He sent a card to me.” According to the argument of the iconic principle of distance, while the former implies that “me” received

the "card" , the latter does not. Furthermore, it is also argued that many seemingly unordered phenomena in translation are regulated by opaque linguistic principles in general. Therefore, it is necessary for a translation student to be extensively exposed to theories and the latest discoveries in linguistics so that he can gradually become theoretically versed.

Day1 March 23•HG01•12:40-13:00

Title: A Metaphor Study: Attitudes and Experiences of Early Chinese Children towards COVID-19

Authors: Liu Yuqi , Hu Xiaoyan, Ma Yurong, Zhu Zhishang

Abstract:

The COVID-19 pandemic has profoundly impacted every aspect of human life. However, limited research needs to address children's feelings and emotions on COVID-19 based on the Chinese cultural context. This study aims to explore metaphoric perceptions and experiences of early childhood with COVID-19. The research adopts the elicited metaphor analysis (EMA) to investigate the attitudes and experiences of 245 early Chinese children, ages 4 to 6 (122 males and 123 females). In semi-structured interviews, researchers asked the children to complete the EMA textual structure "COVID-19 is like , because ." and coded the number of metaphors. The results show that 53.25% of metaphors indicate neutral attitudes, and 40.58% indicate negative attitudes. Chinese children suffer from the restrictions on everyday life and family tensions, but they are cautious regarding hygiene measures. Moreover, Chinese children shaped their attitudes and experiences through multiple intersecting systems, such as their perception, family environment, national policies, and sociocultural context during the COVID-19 pandemic. Findings have implications for capturing children's voices and supportive policies.

Day1 March 23•HG01•14:00-14:20

Title: Intangible Heritage in Language Maintenance: A Narrative Study on 20 Ethnic Ladies in China

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Authors: Junxia Hou, Lihong Wang

Abstract:

This study adopted a narrative approach to explore the current situation of language maintenance in Yunan, an ethnic area in China. 20 ladies from Bai, Yi, Wa, Dai, Bulang, De' ang and Naxi ethnic groups were interviewed. Findings indicate that the intangible heritage has invisible power for language vitality and language maintenance in these ethnic groups. The agency of local communities is highlighted in the study, which could be a mechanism for the future language planning.

Day1 March 23•HG01•14:20-14:40

Title: Insights of Confucian conceptualization of criticality on intercultural learning: Pedagogical reflections

Authors: Song Li , Xuelai Jia

Abstract:

In today's increasingly interdependent global community, intercultural education has become an integrate part of education in all levels and fields. In this presentation, through reflections on our own pedagogical practice that has been enlightened by the Confucian conceptualization of criticality as the essence of great learning and self-development, we will argue that criticality in terms of critical thinking, critical self-reflection and critical action is the core for intercultural learning. Based on the belief that critical being as defined by Confucianism is first and foremost quality for the cultivation of intercultural personhood, we will look into our own practice in the training of learners' criticality through reflective and experiential intercultural learning activities and how learners' feedback demonstrates that criticality development should serve not only as important ends of but also effective means for intercultural learning.

Day1 March 23•HG01•14:40-15:00

Title: An Intercultural Study of Transcendence in Afrocentricity and Embodied Confucianism in the Context of Glocalization

Authors: Yingli ZHOU

Abstract:

The concept of glocalization implies that cultural globalization means the juxtaposition of cultural homogenization and cultural plurality or diversity. Focusing on Afrocentricity and Embodied Confucianism, two cultural trends that fully embody glocalization and have potential to dialogue and complement each other, this study compares the views of transcendence of these two religious philosophies in terms of connotation, the ultimate goal, sense of time, carrier of realization and thinking pattern in the hope of creating a harmonious cultural community for mankind through cultural exchanges and mutual learning.

Day1 March 23•HG01•12:40-13:00

Title: Chinese University Students' Perceptions of Being Chinese in the Post COVID-19 Era

Authors: Fuxia Zhou , Ying Du

Abstract:

The current study investigates a group of Chinese university students' perceptions of their Chinese cultural identity. A qualitative study was conducted collecting their reflective writings from 90 English majors at a university in Jiangsu Province. Participants were asked to describe an incident in their previous experience that made them keenly aware of being Chinese and identify the norms, values, or beliefs behind it in their writings. Employing appraisal theory as an analytical lens together with the method of thematic analysis, it finds that these students display understanding of traditional Chinese culture, pride in China's increasing strength and influences particularly in recent decades, and appreciation of Chinese government's efforts to protect its citizens from danger. It also reveals

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students' tendencies of overgeneralization and being ethnocentric. The findings contribute to understanding Chinese undergraduates' identification with Chinese culture in the post COVID-19 era.

Day1 March 23•HG01•15:20-15:40

Title: Unpacking a Chinese native speaker teacher' s professional identity through the lens of positioning analysis – An Australian case study

Authors: Chang Liu

Abstract:

This paper reports one aspect of a doctoral study that takes a snapshot of the learning-to-teach journey of a “new-arrival” native speaker teacher of Chinese in Australian initial language teacher education, exploring how she made sense of various positions, either assigned by society, ascribed by others, or claimed by herself, and how her personal history and imagined future shaped her current professional identity formation. Drawing on post-structuralist views on identity and a narrative positioning approach to analysis, results from qualitative data sources revealed how this particular pre-service teacher employed different resources and strategies to actively construct a professional self and agentively negotiate meanings that matter to her as she entered a new educational context in Australia. The paper uncovers not only an analysis providing insights into the personal and social factors contributing to language teacher identity but also the aspect of the research methods by which the data was gathered.

Day1 March 23•HG01•16:00-16:20

Title: The Use of Effect Size in Empirical Studies of in the Field of Intercultural Communication and Interculturality

Authors: Jin Xian Chen

Abstract:

In the field of intercultural communication and interculturality, more and more empirical studies have adopted quantitative research methods. While some scholars (e.g., Zhang, 2009) have suggested that quantitative studies should rely less on the p value and more on effect size (ES), little is known regarding the extent to which this suggestion has been implemented (Wei, Hu, & Xiong, 2019).

To narrow the research gap, the present study aims at investigating the use of ESs in empirical research papers published in major journals (e.g., Language and Intercultural Communication) in the period of 2017-2022. This study finds that effect sizes are still widely ignored and inadequately interpreted (e.g., failure to specify which effect size benchmark system is drawn upon) in the current stage. Hence, this study is also intended to discuss the possible causes of the different patterns in research methods used and advocate for fuller use of effect sizes in the quantitative studies of intercultural communication and interculturality. Echoing calls from scholars in the wider field of applied linguistics (e.g., Nazarian & Izadpanah, 2016; Wu & Rudnák, 2021), we suggest that further research should improve the ES reporting practices for both statistically significant and non-significant results.

Day1 March 23•HG01•16:20-16:40

Title: A Comparative Educational Study: Comparison and Enlightenment of Early Childhood Education Quality Assessment Policy in the United States and Australia

Authors: Chunxin Yu, Xiaoyan Hu

Abstract:

Abstract: Early childhood quality assessment is essential for developing high-quality education. Therefore, there needs to be a quality assessment system to guide the high-quality development of early childhood education. Based on the perspective of comparative policy analysis, this study analyzes the political texts of early education quality assessment in the United States and

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Australia. The research adopted the method of comparative education research. It analyzed the policy texts such as the framework, assessment process, and institutional guarantee of early childhood education assessment in the United States and Australia. As a result, the researchers found that the two countries have a complete assessment system that attaches importance to the evaluation of process quality and pays attention to the growth of disadvantaged children with prominent local cultural characteristics. In addition, the United States and Australia have their characteristics in standard setting. The results provide a reference for our guarantee quality assessment.

Day1 March 23•HG01•16:40-17:00

Title: Unprecedented Academic Stress Experience: An Autoethnography of Chinese Arts Postgraduate Students at a Sino-Foreign Collaborative University

Authors:Yuchen Lu

Abstract:

Taking postgraduate teaching (PGT) programs in Sino-Foreign collaborative universities meet Chinese students' needs to 'study abroad' but socialize at home even at a lower financial cost. However, such a fresh learning experience may evocate the students' unprecedented perceptions of academic stress (AS). This research aims to determine the causes of AS and the reasons for nearly on-again-off-again levels. This paper describes 8 Chinese PGT students' perceptions and cognitions when they face AS and their stress management from 2019 to 2020. Semi-structured interview is used to identify the causes of AS and the strategies. Meanwhile, as a new tool, the Life Diagram can display the transitions of AS' s level and help the researcher dig out the causes deeply. This autoethnographic study reveals that AS are diversified in different periods, such as uncertainty in the future before PGT learning and a disorganization of English academic writing. The categories of AS management are learning strategies, recreation, and communications. This research develops qualitative methods in

autoethnography in cross-cultural learning.

Topic: Social Media, Technology and Business

Day1 March 23•HG02•11:00-11:20

Title: Media Communication Strategy of Intangible Cultural Heritage from the Perspective of Digital Humanities: A Case Study on the Soundwalk of Beijing Central Axis

Authors: Miaotong Yuan

Abstract:

Recent years, digital humanities have strongly broadened our imagination on cultural heritage perseverance and media Communication. However, the audible elements in memory projects have always been a challenge. Sound recordings and audio archives may help us with countable sonic files, yet there' s still much to be done to embrace the shifting audible cultural heritage. Bryan Pijanowski once addressed, natural soundscapes may become 'digital fossils' of the future. This article is a case study on the Media Soundscape Project: The Central Axis of Beijing City, originated in 2021, carried out by members from School of Music and Recording Arts, Communication University of China and Beijing Radio Station. The core research question raised in this article is how to build up the conceptual model of an audible sense? To answer this question, we took methods from media archeology (Fuller 2005, Gitelman 2006, Kirschenbaum 2008), first we had archive study for the preparation, a list of sound elements was sorted out; then through making short documentaries we interviewed groups of residents from the 14 heritage node locations (semi-structured, with age requirements), in aim of finding out the soundscape ontology of each location; third, we applied Soundwalk on 14 nodes. This case study illustrates the conceptual model of 14 audible senses and the technical implementation routes, focusing the logic of our audio data infrastructure, exploring how local residents hear their historical neighborhood while

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arguing that echoic memories are closely associated with historical sites, which may serve as a reference to the media (re)construction in the field of digital humanities, meanwhile suggests new possibilities for soundscape research in the digital age.

Day1 March 23•HG02•11:20-11:40

Title: Examining the Impacts of Information and Communication Technology (ICT) on National Development and Wellbeing: A Global Perspective

Authors: Ming-Yi Wu

Abstract:

The impact of information and communications technology (ICT) on national development and wellbeing is a current research issue. By integrating four World Bank datasets and Planet Happiness Foundation's global wellbeing dataset, this study analyzes the impact of ICT on national development (e.g., economic and social development) and people's wellbeing in 118 countries and regions by using multiple regression analysis. There are several significant findings. First, Internet, mobile, fixed broadband, and telephone subscription rates are the significant predictors for logged GDP per capita. Second, Internet and broadband subscription rates are the significant predictors for subjective wellbeing, social support, and healthy life expectancy. Third, fixed broadband and telephone subscription rates are the significant predictors for freedom to make life choices. Finally, fixed broadband subscription rate is the significant predictor for perceptions of corruption. The findings of this study bring significant insights into ICT impacts on national development and wellbeing around the world.

Day1 March 23•HG02•11:40-12:00

Title: Teaching during the pandemic: The reasons behind the digital divide

Authors: Ivaylo Yoshkov, Carolina Escudero

Abstract:

The development of internet communication in recent years has proven that the digital divide is not only a matter of access to digital devices or to the global network (Hilbert, 2001), but rather a matter of different socio-cultural conditions (Ragnedda, 2020; Vartanova & Gladkova, 2019). The rapid transition to online teaching at the start of the covid-19 pandemic was a clear example that the ability to access digital devices does not guarantee their successful use for learning or work, which actually deepens the digital divide, between social groups. In this paper, we examine the reasons for the digital divide between different groups of students from Bulgaria and Spain, differentiated by ethnicity, geography and other characteristics. In addition to the reasons for the different use of digital devices for learning, the paper also analyzes some innovative approaches by teachers aiming to bridge the digital divide during the pandemic.

Day1 March 23•HG02•12:00-12:20

Title: The US-China battle over Coronavirus in the news media: Metaphor transfer as a representation of stance mediation

Authors: Yufeng Liu, Dechao Li

Abstract:

Drawing upon a corpus approach to metaphor analysis, stance analysis, and Critical Discourse Analysis, the study analyzes different stances taken by the Chinese news outlet Global Times (GT) and the American The New York Times (NYT) in 2020 Coronavirus narratives to Chinese and English readers. The database includes all Coronavirus-related GT and NYT bilingual opinion articles in 2020, that is, 97 pairs from GT and 73 pairs from NYT which are comparable in Chinese and English tokens. Results show that the differences between GT and NYT in narrating the pandemic and the involved parties, that is, China and the US, are statistically significant with a moderate to strong

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effect size. The Lambda test of association demonstrates that the knowledge of metaphor transfer methods can significantly increase the correctness of attitudinal intensity prediction, which bears out metaphor transfer as a representation of stance mediation.

Day1 March 23•HG02-12:20-12:40

Title: Use of Multimodal Resources for Intercultural Business Communication in Online Training at Multinational Companies in China

Authors: Donglu Wang, Ke Zhao (Prof.)

Abstract:

Technology-mediated intercultural communication has attracted growing research attention in post-pandemic era. However, it is still an under-explored topic on how the employees in multinational companies (MNC) facilitate effective intercultural communication through use of multimodal resources mediated by technology. Therefore, this study, drawn on theoretical perspectives on translanguaging space, semiotic resources as well interculturality, adopted a case-study approach to explore strategic use of multimodal resources to facilitate communication and knowledge co-construction during online training at a multinational company in China and to further examine the factors affecting multimodal resources use for intercultural communication. Data obtained include training videos, stimulated recall, and semi-structured interviews. Multimodal discourse analyses revealed different patterns of multimodal resources use in knowledge sharing and knowledge co-construction scenarios. Content analysis of observation and interview data further unraveled the importance of inclusiveness of multimodal resources use and translanguaging awareness in facilitating intercultural business communication and creativity. Theoretical and practical implication of this study are also discussed.

Day1 March 23•HG02-12:40-13:00

Title: Chinese Students' Designing Promotional Videos on Social Media for International Audience: A Multimodal Content Analysis

Authors: Ke Zhao

Abstract:

Social Media have become a well recognized platform to promote business or institutional culture, image and products to international audience through sharing short video clips. It is becoming a pressing need in intercultural business communication education to promote business students' intercultural awareness, creativity and multimodal literacy. Premised on interculturality and social semiotic theories and drawn on a design thinking approach, this study examined Chinese students' intercultural awareness, group creativity and use of multimodal resources in student-organized group projects on designing a Tiktok promotional videos for a self-selected Chinese business or institution to international audience in a tertiary intercultural business communication class. Data collected from multiple sources included video-taped group discussions, discussion notes, group posters on prototypes of promotional videos, group interviews and student reflections. Multi-modal content analyses were conducted to unravel students' collectively strategic use of multiple semiotic resources to generate and convey their creative ideas intertwined with criticality and hyper-reflections upon the needs from intercultural audience. Theoretical and practical implications are also discussed.

Day1 March 23•HG02•13:40-14:00

Title: Does COVID Make a Difference in How People Look at Olympic Opening Ceremonies?

A Content Analyses of Their Online Comments following 2020 Tokyo Opening Ceremony vs. 2022 Beijing Opening Ceremony

Authors: Yunying Zhang, Monique Freemon

Abstract: An earlier study by the author found that COVID does not seem to

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make much difference in how people look at the two Beijing Olympic opening ceremonies in that (1) people like the 2022 Beijing Olympics as much as (if not more than) they like the 2008 Beijing Olympics. (2) Both opening ceremonies are beautiful and magnificent in the eyes of the online public. As a follow-up study, the current one compares and contrasts people's online posts following the two Olympic opening ceremonies (2020 Tokyo vs. 2022 Beijing, $n = 2,500$ posts vs. $n = 1,378$ posts respectively) that took place during COVID to find possible differences. The two major differences are: (1) people used significantly fewer "Good Feeling" terms talking about the Tokyo opening ceremony, and (2) they also used significantly fewer beautiful "Appearance" terms to describe it. Our hand-coding cross-validated those found by the Netlytic coding.

Day1 March 23•HG02•14:00-14:20

Title: The integrative force of gaming worlds in times of crisis

Authors: Jeffrey Wimmer

Abstract:

Gaming worlds have become a ubiquitous, even global phenomenon of great social, cultural, technological and economic significance. They have rapidly gained popularity over the last five decades and have become an indispensable part of the entertainment industry. Games, whether played online or offline, are now captivating not only children and young people, but increasingly adults as well. The Corona pandemic has not only intensified this process, but also transformed it once again. Lock-downs were imposed globally and people's freedom of movement was restricted. During this time, social norms and individual behaviour patterns have changed significantly, especially with regard to media habits.

The proposed article takes up this diagnosis and, on the basis of a meta-analysis of previous research, asks firstly to what extent the key event of the Corona pandemic has changed the way people deal with computer games in the short term. Against the background of the conference theme, the

question of the potential of computer game worlds in times of crisis for the integration of different population groups in a country as well as for intercultural communication between countries appears interesting. The pandemic is a global event that has been articulated very differently nationally in terms of game culture(s). Nevertheless, some international and transnational tendencies can be identified in our study.

Day1 March 23•HG02•14:20-14:40

Title: Exploring Transcultural Identities of French businessmen in Shanghai: A (Multimodal Content Analysis)

Authors: Xiuwen Chen, Yuan Yao, Ziqian Wang

Abstract:

This article reports research on Shanghai-based French businessmen' s identities in transcultural space and multiple factors that impact new identity shaping. Based on an exploration of 10 interview videos of ten minutes collected from wechat video platform, this study first investigates 10 French expatriates' transcultural identities through a multimodal analysis of discourse, gestures, clothes, working places and so on. Then, a thematic analysis of interviews will lead to a better understanding of the process of identity shaping and transforming. Results demonstrate diverse geographic, sociocultural and linguistic factors that influence these expatriates' identity shaping. Precisely speaking, the findings show that at micro-level, French businessman' s transcultural identities are strongly connected to their experience in childhood, their personality of curiosity, their professional ambition. At meso-level, their connection with friends' circle and families directly influences identity transformation. At macro-level, the media discourse plays the most important role in identity shaping.

Day1 March 23•HG02•14:40-15:00

Title: A Comparative Study on the Construction of Sino - US Corporate Identity in English Website News

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Authors: Yumei Yang ,Yiyi Dai

Abstract:

Corporate identity is the accumulated self-presentation of a corporate to the public. Here we take Discourse-Historical Approach, focusing on news released on corporate websites as essential instruments for corporate identity construction. In this paper, we compare the similarities and differences via semantic domains, corporate communicative strategies, and nomination strategies of corporate news between 2 Chinese and American new energy vehicle corporates for identity construction. Analyzing a corpus of 35488 words from the website news of China' s BYD and America' s Lucid in the year 2021, we show that BYD is more willing to be recognized as an industry leader among new energy vehicle companies, while Lucid is more inclined to be considered as a product provider in the industry. The study will hopefully contribute to a better comprehension of linguistic features of corporate identity construction in Chinese and American corporate website news.

Day1 March 23•HG02•15:00-15:20

Title: National Identity in Poland, Russia, Germany Analysis of New Year' s Addresses by the Presidents of Poland, Russia, Germany

Authors: Habil. Ulrike Notarp

Abstract:

This study presents partial results of a larger investigation devoted to the description of images of one's own nation conveyed by the presidents of various European countries in their New Year's speeches. The aim is to create a kind of European map of national self-images. Here we present the national self-image of Poland, Russia and Germany as expressed by the respective presidents in their New Year's speeches (2011-2021).

The discourse analysis of the speeches revealed that the German national self-image is based on values that are ascribed to a civic concept of national

identity. The Polish self-image includes ethnocultural and civic values. The Russian self-image is mainly based on ethnic values.

The comparison shows that each national self-image is individual, encompassing a specific set of civic and ethnocultural values. One could almost speak of a cultural fingerprint. National self-images apparently formulate the core of what constitutes the social community.

Day1 March 23•HG02•15:20-15:40

Title: Motivations to enroll in EMI courses: A case study of business program (students in a Chinese university)

Authors: Shubing Lu , Jian Tao

Abstract:

This research reports on a qualitative study of Chinese university students' motivation to enroll in English-medium-instruction (EMI) courses, with a focus on business-related programs. Data were collected through observations of EMI classes and semi-structure interviews with 15 students majoring in economics, business administration, and finance. Informed by the self-discrepancy system (Higgins, 1978), the study reveals three major sources of motivations. They envision themselves as transnational business professionals pursuing academic or career opportunities; they believe that EMI ensures the accuracy of certain theories and concepts which they should be knowledgeable of; the third source of motivation were related to their actual EMI learning experiences emphasizing teacher characteristics and course difficulty. This paper argues that business students have various EMI learning motivations, probably due to the particularity of the disciplines and the target professional practices. This paper ends with suggestions for EMI course design to enhance students' EMI learning experience.

Day1 March 23•HG02•16:00-16:20

Title: Digital "Contact Zones" of Museum Diplomacy

Authors: Natalia Grincheva , Lim Li-Juan Shalyn

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Abstract:

The presentation starts by introducing the concept of a “museum without walls” , with a focus on Ecomuseums and their existential implementations in Asia. Then, the presentation draws on these insights to trace the re-emergence of “museums without walls” under the pressure of digital lockdowns in the situation of the global Coronavirus outbreak, especially in relation to international cross-cultural communication of museums. Specifically, it identifies new meanings, trajectories and avenues in museum diplomacy by providing examples that point at changes happening on two levels of museum international communications. First, in terms of the spaces and formats (new “museums without walls”) and, second, in terms of key meanings, messages and narratives developed under the pressure of global digital lockdown. Exploring these transformations, the research conceptualizes museums as dynamic “contact zones” of heritage diplomacy. It focuses on the foundational component of a “contact zone,” such as building a social space for a cross-cultural encounter, negotiation, and debate through communication with heritage. Employing desk research, document analysis and semi-structured interviews with museum professionals, the presentation analyses two case studies of digital heritage diplomacy: the livestreaming bilateral museum diplomacy and metaverse live heritage pandemic diplomacy.

Day1 March 23•HG02•16:20-16:40

Title: Emerging Tech in Heritage Presentation and Impact

Authors: Jordan Tham Jun Hui, Kenix Tan Hui Min

Abstract:

Social media has enhanced the marketing and communication efforts of museums targeting audiences at home and abroad. Primarily the use of augmented reality (AR) filters through social channels as well as VR immersive applications have recently got a traction. These emerging technologies allow museums to overcome the physical and environmental limitations of

exhibition experiences and heritage presentation and connect with audiences anywhere and anytime. Museums have evaluated the effectiveness of social media efforts with numbers such as likes, shares and views. However, this does not provide information on the degree of global audience enjoyment, educational experience, and intercultural communication satisfaction with heritage. The experience with the arts and heritage usually provides an intangible benefit that cannot be quantified with numbers. This presentation will discuss metrics and dimensions that could be used in professional scenarios to assess the impact of AR filters and 3D /VR tours in online intercultural communication with audiences. Drawing on two case studies based in Singapore and interviews with professionals working in the field of museums and communications design, the presentation shares a new evaluative framework that allows to understand a social, educational, and intercultural communication value of online heritage presentation.

Day1 March 23•HG02•16:40-17:00

Title: Intercultural training in Chinese multicultural workplace: integrating cultural sense-making and critical incidents

Authors: Hongbo Dong

Abstract:

This paper aims to explore an effective approach to develop Chinese staff' s intercultural communicative competence (ICC) in the context of Chinese multicultural workplace. Drawn on a non-essentialist perspective, the study focuses on their interpretation and enactment of cultural other' s unexpected behavior at workplace. In combination of critical incidents and cultural sensemaking, a training model is formulated and three rounds of training are offered to those cohort in three different types of Chinese universities in different geographic area. Feedback through questionnaires and interviews, plus observer comments and trainers' journals are analyzed as combined evaluations of the training events. The triangle data through thematic analysis demonstrates its effectiveness for trainee' s ICC development despite of the

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caveats. A further investigation, aiming to overcome the caveats of the preliminary research and practice, will be conducted soon. The findings will be presented in the conference.

Topic: Cross-cultural Encounters and Cultural Identity

Day1 March 23•HG03•11:00-11:20

Title: Interculturality in online English teaching videos

Authors: Wing Yee , Jenifer Ho

Abstract:

The use of online video platforms for English teaching has increased in popularity, partly a result of the COVID-19 pandemic. While there has been research done on the multimodal design of online English teaching videos to make them more engaging in online contexts, there is a paucity of work done on the interculturality of such videos, and how different cultural identities are made (ir)relevant. Drawing on a range of popular online English teaching videos on YouTube and analysing them multimodally, this presentation aims to explore how the concept of interculturality is realised linguistically and multimodally, as well as how (multimodal) performances of interculturality are being commented on by viewers. The presentation will also discuss pedagogical implications to the design of online English teaching videos that challenge the essentialist view of cultures.

Day1 March 23•HG03•11:20-11:40

Title: Broadcasting Oneself: Discovery of the Vlogging Influence on the Destination Images Promotion of the Macao Special Administrative Region

Authors: Kuan Mei Lo (et al)

Abstract:

Supplementing the development of Internet+, the marketing approaches of

the tourism industry are enriching continuously. The rapid development of the new media industry promotes the popularity of tourism videoblogging. Vlogging is a new media adjunct in this new era of Internet+. It has become an exploding passion among Internet communities and brings new opportunities to the industry. The features of vlogging, like easy making-of, novelty, uniqueness, real time reaction, etc could gain much more attention worldwide, therefore, the development of tourism industry are accelerating under the contribution of vlogging. There are numerous travel bloggers share their journey to the Macao SAR on different social platforms, like Facebook, TikTok (抖音), Xiaohongshu (小紅書), their sharing might inspire the travel motivation of their viewers. The vlogs they share online are contributing to the development of the destination image of the Macao SAR in the heart of tourists.

Narrative analysis is performed to analysis the travel vlogs related to the Macao SAR that uploaded on different social platforms. Considering that most of the tourists of the Macao SAR are from Mainland China, the current study is focused on the vlogs created by the content creators from Mainland China and are posted on Xiaohongshu, the social platform that becomes popular among the tourists from Mainland China in the recent years and has reached 2 billion registered users. The video contents, quality, appearance, structure and the responses of the viewers are analyzed to examine the influence of the vlogs uploaded. In this context, the current study examines the potential influence that vlogging could bring to Macao SAR.

The combinations of conscious and unconscious choices of the vloggers are affecting the influence of the vlogs. Therefore, further to the analysis, the utilization of vlogging for the promotion of tourism industry and the development of destination image will be discussed in order to cooperate with the new promotion trend.

Day1 March 23•HG03•11:40-12:00

Title: Positive Shift of the Depiction of China in Recent Hollywood Blockbusters

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Authors: Yafei Lyu

Abstract:

Hollywood will encounter some cultural policies when being imported to the Chinese film market on a revenue-sharing basis. These include a quota system, a censorship system, and an uncertain release schedule. However, China has been the fastest-growing film market since 2008 and the second largest film market in the world since 2012 (yet the current film industries worldwide are confronting the challenges from the Covid-19 pandemic). Despite the restrictive cultural policies, Hollywood, attracted by the promising profitability, have developed various aesthetic and commercial strategies to please the Chinese film regulators and audiences in order to gain access to the lucrative Chinese film market, such as producing Chinese-themed Hollywood films, incorporating plots about China, casting Chinese renowned actors in cameo roles, adding Chinese film locations, placing Chinese products, and seeking China-US co-productions. Furthermore, the depiction of China and Chinese culture has become more positive and diverse in recent Hollywood blockbusters compared to the Orientalist stereotypical images in the past. In fact, the positively changing depiction of China illustrates China and the US negotiating the dynamic process of cross-cultural exchange in economic and political terms through compromise, competition and collaboration.

Day1 March 23•HG03•12:00-12:20

Title: When two worlds meet in an EMI online classroom: A case study of addressing multilingual identities using CILI instruction

Authors: Qian Wang, Amy Gooden

Abstract:

In the last decade, China has increased its demand for English as a Medium Instruction (EMI) programs to equip better students for an interconnected world where English is the lingua franca. While innovative approaches to

instruction have been piloted, limited cases have explored the joint instructor for L1 and L2 students using EMI. Hence, the gap in practice has left some issues unattended in students learning. Among them, one question is the integration of multilingual identities of students with their content learning in an EMI learning context. This qualitative study describes creating an EMI online course for eight postgraduate students in education (four studying at a US university and four studying at a Sino-British university) with multilingual and diverse social-cultural backgrounds. Some students from both universities are L1, and some are L2 learners of different cultures. The two instructors explore implementing the content language integrated learning (CLIL) approach to EMI from a post-colonial perspective. The content learning addresses issues in education and cross-cultural communication. Post teaching, the instructors investigate the impact of the instruction on students' linguistic, intercultural, and subject content knowledge learning. Findings suggest that students have gained in learning both English and subject content from the inclusiveness of multilingual identities. More importantly, students express that the design has further promoted their motivation to explore educational practices in a multicultural context. The study recommends to policymakers in higher education how to use EMI to foster multilingual identities in both L1 and L2 learning contexts.

Day1 March 23•HG03•12:20-12:40

Title: Cultural Interpretations of Annotation of English

Authors: Rongrong Xie

Abstract:

With Annotation of English(《英语注解》Published in Ningbo, Zhejiang Province in 1860) as the research subject, this paper analyzes the cultural features embodied in the linguistic elements such as the categories, lexical items and sentences in the Pidgin English textbook. With the purpose of understanding its functions in the inheritance of traditional Chinese culture and transmission of western culture, the paper explores pidgin English culture to reveal its significance in and interactions with local cultures, such

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as, marine culture and commercial culture in Ningbo. Meantime, it is hoped that through a deep and clear understanding of pidgin English culture, it will also provide enlightenments for the construction of 21st Century Maritime Silk Road.

Day1 March 23•HG03•12:40-13:00

Title: Strategies and Effects of the Selfpresentation of Overseas Chinese Influencers on Douyin via Dramaturgical Theory

Authors: Zhixin Ye

Abstract:

In this study, I consider the practice of overseas Chinese influencers on Douyin as a particular case to explore how they present themselves with Chinese-themed content in the overseas context. Through digital ethnography and content analysis of short videos and audience comments on selected overseas Chinese influencers' accounts, I identify two conspicuous self-presentational strategies— building a persona as the promoter of Chinese culture or Chinese spirit and blurring boundaries between front and back stage, to attract likes and aggregate followers. These strategies are specifically designed to cater to Chinese audiences and extensively circulated by Douyin' s recommendation algorithm, helping them to achieve monetization. In this specific social media landscape, the act of overseas Chinese influencers presenting themselves to the domestic audience in the overseas context appear to be more visible and favored, which attests to the fact that the participatory and political economic attributes of social media create opportunities for participants to commodify the nation online.

Day1 March 23 HG03 13:00-13:10

Title: Language and culture: food archetypes in Chinese and Uzbek cultures

Authors: Gulnoza Odilova, Dilshoda Mamatova

Abstract:

This paper explores the pragmatic features of food archetypes, which in food discourse have implicit, pragmatic, and occasionally mystic connotations. Rice and bread, two examined archetypes, have comparable meanings in Chinese and Uzbek. The fact that both of the food nominees were regarded as major dishes in both nations' cuisines is one of the similarities between gluttonies chosen as a research object. These gluttons' historical political and economic experiences gave them access to archetypes and the acquisition of divine and mystical powers. Through the comparison of numerous fiction and social circumstances in the Chinese and Uzbek languages and cultures, the research explores the general and special aspects of gluttonies of “米饭” (rice), “饺子” (dumpling) in Chinese and “Non” (bread) in Uzbek. Findings can be used in intercultural communications and translation issues from following languages.

Day1 March 23•HG03-14:00-14:20

Title: Interculturality in the translation of classical Chinese poetry into Spanish:

translation of cultural elements

Authors: Zhimeng Bai

Abstract:

Translation refers to an intercultural communication (Hurtado 2001: 607). As such, the cultural elements of each culture constitute specific peculiarities of poetry but they also cause certain difficulties in the process of poetic translation. This paper attempts to examine the cultural elements involved in the translation of classical Chinese poetry into Spanish. Specifically, the prototype of *Antología de 300 poemas de la dinastía Song* (2013) by Wang Huaizu has been selected as it is the most complete Spanish version of poetry from Song dynasty published to date. In accordance with the theoretical orientations of Lucía Molina (2001), cultural elements in the translated poems

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have been found. Then, this paper has divided them into four groups –natural environment, cultural heritage, social culture and linguistic culture before their translation techniques are analyzed. Finally, it is discovered that the techniques adopted by the translators are apparently diverse, with the permanent objective of maintaining the balance between “adequacy” and “acceptability” .

Day1 March 23•HG03•14:20-14:40

Title: Preparing for Liquid Interculturality: A Narrative Inquiry Into the Experiences of Chinese University EFL Teachers

Authors: Feier Lou

Abstract:

The word “interculturality” is a polysemic term which generally refers to the emergent, interactional and co-constructed phenomena in intercultural communication. It is concerned with individuals’ potential to understand and evaluate specific cultural values and practices through the encounters between “self” and “other” . In recent studies, researchers have advocated a move away from “solid” to “liquid” preoccupations with interculturality, redefining culture as individuals’ positioning constantly negotiated and presented across times and spaces. In this study, the author adopted a critical, realistic liquid approach to investigate how two Chinese university English teachers perceive and practise interculturality. The study was conducted in a narrative inquiry style, in which interviews and reflective journals were employed to collect data. The thematic and discourse analysis results of data that the teachers’ understandings can be contradictory and manipulative, oscillating between simple and complex stances; despite some shortcomings, teachers are able to build a reflexivity in classroom environments, reflecting on issues related to diversity, equality and justice and taking actions in a social responsible way.

Day1 March 23•HG03•14:40-15:00

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Title: Chinese Martial Arts As An Introduction of Chinese Cultural Heritage In schools And Chinese Community In The North American Context

Authors: Jili Sun

Abstract:

Following the Oscar winning film “Crouching Tiger, Hidden Dragon” (Ang Lee, 2000), Chinese martial arts aroused intense interests around the world. This study explored how popular culture such as Kungfu Film, martial arts practice can be a productive introduction of the Chinese cultural heritage in North American context. We analyzed the following areas: first, the discussion of some famous scenes in popular Kungfu films to analyze the complementarity of the actions and language in College Chinese language education; secondly, the Kungfu practice as an extra-curricular activity for character training and physical education in school system; thirdly; Kungfu practice as an efficient way to build Chinese overseas community. We claim cultural heritages such as Chinese Martial Arts can be explored in very diverse and creative ways to convey the Chinese cultural and ethical values, to stimulate in-depth communication among different generations of overseas Chinese in North American context.

Day1 March 23•HG03•15:00-15:20

Title: Reconstructing Stories and Images in the Translation of Cantonese Opera

Authors: Shuting Wang, Jackie Xiu Yan

Abstract:

Cantonese Opera is one of the Chinese operatic genres that developed and prevailed over the Pearl River Delta and Cantonese-speaking communities. Like other regional operas, Cantonese Opera has a rich repertoire that is usually drawn from history, legends, myths and folklores, reflecting indigenous stamp of identity, people’ s life, thoughts, aesthetic values, and temperament with a unique style (Yung, Ng & Carlitz, 2010). The seasoned

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Cantonese Opera audience are familiar with the stage conventions and regional flavor, which, however, are alien to people who grow up in different cultural traditions and value systems.

Cantonese Opera still lives on stage. Translations can open an entry into Chinese society for those who have exposure to this particular performance tradition. Based on a self-constructed corpus consisting of libretto *The Flower Princess* in Chinese and English, the present research intends to explore how the translators help readers get access to Cantonese Opera by illustrating the images and the stories and how the various characters and plots are recreated; and investigate what dramatic themes and traditional Chinese values are presented in translated texts. The research results are expected to enhance the understanding of the lives of main characters, common folk, social structure and moral values depicted in the original and translated Cantonese Opera texts.

Day1 March 23•HG03•15:20-15:40

Title: Identity Construction of Chinese Rural Females in Tiktok Short Videos in China

Authors: Huiyu Tan, Yi Yang, Ke Zhao

Abstract:

Since the outbreak of Covid-19 pandemic in 2020, an increasing number of Chinese rural females have appeared in livestreams or videos on social media platforms to promote their agricultural products and local specialties or to share their rural lifestyle. However, identity construction of Chinese rural females' images on social media remains under-explored. To address the research gap, this study aims to investigate how their identity constructed and intersectionalised under this special social context in the videos. Particularly, two research questions are to be addressed: 1. What kind of images of rural females appeared in the short videos? 2. How were these images constructed? Data obtained in this study included 100 videos on social media Douyin (Chinese Tiktok) on rural females' livestream product-

selling and country living. Our study explores these rural females' dynamic identity construction through multimodal analysis. In addition, our study also identifies possible intersectional factors as rural females' gender, age, social status, economic conditions etc. that potentially influenced their image construction.

Day1 March 23•HG03•16:00-16:20

Title: Academic identities construction and language investment in joint PhD programmes: A case study of doctoral students from mainland China moving from Chinese-medium to English-medium universities

Authors: Wenyun Jia

Abstract:

With the rapidly growing number of Chinese students enrolled in joint-PhD programmes, where they pursue doctoral study at English-medium-instruction (EMI) universities overseas and Chinese-medium-instruction (CMI) universities in mainland China, little is known about how medium-of-instruction (MoI) transition may affect their academic identities as members of research community and their English learning investment. Therefore, this qualitative case study, using Bourdieu' s theory of practice (1977), Darwin and Norton' s (2015) model of investment, explores the academic identity construction of seven Chinese students in joint-PhD programmes, and their negotiation for English learning investment. Data was collected from interviews and learners' diaries. Three major themes emerged: 1) students' disempowerment towards MoI change, 2) their self-efficacy to adjust disempowerment by constructing academic identities, and 3) the link between their English learning investment and self-academic identity construction in negotiating with different academic norms, practices, social and institutional structures between EMI and CMI universities. Pedagogical implications are discussed.

Day1 March 23•HG03•16:20-16:40

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Title: A Study on the Multimodal Discourse Construction of “Colorful Guizhou” in International Communication

Authors: Yingjie Li

Abstract:

“Colorful Guizhou” is the core cultural element in the international communication of Guizhou province. This study, from the perspective of multimodal discourse analysis, investigates the tourism promotion video, Into the Distance Bound for Infinity, based on Fauconnier & Turner’s conceptual blending Theory, Kress & van Leeuwen’s visual grammar, and Martin’s positive discourse analysis, putting forward a framework of multimodal discourse analysis for the international communication of “Colorful Guizhou” to explore its multimodal representation strategy.

Day1 March 23•HG03•16:40-17:00

Title: Metaphor Interpretation and Cultural Cognition: A Corpus Study of Cultural Interpretations of Metaphors in COVID- 19

Authors: Li Liu

Abstract:

Whether in English or Chinese, metaphors concerning COVID-19 are rich. Based on the two corpora (one is collected from China Daily and the other is from The New York Times), we combine Lakoff & Johnson’s conceptual metaphor theory and Kövecses’s approach to universal metaphors together to analyze two aspects: (1) the similarities and differences in the distribution of metaphors between two corpora; (2) the relationship between metaphor interpretation and cultural cognition in these two corpora. Through quantitative and qualitative analysis, the results show that (1) there are five main metaphors in the two corpora but in different distribution, namely, War metaphor, Container metaphor, Human metaphor, Machine metaphor, and Journey metaphor. (2) the different distribution of metaphors is affected by cultural cognition resulted from physical environment and socio-cultural

worlds after metaphor interpretation.

Topic: Language Education

Day2 March 24•HG01•11:00-11:20

Title: A Metaphorical Analysis of Chinese EFL Children's attitude towards language learning of Chinese and English

Authors: Xiaoyan Hu

Abstract:

Researchers have discussed the cognitive mechanisms of foreign language learning in second language acquisition, but few studies have paid attention to the feelings and tendencies of young learners toward their mother tongue and second language in intercultural learning.

This study focuses on young EFL children's affection and experiences towards bilingual learning. The researchers adopted EMA (Elicited Metaphor Analysis) method to explore young EFL children's "subconscious" learning emotions and preferences towards both languages and reveal their language learning mechanisms in two cultures.

The study selected 242 children aged 4-6 from three regions (half male and half female, half urban and half rural) and handed out pictures, material objects, and the like to inspire the children to say metaphorical text structures like, "Learn English (Chinese) is like..., because...". The researchers transcribed, coded, and summarized the analysis of collected corpus materials. The study found that young children had positive feelings and tendencies towards both mother tongue and foreign language learning; They are fond of bilingual learning and have a strong will to learn it; their attitude towards mother tongue learning is better than foreign language learning. Meanwhile, the study also found that young children's bilingual learning experience originated from their experience of interacting with their surroundings. Which has the experiential philosophical characteristics of "taken from the body near and materials far." Moreover, the mother tongue

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has a meaningful impact on young children's foreign language learning process, presenting the transfer effect of mother tongue culture on foreign language learning.

The results of this study aim to provide a reference for the compilation of foreign language textbooks, teacher training, and the formulation of relevant policies on education.

Day2 March 24•HG01•11:20-11:40

Title: Using a Blended Learning Approach to Foster Intercultural Awareness in University EFL Classrooms

Authors: Junru Yang

Abstract:

This presentation will share findings regarding the efficacy of using a blended learning approach in a content-based EFL course to develop students' English language skills and intercultural awareness at a university in Southern China. Data were collected from 203 students who took this course between Fall 2020 and Spring 2022. Their course evaluation questionnaire responses and online learning reflection entries were analyzed. The results of the analysis indicated that 1) this course effectively built up students' language skills, aroused their interest in cultural diversity, improved their cultural knowledge, fostered their ability to change perspectives, and raised their awareness to suspend judgements when encountering intercultural communication problems; 2) over 90% of the students believed that the blended learning approach was more effective in helping them achieve the learning objectives of this course than a classroom-instruction-only approach would. The presentation will focus on explaining the findings and conclude with some pedagogical suggestions.

Day2 March 24•HG01•11:40-12:00

Title: Researching the Culture of Learning among Older Learners of

English in the Chinese University of the Third Age

Authors: Yanchuan Geng

Abstract:

This paper investigated the language classrooms in the Chinese Universities of the Third Age in terms of the participants' motivation and expectations of learning later in life. As a part of the culture of learning, understanding how older adults learn and expect to learn contributes to sustained learning over the lifetime and active ageing. The interviews with 34 participants between the age of 50 and 80 suggested that the motivation to learn is associated with both imagined futures and past memories. For Chinese older adults, learning English may not be entirely new. Rather, they often re-evoke a few pre-existing expectations from their early schooling and socialization and then re-align them with the new learning situations. This re-aligned re-evocation of expectations has been identified as an important factor relevant to learner behaviours and emotions, which needs to be apprehended by language instructors from diverse socio-economic backgrounds for successful teaching.

Day2 March 24•HG01•12:00-12:20

Title: The emergence of multilingual identity and languages other than English (LOTEs) learning motivation

Authors: Lefan Wang

Abstract:

Many researchers in the Chinese context have investigated the identity and motivation of learners learning multiple languages simultaneously. Less of them, however, touch upon an essential question as to why many Chinese students would like to learn LOTEs in addition to English and/or identify themselves as multilinguals when the majority of China does not have a multilingual nature. The present study sheds light on this question. This study employed a qualitative narrative approach, and the learning stories of 23

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Chinese college students majoring in LOTEs were submitted to a thematic analysis. The results suggest that English could be a vital source for the emergence of a multilingual posture which is thereafter a forerunner of the learners' multilingual identity; besides, cultural interests, career prospects, self-efficacy in language learning, and strategy for better education are also potential incentives for the emergence of multilingual identity and LOTE learning motivation of Chinese learners.

Day2 March 24•HG01•12:20-12:40

Title: Native speakerism challenges: An exploratory study of Chinese university students' perceptions of the pedagogical effectiveness between native and non native teachers in southwestern China

Authors: Zhidan Zhou

Abstract:

Native speakerism as a pervasive ideology within English language teaching (ELT) assumes that birth-right superiority of native English-speaking teachers (NESTs) makes them automatically better qualified teachers than non-native English-speaking teachers (NNESTs), regardless of their qualifications, training, and teaching experiences. This ideology is being increasingly challenged in the ELT profession. This study investigates the challenges in the ELT pedagogical practices by listening to the voices through interviews of 44 Chinese students from 10 universities in southwestern China. The findings of this study show that both native and non-native speaking teachers have their strengths and weaknesses. NESTs are associated with linguistic and cultural authenticity, and Western pedagogies, technologies and life experiences which play a key role in language learning and acquisition. However, their inability to speak the Chinese language, lack of understanding of Chinese culture and educational philosophy, and direct transplanting to Western teaching models into Chinese classroom make their teaching irrelevant to the needs and expectations of Chinese students. In spite of their accented English and non-native status, NNESTs, having been

through the English language learning process, can better understand students' learning needs and expectations. It is suggested that NESTs should develop their cultural sensitivity in ELT practice to help facilitate their teaching to meet the needs and expectations of Chinese students and that both native and non-native English teachers can learn from each other's strengths and mitigate their weaknesses.

Day2 March 24•HG01•12:40-13:00

Title: A Comparative Study of Humor in Chinese and American Musical Stand-up Comedy from the Perspective of Multimodal Discourse Analysis
Authors: Zihan Wang, Simin Zeng

Abstract:

Research on humor has long been approached semantically and pragmatically, showing inadequate consideration of the multimodal nature of humor which can be reflected by verbal and non-verbal modalities. This study takes a multimodal approach and examines humor from both linguistic and non-linguistic perspectives. A comparative analysis is conducted between musical stand-up comedies by Wang Mian and Bo Burnham, Chinese and American comedians. The analysis of their performances at five levels, namely cultural context, situational context, semantic level, formal level and media level, finds that their performances are highly similar in terms of communicative purpose, humor mechanism, discourse meaning, and dominant modality, while differing significantly regarding cultural genre, situational context, modal cooperation, and media utilization. These differences can mainly be explained by the cultural context. The findings evidence the strong expressive and explanatory power of multimodal discourse analysis in understanding humor, and call for further interdisciplinary exploration in language and culture.

Day2 March 24•HG01•14:00-14:20

Title: The development of Intercultural competence and Language

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Learning of graduate students in Accounting

Authors: Baoquan Liu, Aijia Peng

Abstract:

This study investigates the relationship between intercultural competence development and language learning of Graduate students in Accounting. In an effort to understand better to what extent the participants develop intercultural during their Language learning course in one semester, quantitative data are analyzed, following Byram's (1997) Intercultural Communicative Competence model and Peng's (2013) ICC evaluation scales for China's university students. Methodologically, ICC self-assessments, English test scores, both prior to and after the course taking, and teacher's evaluation of students oral English skills are utilized to collect the data. Other variables including studying abroad experiences, and CET-4 and CET-6 scores are taken into account. A number of statistical analyses are performed of the questionnaire and test scores data including factor analysis, reliability analysis, descriptive statistics, t-tests, and ANOVAs.

The results indicate the following: (1) the participants develop their intercultural competence through increased language skills, and (2) the higher levels of ICC are associated with the higher scores of self-assessment of the language learning, while a denial of the English culture is associated with lower scores of self-assessment of the language learning. The purpose of this study is to examine the the relationship between intercultural competence development and language learning, thus giving a solid framework on how to form an effective course design in Intercultural Business Communication.

Day2 March 24•HG01•14:20-14:40

Title: Writing across Cultures: Chinese Undergraduate Students' Negotiating of Source Use Expectations for English Academic Writing

Authors: Ying Liu

Abstract:

We examined how a group of Chinese undergraduate students negotiate source use expectations for research paper writing in English. We followed a group of nine Chinese undergraduate students for an academic term as they learned to paraphrase and write with sources for their research paper assignments. Drafts of students' papers were collected and rounds of text-based interviews were conducted where students were asked to explain their source use decisions. Findings showed that the students actively and constantly referenced their knowledge of Chinese essay writing to help make sense of source use expectations for English academic writing, although their rendition of culture may likely be viewed by expert academic writers as 'insufficient' or 'inadequate'. This study highlights the importance of acknowledging the legitimacy of the interpretations of novice L2 writers as intercultural informants in the teaching of English academic writing.

Day2 March 24•HG01•14:40-15:00

Title: Negotiating racialized Third-Space personae as multilingual professionals: A narrative inquiry of Chinese American and white CSL speakers in Chinese workplaces

Authors: Xin Zhang

Abstract:

Echoing current efforts in SLA research to examine and promote experiences of racialized or minoritized L2 learners, this study investigated the racialized identity co-construction of heritage CSL speakers against that of white CSL speakers in professional contexts in China. Adopting a performative view of multilingual identity work manifested in the negotiation of Third-Space persona, this study analyzes the racialized experiences of two Chinese American and two white American professionals who speak Mandarin as a second language at an advanced level in the workplace. A narrative inquiry approach was adopted to analyze the racialized expectations the two groups of CSL-speaking foreign professionals receive and how they navigate said

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expectations through negotiating their various Third-Space personae in professional contexts. While both groups report a mismatch between how they were expected to perform and how they wish to be perceived, the Chinese American participants and white American participants adopt divergent strategies in response to the double standard in some local colleagues' expectations in terms of their Mandarin capacities and 'Chinese-ness'. This study illustrates the ways race and its ideological manifestation in China interfere with identity negotiation of multilingual foreign professionals and showcases how Third-Space personae were used by them to mediate racialized expectations encountered.

Day2 March 24•HG01•15:00-15:20

Title: Negotiating Local Expectation in a Third Space: Two American Professionals in China

Authors: Zhini Zeng

Abstract:

By exploring two American professionals' discursive performances in Chinese workplaces, this paper examined how they negotiate the local expectation through which they are able to demonstrate their expertise, defying the common. The results reveal that the ingenuity in both individuals' respective discursive performances seems to have originated from their expertise both as a Chinese learner and as a recognized professional in their particular domains. Possessing a highly developed and flexible communicative repertoire allows the subjects to assume full responsibility for their own linguistic choices. At the same time, their domain expertise also inspires their creative exploration of meaning. In combination, these two aspects highlight the individuals' ability to negotiate the local expectation through their flexibility in using creative linguistic forms to communicate a wide array of domain knowledge and reconditioning the assumed cultural differences by their own communicative goals.

Day2 March 24•HG01•15:20-15:40

Title: Coded feedback in dynamic assessment of second language argumentative writing

Authors: Liqing He, Simin Zeng

Abstract:

Feedback explicitness has been a critical issue in the area of language teaching. This study investigated the use of coded feedback given by writer, peer and teacher in dynamic assessment of L2 writing. About 100 university EFL learners each composed three argumentative essays, with the problematic areas in writing identified and coded by a) writers themselves, b) their peers and c) teacher with reference to 1) task response, 2) coherence and cohesion, 3) lexical resource · 4) grammatical range and accuracy. Students' and teacher's perceptions towards coded feedback were invited in questionnaire and interviews. The findings show a general acceptance of coded feedback from different parties. In particular, through using coded feedback as editors and receiving coded feedback from others, student writers gradually internalize the editing codes and develop a better understanding of essay writing and evaluation.

Day2 March 24·HG01·16:00-16:20

Title: The effect of news text simplification in Chinese high school students' reading comprehension

Authors: Gloria Lun Peng

Abstract:

Previous literature indicates that linguistic simplification of news texts yields better comprehension for L2 learners with different proficiency levels. A study was conducted to test the hypothesis that simplification in news texts can facilitate L2 learners' key reading sub-skills (i.e. replication, synthesis and inference). Firstly, a questionnaire was presented to 90 Chinese high school students, investigating their perceptions of linguistic complexity of news texts. Secondly, three news texts in authentic and simplified forms were

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presented to 48 students, who were chosen according to a proficiency test. A 16-item multiple-choice test was used to assess comprehension, including items for assessing (a) replication, (b) synthesis, and (c) inference reading skills.

The findings of the study showed that Chinese high school students with different proficiency levels (i.e. high, average, low) all benefited from linguistically simplified news texts. Simplification in news texts enhanced their synthesis skills but did not improve their replication and inference skills. Low- and average -level students derive more benefits from simplified news texts than their high level counterparts. In addition, lexical complexity was viewed by Chinese high school students as the major barrier to their news text comprehension, followed by embedded clause, sentence length and text length. These findings also have some important implications for L2 reading, newspapers in education (NIE) and course material development.

Day2 March 24•HG01•16:20-16:40

Title: How Good is China’ s English? English Language Proficiency Across Mainland China, 2011-2022

Authors: Wei Chin Wong

Abstract:

English language education in China has been accorded much importance along with the Reform and Opening-up policy in the last quarter century. In response to the high demand in English communication skills, China has further reinforced its English education in 2013 when President Xi Jinping proposed his ambitious initiative of jointly developing the Twentieth First Century Maritime Silk Road and the Silk Road Economic Belt to connect all Asian, European and African nation states under the scheme of “Belt and Road Initiatives” . While China seems has made huge improvement above the world average English proficiency in industries encompassing public sector, healthcare, mining, new energy and automotive industry in the past decade, the Sweden education company EF Education First placed Chinese people’ s

English Proficiency Index (EPI) at the low proficiency level since 2011 despite China reached its highest ever position at the level of moderate in 2019. Does China's EPI genuinely reflect the English proficiency level in everyday communication, particularly among the Chinese students since English is mostly spoken in schools? How many students can speak fluently in English when millions of them are learning English in Chinese schools? Besides schools, where can we find pro-efficient English speakers in China? What is the frequency in the use of English language among Chinese? In order to present a fuller picture of English proficiency and language education in Mainland China, this research addresses issues that situating the causes of the progress and problems in China's EPI ranking and English education. In addition, this paper intends to discuss the realities of the use of English and English proficiency among Chinese people across different provinces in Mainland China. Lastly, this paper discusses the accompanying challenges in formal English language education as well as the dominant trends of reform in the past decade, with a view to appealing for support and efforts to promote English language teaching and learning in China in the future.

Day2 March 24•HG01•16:40-17:00

Title: Second or / and Third Language Choices of Cambodian College Students' Daily Life and Discipline: A Multilingualism and Multicultural Perspective

Authors: Yusi Cheng, Jing Zhang

Abstract:

This study aims to explore the language choices of Cambodian college students in the Multilingualism and Multicultural Perspective. Language choice is driven by the internal cognitive psychological factors and external socio-cultural contextual factors of the user, and it represents the socio-cultural function of language with specific language selection behavior. The language ability, social cognition and specific language choice and use of users constitute the triple dimensions of language choice in socio-cultural

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language. From the perspective of the relationship between language and culture, 102 Cambodian college students were randomly selected as research participants, and takes questionnaire survey and focused interview as the main research methods to explore the participants' language choices. The research results show that: (1) The participants are mainly trilingual, followed by bilinguals; (2) In terms of language proficiency, Khmer, the mother tongue, has a significant advantage, followed by Chinese; (3) In terms of the choice of a third language, Chinese took the first place, while English and Japanese ranked second and third; (4) In terms of daily language use, participants will switch languages according to the scene in life, and Khmer, Chinese and English are used more; (5) In terms of language evaluation and imagination, participants believed that Chinese has an absolute advantage in Cambodia, and English will be replaced by Chinese ten years later in their country. Based on the results of questionnaires and focused interview, it is found that Cambodian college students choose Chinese as their second or third language mainly for the following three reasons: (1) the language heritage of Chinese families; (2) The instrumental demand for Chinese; (3) Attracted by Chinese and its culture. This study has implications for further understanding and explaining the cognitive psychology and social behavior process of language choice of Cambodian college students.

Day2 March 24•HG01•17:00-17:20

Title: Cultivating Cultural Confidence in College English Teaching: Perceptions and Approaches

Authors: Yunxia Song, Yu Zheng

Abstract:

Culture Confidence, the faith that people have in the culture of their nation, is significant for the prosperity and safety of the country. This paper investigates the cultivation of confidence in Chinese culture in College English teaching via questionnaires and interviews to boost college learners' confidence in Chinese culture and raise their awareness of spreading and

practicing Chinese culture. The findings indicate that, firstly, it is necessary to further enrich the pedagogical methods, materials and activities to improve the cultivation of the confidence of the students in Chinese culture; secondly, the cultural awareness and quality of English teachers are supposed to be further aroused and improved. More importantly, learners consciousness of optimising the Chinese culture is to be fostered and strengthened.

Topic: Classroom, Curriculum and Classics

Day2 March 24•HG02•11:00-11:20

Title: Development of Intercultural Competence among 10th & 11th Graders in the International Department of Peking Academy

Authors: Hongyan Li, Qiong Xiao, Runlin Mao , Lu Liu, Yifan Wei

Abstract:

The present study investigates the development of intercultural competence among 10th & 11th graders in the International Department of Peking Academy (a public school in Beijing). Based on Byram' s Intercultural Communicative Competence (ICC) and Gao Yihong' s Learner Identity assessment models, the following 5 factors are examined in depth among the aforementioned students: 1. the students' knowledge and indentification of their native culture; 2. the students' knowledge of foreign culture(s); 3.the students' intercultural communicative skills and cognitive skills; 4. students' attitude and awareness; 5. students' cultural identity. By probing into the life narratives of sample students, this qualitative study is intended to analyze the data of students' intercultural competence and provides constructive suggestions to the curriculum design and development, curriculum and extracurricular activities, orientation and navigation of students' intercultural competence to facilitate their adaptation to different cultures.

Day2 March 24•HG02•11:20-11:40

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Title: Effects of intercultural management course on students' self-perceived confidence in intercultural communication: A classroom-based case study

Authors: Cheng Yuan Yu, Kaidong Yu

Abstract:

This case study investigated the effects of an MBA course of intercultural management in a business school context on students' perceived confidence in intercultural communication. To address this research purpose, the present study, drawing on the approach of mixed-methods research, collected two rounds of questionnaires on cultural intelligence, students' reflective essays, formative assessment in the class, and focus group interviews. The quantitative analysis of the questionnaire surveys showed no substantial gains in self-perceived cultural intelligence after the course. Interestingly, the iterative inductive coding of the qualitative data demonstrated students' improved understanding towards intercultural communication and management as well as positive attitudes towards the course, but they lacked confidence in intercultural communication in future workplace practice. The findings may suggest that intercultural communication is a complex competence requiring practice in context, calling for closer university-industry cooperation.

Day2 March 24•HG02•11:40-12:00

Title: Facilitating Inter-generation Communication in the Classroom – The Expectations of Good Teachers and Successful Teaching in the University of the Third Age

Authors: Xiaoxue Zhu

Abstract:

This paper investigated teachers' beliefs about what is a good teacher and

how teaching should be conducted in the Universities of the Third Age in the Chinese mainland. Significantly, the course instructors and the learners often belong to different generations which, similar to those from different cultures, can hold different expectations of the appropriate teaching and learning behaviours in class. The interviews with 30 teachers will shed light upon a set of salient expectations of good teachers in terms of their breadth and depth of professional knowledge, selection of teaching contents and teaching strategies employed. It is argued that teachers in the U3As believe that good teachers need to serve multiple roles such as the activity organizer, the student carer and the expert in gerontology, in addition to the more traditional role of the knowledge conveyor in the formal and education at the younger age.

Day2 March 24•HG02•12:00-12:20

Title: Blasted or encouraged? A Framing Analysis of American and Chinese News Reports of Naturalized Athlete Zhu Yi

Authors: Xiuxian Lin ,Zhu Yi

Abstract:

While the issue of nationalism in Olympics news coverage is attracting researchers' attention, and many are looking at how specific national media outlets cover athletic performances, there are few studies on the news coverage of naturalized athletes. Based on framing theory, this study adopts a qualitative approach to analyze the textual and visual frames embedded in American and Chinese news coverage of naturalized Chinese athlete Zhu Yi after her unsatisfactory performance in the 2022 Beijing Winter Olympics. From a critical discourse analytical perspective, it' s found that Zhu is framed as a victim who suffers from Chinese society' s hostility towards unsuccessful naturalized athletes by American news media. In contrast, she is portrayed by Chinese news media as a promising, empowered Olympian

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who is proud of her Chinese identity. The dichotomous representations of Zhu Yi in American and Chinese news media suggest that both countries' news coverages of naturalized athletes were influenced by geopolitical factors, thus reflecting characteristics of nationalism.

Day2 March 24•HG02-12:20-12:40

Title: Evaluation on Intercultural Communication Course to Improve the Intercultural Competence of Students in Traditional Chinese Medicine Universities

Authors: Fang Li

Abstract:

Based on Kirkpatrick evaluation model, the study aims to evaluate whether the Intercultural Communication course can improve the intercultural competence of students in traditional Chinese medicine (TCM) universities. The study investigated 60 undergraduate students taking the Intercultural Communication course in a TCM university in China. It is designed and carried out according to the levels of reaction measures, learning outcomes, behavioral changes and teaching outcomes by collecting and analyzing the data from (1) the pre-course and post-course intercultural competence questionnaire; (2) the team project namely the students' self-made TCM intercultural case performance and analysis and (3) task-based final papers. The result indicates that this course can improve the students' intercultural competence from the perspectives of affect, behavior and cognition and especially those relevant to TCM professionalism. It is also found that cognition and behavior are obviously improved compared with affect. And students' previous international experience does not have distinct influence on their IC competence. The pedagogical factors, as well as implications for future teaching and research are discussed in conclusion.

Day2 March 24•HG02•12:40-13:00

Title: Mapping the Literature on the Effectiveness of Cross-cultural Training for Expatriates: A Systematic Review of the Field from 2005 to 2022

Authors: Yanhui Chen

Abstract:

The present study aimed to carry out a systematic review of the literature on the effectiveness of cross-cultural training (CCT) for expatriates, utilizing advances in bibliometric science mapping to examine 102 documents extracted from the Web of Science from 2005 to 2022. The results of the thematic analysis and bibliographic coupling analysis identified four research trends: CCT effectiveness and expatriate adjustment, moderators of the relationship between CCT and outcomes, cultural intelligence and expatriate adjustment, and different perspectives on expatriate management and adjustment. This systematic review serves as a complement to the traditional literature reviews, as well as advances the existing literature by proposing future research agendas in the field based on bibliometric analysis. Six emerging issues need to be integrated into future CCT and expatriate research, namely, theoretical development, theory-based empirical studies, interdisciplinary study of moderators and mediators of CCT effectiveness, expatriate selection, repatriation, as well as CCT methods.

Day2 March 24•HG02•14:00-14:20

Title: The Ways and Consequences of Cultural Representation in Intercultural Communication Textbooks

Authors: Ruobing Chi

Abstract:

Intercultural communication textbooks are important products in which

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images and knowledge of different cultural groups are presented and reproduced. Yet, there is a lack of consensus with regard to how cultures should be represented in such educational materials and a tricky question about whether such representations lead to further stereotyping. This study seeks to address these questions by focusing on the representation of the Chinese culture in six intercultural communication textbooks. Textbooks selected were written by authors of different cultural backgrounds and with different conceptualizations of culture. All textual and visual contents concerned with Chinese culture were coded out for content analysis and semantic network analysis. The findings suggest that special features of cultural representation are identifiable, which are in line with comparative, interactive, and critical perspectives towards understanding of culture. Moreover, stereotypical views of a culture can be reproduced through contrast and repetition across examples or cases.

Day2 March 24•HG02•14:20-14:40

Title: EMI Teachers' Perceptions and Practices Regarding Culture Teaching in Chinese Higher Education

Authors: Wenhong Huang, Fan Fang

Abstract:

This study examined the perceptions and practices of EMI teachers of culture and cultural instruction at a Chinese university. Data were obtained from 24 classroom observations and six post-observation interviews. Drawing on Larzen-Ostermark' s (2008) tripartite culture-teaching orientations and Rasouli and Moradkhani' s (2021) culture-teaching taxonomy, the findings revealed that teachers with a humanities and social sciences background had a fluid and dynamic view regarding the understanding of culture, while teachers with a science, technology, engineering and mathematics background (STEM) did not recognise the need to incorporate cultural

instruction into their EMI classes. In analysing classroom data, five categories of cultural instruction were identified: contrast, authentic material, groupwork, codeswitching and guided discussion of culture. The five categories are mainly in line with the affective and action orientations in Larzen-Ostermark' s (2008) three-orientation framework. The paper concludes by exploring the implications of the study' s findings for EMI policymakers and EMI teacher training programmes.

Day2 March 24•HG02•14:40-15:00

Title: Using Acue-accredited Curriculum to Create an Effective and Inclusive University Classroom: Reflections on Best Practice Strategies

Authors: Kenneth C.C. Yang, Yowei Kang

Abstract:

Creating a diverse and inclusive classroom has increasingly become one of the missions in higher education institutions worldwide. However, while not scarifying teaching effectiveness, pedagogical approaches to accomplish these important objectives are critical to students' success and educational journey. In this presentation, we will introduce the teaching effectiveness and inclusivity curricula that are designed by the Association of College and University Educators (ACUE), what the best practices and strategies are to create an inclusive and effective college classroom to enhance student's educational experiences, and what are the teaching reflections of those what participated in improving their teaching. Some strategies include creating a civil and inclusive learning environment, developing a student-centered active learning environment, engaging pedagogical approaches to motivate students to take control of their learning, developing inclusive grading and pedagogical practices, and fostering equity-centered course materials in today's college classrooms.

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Day2 March 24•HG02•15:00-15:20

Title: Using Live Streaming Green Influencers for Conservation: A Comparative Study of Mainland China, Hong-Kong, and Taiwan

Authors: Kenneth C.C. Yang, Yowei Kang

Abstract:

Green influencers on live streaming platforms have become essential sources of environmental information for many young social media demographics. As an emerging communication technology, live streaming platforms can broadcast real-time audio and video content via converging Internet, social, videogame, and mobile technologies to target audiences. However, many green influencers' strong personalities and near-celebrity status have posed new challenges and opportunities to many conservation activities and grass-root organizations. In particular, many green influencers receive sponsorship and endorsement payments from green businesses. Our study employed a case study method to examine the current state of live streaming green influencers and their potential green marketing applications. We used Klout Influence Matrix and conservation practices to answer our questions. Our study extends from the growing influence marketing literature to the field of environmental communication and will focus on three less studied areas in China, Hong Kong, and Taiwan. Discussions and practical implications were provided.

Day2 March 24•HG02•15:20-15:40

Title: A Study of Affecting Factors on Mobile Learning Intention Based on Information System Success Model: An Investigation of Cloud ERP Curriculum

Authors: Chan-Sheng Kuo, Yowei Kang

Abstract:

With the rapid developments in cloud technology and mobile devices, mobile learning refers to the learning mode of using mobile devices through wireless networks to connect mobile platforms to learn courses. This study is based on the well-known Information Systems Success Model (ISSM) and attempts to explore the predictive power of these variables. The research thus provides an integrated model to predict the mobile learning intention of adopting the cloud ERP curriculum. We employed Structural Equation Modeling to verify and confirm the hypotheses after collecting 362 valid samples from an online survey in Taiwan. Our empirical results have confirmed the followings. First, self-efficacy, convenience, perceived usefulness, electronic word-of-mouth, information quality, system quality, service quality, and habit positively predict mobile learning intention. Second, mobile learning intention positively predicts knowledge sharing. This study provides practical and managerial recommendations for industries of mobile learning for the Cloud ERP curriculum.

Day2 March 24•HG02•16:00-16:20

Title: Dramaturgy as analytical Method

Authors: Kerstin Stutterheim

Abstract:

With my presentation, I would like to introduce dramaturgy as an academic discipline that can contribute to an intercultural understanding of cultural practices, cultural, political, and religious impact, and the presentation of both regional traditions and global processes. Dramaturgy is a sub-discipline of aesthetics. With the help of this analytical method, it is possible to recognise structures of communication and presentation in performing arts, but also performative political or socio-cultural situations. This knowledge can also contribute to shaping them consciously. A central aspect in this context is the shaping of space and time, as well as that of narrative hierarchies, especially in reference to religious and cultural practices

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embedded in a performative presentation of a theme or concept. Specifically, I will use a few selected film examples and world-famous political appearances to outline how dramaturgical means can be used to contribute to intercultural communication or overwrite them.

Day2 March 24•HG02•16:20-16:40

Title: The Translation of Metonymies in Chinese Classics and the Construction of a Model of Metonymy Chains in Translation: A Case Study of The Literary Mind and the Carving of Dragon

Authors: Weijuan Chen

Abstract:

According to the conceptual metonymy theory of cognitive linguistics, the relationship between the target text and the source text can be interpreted as a type of metonymy, which is still left unexplored in Chinese classics with various types of metonymies used in the original text. The result of this study shows that the strategies used in translating Chinese classics are influenced by the complexity of metonymy and the purpose of translation; the translation process of Chinese classics can be regarded as a three-segment metonymy chain, namely the metonymic relation between source text (ST) and ST culture, the metonymic relation between source text and target text, as well as the metonymic relation between target text (TT) and ST culture & TT culture, which is evenly constructed with the adoption of incremental translation strategy. By shedding light on the understanding of metonymy in Chinese classics, this paper will provide reference for the application of translation strategies.

Day2 March 24•HG02•16:40-17:00

Title: Existential Literacy in Building More Humane Relationships in Everyday Experiences

Authors: David M. Balosa

Abstract:

This study explores ways in which the theory of “existential literacy” (Balosa, 2022b)— as a set of strategies and behavior which not merely help reduce intercultural conflicts and anxieties but also foster enjoyable synergies in building relationships of mutual respect, solidarity, and existential justice in everyday experiences. Using the theoretical framework of process-relational philosophy (Mesle, 2008)—humanity is sustained by processes and relationships—and engaging in the method of philosophical reflection, I address the question: How can the theory of existential literacy not only help counteract demanding and humiliating relations but also build and sustain just, wise, and mutually appreciative and empowering relationships. I define existential literacy as an intercultural agency leading to a better understanding, appreciation, management, and navigation of human, cultural, and environmental diversity beyond target relationships (BTR). In conclusion, employing the theory of existential literacy leads to human dignity, existential justice, and the good life for all.

Day2 March 24•HG02-17:00-17:20

Title: The Spirit of Cultural Fusion in Latin American and Chinese Mythology: An Analysis of the Re-interpretations of Guadalupe in La Frontera and Zhu Jiu Yin in Classic of Mountains and Seas

Authors: Yuanjiang Wang

Abstract:

There is a powerful primordial cultural impetus embedded in national mythology. The significance of re-tracing myths is to gain a powerful fundamental motivation to guide modern development and enlighten the modern minds in the process of de-constructing and re-constructing

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mythological discourse. In *Borderlands/ La Frontera: The New Mestiza*, Gloria Anzaldúa re-interprets the Virgin of Guadalupe in Mexican mythology to help form a “New Mestiza” consciousness. The history of Guadalupe contains a powerful force that transcends time and space. She’ s a symbol of hybridity: a mixture of harmony and chaos; tranquility and hubbub; integration and contradiction. She also unites people of different languages, races, and religions. Guadalupe freely roams and travels between different cultural mediums and ideologies without being disturbed or hindered. In *Classic of Mountains and Seas*, Zhu Jiu Yin is a mixture of human and snake, and its existence carries multiple combinations: it’ s the border between warmth and coldness, light and darkness, for when it opens its eyes, earth embraces light; when it closes its eyes, earth welcomes darkness. It’ s the frontier between the flourishing of yin and that of yang, because Jiu (nine) is a symbol of extreme value in both yin and yang. Both Guadalupe and Zhu Jiu Yin carry the meaning of mixing and mingling, criticality and fluidity. They reveal a spirit of cultural fusion hidden in both Latin American and Chinese mythology. This paper will combine mythological narrative theory and the discourse theory, and on the basis of the textual analysis of Guadalupe and Zhu Jiu Yin, re-interpret them through a contemporary theoretical perspective to explore the characteristics of cultural inclusiveness and cultural fluidity embedded in them. In turn, the similarity between the cultural roots of Latin America and China will be argued, laying the foundation for breaking away from the “othering” gaze and advancing the construction of a discourse theory of subjectivity.

Topic: Intercultural Competence

Day2 March 24•HG03•11:00-11:20

Title: Towards a Theory of Intercultural Humility in the Discipline of Intercultural Communication.

Authors: Gaby Semaan

Abstract:

For decades the concept of Intercultural competence dominated the field of intercultural communication (IC). In the past few years, the concept of Intercultural humility was introduced in disciplines such as the medical field, social work, and mental health. However, intercultural humility remains an undiscussed concept in our discipline (IC). In this session, the presenter will discuss why a theory of Intercultural Humility is a need in our field and how applying such a theory might lead to better active functionality engaged in intercultural communication. After a brief discussion of the foundations and theories of intercultural competence and their limitations, the presenter will introduce the foundations of an Intercultural Humility theory in the field of IC. Then, he will present a taxonomy of intercultural humility followed by a discussion of its advantages in creating and promoting a healthy environment that is conducive to IC and interpersonal growth.

Day2 March 24•HG03•11:20-11:40

Title: Playing Sports with Students Teach Intercultural Communication.

Authors: Gaby Semaan

Abstract:

Engaging students in the classroom could be a daunting task sometimes. In this session, the presenter will share with those attending the presentation how they could engage their students in playing sports to introduce and explain the concepts of intercultural communication in an engaging, exciting, and memorable way. The presenter will share the pedagogy behind this approach and will present tested examples of how he engages with his students in playing sports as early as the second-class meeting to introduce the concepts of intercultural communication. In addition, the presenter will share how professors and teachers of intercultural communication can adopt

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this approach and what precautions they should take. The session will conclude with an audience discussion of how the attendees can apply the discussed methods in their classrooms.

Day2 March 24•HG03•11:40-12:00

Title: Developing EFL Learners' Intercultural Competence through Online Intercultural Exchange

Authors: Xiaoqun Guo

Abstract:

In the multicultural era, intercultural communication has become prominent. Effective communication between different cultures requires not only knowledge about English as a language, but also intercultural communication competence with different cultures. Given that less than 5% of students worldwide participate in study abroad program (Marinoni, 2019), online intercultural exchanges provide an alternative chance for English language learners (EFL) with international communication experience without costly and difficult mobility, especially in the CORVID-19 pandemic. With the aim to promote Chinese EFL' s intercultural competence, this study developed a set of direct online intercultural exchanges (through e-mail, sky, zoom) on intercultural issues among Chinese, US, Russia, and Azerbaijan students for 4 semesters from 2021-2022. A mixed-methods approach of questionnaire, semi-structured interview and pre-and-post intercultural communication competence (ICC) test revealed that most students have promoted their intercultural competence, improved their language proficiency, and evaluated the learning experience as satisfactory. These findings shed light on a new era of online intercultural exchange in English language teaching. The pedagogical significance and curricular implications of the findings are discussed.

Day2 March 24•HG03•12:00-12:20

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Title: Measures Adopted by Chinese Institutions of Higher Learning to Enhance Students' Intercultural Competence

Authors: Yan Wang, Zhijun Wang

Abstract:

Over the last 4 decades since China's reform and opening-up, the demand for cross-culturally competent talents has increased. Especially after the turn of the millennium, almost all higher educational institutions in China have opened certain intercultural communication courses to students. All foreign language teaching guidelines have included intercultural competence as an important component in the integrated curricula. This study examines and summarizes the numerous and diverse measures Chinese colleges and universities have taken to promote intercultural competence among their students. It analyzes the advantages and disadvantages of each and tries to offer some valuable suggestions for intercultural education in Chinese colleges and universities in relation to the practices of some Western universities, so as to make a useful contribution to the promotion of students' intercultural competence in China.

Day2 March 24•HG03•12:20-12:40

Title: A Study of Intercultural Communicative Competence Based on "Chinese Bridge"

Authors: Zheng Jing

Abstract:

"Chinese Bridge" is an influential and prestigious Chinese language proficiency competition, annually attracts the L2 Chinese learners from all over the world. The contestants will not only be tested their knowledge about the language and the country, the abilities to express fluently and accurately, but also more importantly, the abilities to express appropriately according to

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the varied cultural contexts. In “Chinese Bridge”, cross-cultural communicative elements encoded into the test items will implicitly tell Byram’s 5-dimension intercultural competence, i.e. awareness, attitudes, knowledge, skills and reflection. This paper, based on analyzing the test items of “Chinese Bridge” and the results of a case study of two contestants, uncovers how “Chinese Bridge” weaves cultural codes into language tests, and how effectively intercultural competence can be tested and improved by such fabric. The correlation between certain test items and the revealing intercultural competence suggests that the test design of ancient Chinese poem play an essential role in expressing the contestants’ intercultural competence.

Day2 March 24•HG03•12:40-13:00

Title: Storytelling: A Constructivist English Culture Teaching Practice

Authors: Xiaonan Jiang, Chengqiang Wang, Junming Zhang

Abstract:

Cultural knowledge is essential to language learning as language is the medium of culture. At Shandong College of Arts in China, we incorporated storytelling into the College English courses to facilitate students’ understanding across cultures. Through the lens of constructivism, the teachers encourage students to explore English culture and present stories related to their personal experiences, western history, cultural phenomena, social issues, and intercultural communication. From the perspectives of a course instructor, an undergraduate and a graduate student, the three co-presenters will respectively discuss this narrative and collaborative culture learning strategy. We reflect on how this practice can develop critical thinking, build cultural competency, and foster our global intercultural sensitivity. Findings of a related survey will also be discussed regarding the strengths and limitations of this intercultural teaching practice.

Day2 March 24•HG03•14:00-14:20

Title: Validating a Chinese instrument for measuring intercultural communicative competence: Evidence from a sample of English majors

Authors: Jing Wang, Rining Wei

Abstract:

Intercultural communicative competence (ICC) is a very important component of the education of students majoring in English in universities, as reflected in Guidance on Teaching English Majors (English Language Teaching Advisory Board under the Ministry of Education, 2020), a policy document issued at the state level. How to evaluate and improve English majors' ICC has also become a hot research topic. Wu, Fang, and Peng (2013) developed a six-dimension ICC assessment tool based on a sample of students from mixed majors at a few Chinese universities. It is unclear to what extent this tool is applicable to the English majors.

The present study was to examine the reliability and validity of the above-mentioned ICC assessment tool. The sample comprised 239 Chinese students of different English majors (mean age(SD) = 18.28 (.513) years; 84.1% female). Confirmatory factor analysis showed that four sub-components (Knowledge from the host cultures, Intercultural cognitive skills, Attitudes and Awareness) identified in Wu, Fang, and Peng' s (2013) original study, were also found in the factorial structure of ICC in the present study of English majors; reliability analysis revealed that each of these four dimensions had high enough Cronbach' s alpha values. Accordingly, Knowledge from the host cultures, Intercultural cognitive skills, Attitudes and Awareness were hypothesised to be the "ICC Core factors" that may be found in different university student samples.

Day2 March 24•HG03•14:20-14:40

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Title: Exploring the relationship between bilingualism and intercultural communicative competence

Authors: Jing Wang, Rining Wei

Abstract:

Previous studies (e.g., Arasaratnam-Smith, 2016; Fox et al., 2019) have suggested a need to investigate the connection between bilingualism and intercultural communicative competence (ICC). Accordingly, the present study attempted to respond to this need by exploring the relationship between bilingualism and ICC. Bilingualism, operationalized as English language proficiency, was measured by both a standardized test score (viz. each participant's English subject score in Gaokao, China's college entrance examination) and self-reported English language proficiency level. ICC was measured with Wu et al., (2013)'s scale, which comprised six sub-components of ICC identified in the Chinese EFL context. The present study examined the ICC level among 239 university EFL learners in China and explored the influence of bilingualism vis-à-vis the selected sociobiographical variables (e.g., age) on ICC.

Hierarchical regression analyses revealed that bilingualism and the selected sociobiographical variable affected ICC to varying degrees; for example, self-reported English language proficiency (effect size $\Delta R^2 = 4.29\text{--}12.49\%$) and English language use frequency ($\Delta R^2 = 3.11\text{--}10.39\%$) emerged as very important predictors for ICC because their minimum effect sizes exceeded the "large" effect size benchmark (2%, see Wei & Hu, 2019)

Day2 March 24•HG03•14:40-15:00

Title: English as a Lingua Franca communication strategies and L1 English speakers' intercultural communication competence

Authors: Marcella Caprario

Abstract:

LX This study adopts Dewaele, et al.' s (2019) terminology in place of the problematic terms "native" and "nonnative" speaker. L1 speakers refer to those who consider English (one of) their first language(s); LX speakers refer to those who learned English as an additional language.] international students face intercultural communication challenges at US universities (Khanal & Gaulee, 2019). This exploratory study sought to identify the impact of L1 English speaking (L1E) peers' communication strategies on such challenges based on an English as a lingua franca (ELF) framework. ELF research demonstrates strategies that support communication among interlocutors from different L1s (Taguchi & Ishihara, 2018).

Semi-structured interviews with three LX international students at a US university were analyzed using thematic analysis (Braun & Clarke, 2006). Participants reported that L1E peers' use of strategies facilitated communication, but strategy use was infrequent. Including ELF strategies in intercultural education could improve intercultural communication competence.

Day2 March 24•HG03•15:20-15:40

Title: The Teaching Design and Practice of Intercultural Communication Based on Intercultural Competence Test

Authors: Wenya Chen

Abstract:

As language is the carrier of culture, foreign language teaching should inevitably shoulder the important task of cultivating the ability of intercultural communication. Since the establishment of Guangdong Hong Kong Macao Great Bay Area in 2019, the unique characteristics of the regional development, internationalization, globalization and

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multiculturalism have highlighted the significance of making connections among different cultures. The attribute of Intercultural Communication in English makes it one of the most effective positions for colleges and universities to implement intercultural education. Based on the discussion of the theoretical significance and the specific operation of the cultural test, this paper redefines the teaching goal of Intercultural Communication in English and makes a comparative analysis of the practice and research of this course. Besides, the paper points out the problems and then puts forward some suggestions for the syllabus and its relevant teaching practice.

Day2 March 24•HG03•16:00-16:20

Title: On the international communication of Chinese cultural heritage: A case study of the immersive kun opera performance “Six Records of a Floating Life”

Authors: Xi Liu

Abstract:

This article looks at the production and communication of the very first commercial immersive kun opera performance in China, “Six Records of a Floating Life” (fusheng liuji, 浮生六记), which is based on the autobiographical prose by a literati Shen Fu from Suzhou in Qing Dynasty. The garden version of this kun opera is performed in Canglang Pavilion (沧浪亭), one of the oldest gardens in Suzhou, where the story of the play takes place. The performance is not fixed to a scene in the garden, but allows the audience to move with the plot of the characters. Suzhou garden and kunqu, two world cultural heritages were therefore integrated through the live-action immersion experiences. While the romantic love between the couple in the original story is highlighted in the performance, a poetic, artistic and elegant “Suzhou-style life” as “an underpinning and essence of Chinese culture” is promoted by the producers.

Through content analysis of translated scripts and relevant media reports, and interviews with producers and audience, this study aims to elucidate the

strategies, achievements and deficiency in the international communication of “Six Records” . It asks the following research questions: What are the connotations of the “Suzhou-style life” produced in this play and how have they been received domestically and internationally? How did the humanist and anti-feudalist spirits in the original literary work translated to this play and received by audience from different cultural background? What kind of the “underpinning and essence of Chinese culture” and relevant Chinese theatrical esthetics are produced and propagated in the modernized kun opera performance and why? How did this play reconfigure the boundary between “tradition” and “modernity” in its domestic and international communication of Chinese culture heritage?

Day2 March 24•HG03•16:20-16:40

Title: Discussion on the Application of AI-enabled Remote Sensing Technology to the Digital Protection of Macao's World Cultural Heritage

Authors: Qiang Zhao

Abstract:

The historical architectural heritage represented by the ancient Catholic churches, monasteries, and church ruins, as well as the Chinese temple architecture, has earned Macao the reputation of a museum of architectural art. With the protection of religious buildings as the main research topic, this paper analyzes the actual situation of religious buildings in Macao's historic urban area and takes Mazu Pavilion as an example to apply the Li DAR remote sensing technology to the protection planning of religious buildings' cultural heritage. The results show that the Li DAR remote sensing technology can effectively improve the speed and accuracy of the establishment of the 3D model of historical buildings, and has certain application value for the digital protection of Macao's architectural cultural heritage.

This paper believes that the upgrading of the protection of Macao's cultural heritage shall make full use of the technological power of digitalization, as

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well as the carrying capacity and communication power of popular culture, so that Macao's world cultural heritage can penetrate the life of the public in a vivid form and constantly reach out to the world. Meanwhile, spreading Chinese culture and telling Macao stories well on the international stage is conducive to cross-cultural exchanges and communication in the new era.

Day2 March 24•HG03•16:40-17:00

Title: The Cross-cultural Exchange of Indigo Dyeing among China, Japan and ROK

Authors: Jianle Ni, Yuanxin Wu, Lingshu Wu, Zhaoxia Li

Abstract:

Indigo dyeing, a traditional handmade dyeing technique using plant dyestuffs, includes tie-dye, folder stained, batik, and blue calico. Indigo, the oldest natural plant dye, was found 3,000 years ago and applied in the dyeing process in China during the Qin and Han dynasties (221BC-220AD). In addition to its rich variety and long history, this technique was also widely spread. In the third century A.D, it was introduced to Japan. Then in the Sui and Tang dynasties (518AD-907AD), China's weaving and dyeing techniques together with their culture were developed in Japan, exerting a great influence to the local style of the Asuka Nara periods (592AD-794AD). In the same period, Korean also learnt these techniques from China and developed them into ones with local features. From the 1970s to 1990s, China's indigo dyeing products were exported to Japan in large amounts, which has to some extent boosted the re-exchange between the two sides in terms of indigo dyeing technique. This academic exchange, backed by the efforts of Nantong University and related research institutions in Japan and ROK in fields of collection, studies, inheritance, innovation and talent cultivation, discussed the similarities and differences in planting, printing and dyeing techniques, design innovation and so on. Nowadays, indigo dyeing is not a regional technique any more, but a symbol of traditional cultural exchange that crosses cultures, nations and regions, making it entitled to become an

intangible cultural heritage of global significance. The aim of this academic exchange is to make indigo dyeing centered on China and shared by the whole world, advance the application of the China-Japan-ROK Indigo Dyeing Project as the intangible cultural heritage of humanity (world), as well as arouse global consciousness and form consensus to protect the traditional printing and dyeing techniques.

Day2 March 24•HG03•17:00-17:20

Title: Study on the Protection and Activation Mechanism of "Small Cultural Heritage" in Urban and Rural Areas of China

Authors: Jianming Wang

Abstract:

First of all, the concept of "small cultural heritage" proposed in this paper is based on China's vast territory, extensive distribution of historical and cultural heritage, and large number of backgrounds, compared with the important historical and cultural heritage that has been recognized by the government and formed a perfect protection mechanism. For example, ancient dwellings, ancient temples, grotto statues, etc.

This paper selects several different types of research cases, through field investigation and research, to propose the protection and activation mechanism of "small cultural heritage".

The case is described below. (1) Buddhist Statue of FEIFENG Mountain YAOSHIYAN (built-in Feifeng Village, Xinchang Town, Dayi County, Chengdu, Sichuan Province, around 837 of the Tang Dynasty). (2) DANWANSHIJU (built-in 1791 in Pingshan District, Shenzhen). (3) ZHONGPU Village (built between 1809 and 1815, located in Changqing Town, Yongtai County, Fujian Province). (4) SONGKOU Ancient Town (Fujian Songkou Ancient Town Reconstruction and Activation Project).

The protection and activation mechanism of "small cultural heritage" is summarized and put forward.

General Information



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Any found items may be turned into the registration counter. Enquires about lost items can be directed to the registration counter as well.

Name Badge

For security purpose, delegates, speakers, and staff are required to wear their name badge to all sessions. Entrance into sessions is restricted to registered delegates only.

Security

Please ensure that you take all items



Conference Website



Photo Cloud

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The 28th International Conference of IAICS

Transportation Arrangemen

Date	Time	From	To
22March	18:00	Regency Art Hotel	Grand Dragon Hotel
	20:30	Grand Dragon Hotel	Regency Art Hotel
23March	8:00	Regency Art Hotel	City U
	8:20	Regency Art Hotel	City U
	18:00	City U	Macau Tower
	20:30	Macau Tower	Regency Art Hotel
24March	8:00	Regency Art Hotel	City U
	8:20	Regency Art Hotel	City U
25March	8:30	Regency Art Hotel	Culture tour



澳門城市大學
City University of Macau

A 行政樓
Administrative Building

B1 第一座
Block 1

C 文化中心
Cultural Centre

H 何賢會議中心
Ho Yin Convention Centre

L 中葡樓
Luso-Chinese Building

N 蔡繼有樓
Choi Kai Yau Building

S 何鴻燊樓
Stanley Ho Building

T 大豐樓
Tai Fung Building

W 王寬誠樓
K.C.Wong Building

P 停車場
Parking

|| 餐廳
Restaurant

\$ ATM



Conference Venue



The 28th International Conference of IAICS

Culture
Tour

Admission by ticket only

Time: Saturday, 25 March 2023 09:00-13:00 (4 to 5 hours)

Starting at: Regency Art Hotel Lobby

Snapshot Itinerary :Ruins of St. Paul's-Senado Square-Macao Giant Panda Pavilion

Macao is a city where East meets West, a place where traditional Chinese culture has assimilated Portuguese and Western ways to create a unique cultural mix. The many beautiful historic buildings evoke the city's collective memories, and this small city - overflowing with traditional elements – lends a wealth of inspiration to the flourishing local arts community.

Short Description:

The Ruins of St. Paul's are the ruins of a 17th-century complex in Santo António, Macau, China. It has been officially listed as part of the Historic Centre of Macau, a UNESCO World Heritage Site.





The Senado Square, or Senate Square is a paved town square in Macau, China and part of the UNESCO Historic Centre of Macau World Heritage Site.



Nestled against a hill side in Seac Pai Van Park in Coloane in a fan-shaped layout of about 3,000m², Macao Giant Panda Pavilion is designed to take advantage of combining the terrain's natural undulations with the architectural characteristics.



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第28屆國際跨文化溝通研究協會國際會議

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