



IAICS



International Association for Intercultural Communication Studies
IAICS 31st Annual Conference (2026): Program Booklet

Program, Presentation Abstracts, and Participant Directory

July 21-24, 2026 | The University of Toledo | Toledo, Ohio, U.S.A.



About the Conference

Theme	Intercultural Communication Across Digitally Intertwined and Displaced Worlds and Words: Challenges and Opportunities.
Dates	July 21-24, 2026
Host	Department of World Languages and Cultures at The University of Toledo, Toledo, Ohio, U.S.A.
Time zone	All program times are Toledo, Ohio Eastern Time. F = face-to-face/in-person; V = virtual/online.
Organizing Committee	Gaby Semaan (Chair); Hongyan Lan (Assistant Chair); Xianlin Jin (Coordinator) ; Natali Bullock (onsite logistics)

About IAICS

The International Association for Intercultural Communication Studies (IAICS) consists of scholars from a range of the cultural sciences who are dedicated to conducting research on communication across cultures. The group meets annually at different locations around the world.

IAICS membership is made up of participants from over 32 countries. These participants meet annually to discuss common research interests.

IAICS originated from a series of Asian-American conferences run by the late Dr. John Koo at the University of Alaska and Arizona State University. In 1985, the first international conference on “Cross-Cultural Communication: East and West” was held in Seoul, Korea. The group met every two years, alternating between North America and Asia. Asian conferences were held in Harbin (China), Tainan (Taiwan), and Hong Kong (China). In North America the conferences were held in San Antonio (Texas), Tempe (Arizona), and Louisville (Kentucky). Since 2003, the conference has been held on an annual basis.

Booklet Contents

- Conference Program: day-by-day schedule with rooms, modality, presenters, affiliations, and presentation titles.
- Presentation Abstracts: abstracts supplied in the submission record, organized in conference program order.
- Participant Directory: participant names, email addresses, and academic/professional affiliations available from the supplied source files.
- Other important information

Welcome Remarks by President of IAICS

Representing both the University of Toledo, as the host Institution, and the International Association for Intercultural Communication Studies (IAICS), as its President, it is double honor for me to welcome you to IAICS' 31st annual conference.

This year, we explore a theme that captures our contemporary condition:

Intercultural Communication Across Digitally Intertwined and Displaced Worlds & Words: Challenges and Opportunities. In a super-connected yet fragmented world, intercultural communication unfolds within communities shaped by migration and displacement and across digital platforms. Through words, discourses, narratives, and translanguaging practices we hold the dual capacity to connect or divide.

I am confident that our dialogues during the 70+ sessions and events over the four-day period will provide valuable insights that could guide our changing world. I extend my deepest gratitude to my fellow organizing committee members Drs. Hongyan Lan and Xianlin Jin, to the former Chair of the Department of World Languages and Cultures, Dr. An Cheng Chung, the leadership of the University of Toledo, including President Holloway, Provost McKinney, Dean Gregory, Vice Provost and Dean of Students, Dr. Sammy Spann and the officers and directors in the Office of Student Affairs, Office of undergraduate admission, Office of Marketing and Communication, UToledo IT, our volunteers, community sponsors and all participants for making this gathering possible. Welcome again, and may our exchanges across these worlds and words inspire us all.

Gabv Semaan. Ph.D.

Schedule's Time Zones

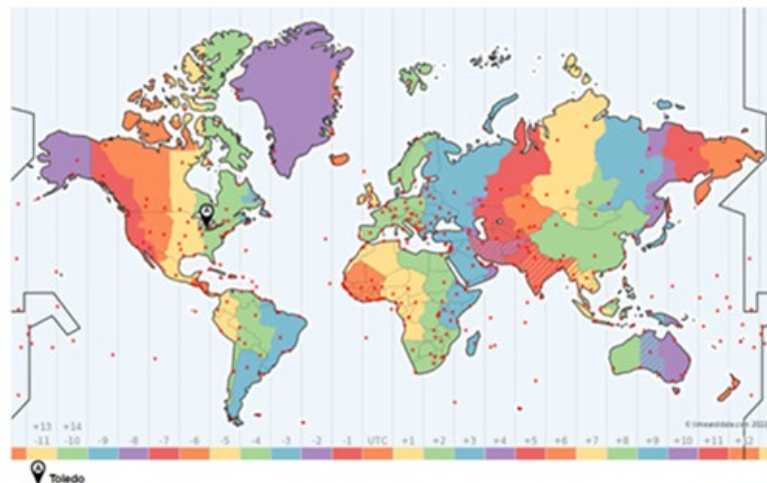
The conference schedule and times shown in the program reflect Eastern Day Time (EDT), which is the daytime of host university, the University of Toledo, Toledo, Ohio. USA.

Provided are three online resources for time-conversion:

- [dayspedia](#)
- [timeanddate](#)
- [24timezones](#)

Sample Time Difference with Toledo Toledo, Ohio USA 8:00 a.m.	
Canberra: 10:00 p.m.	London: 1:00 p.m.
Cape Town: 2:00 p.m.	Tokyo: 9:00 p.m.
Egypt: 3:00 p.m.	Shanghai: 8:00 p.m.

Time Zone Map



IAICS 2026 Conference Program at a Glance

All times are Toledo, Ohio Eastern Time. F = face-to-face/in-person; V = virtual/online.

Room A: FH 2420; Room B: FH 2300; Room C: FH1640

Day 1 - July 21, 2026

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
9:00-10:00 a.m.	FH 2400	Event	Registration (for onsite participants) & Breakfast	
10:00-10:15 a.m.	Room A	Event	Welcome and Opening Remarks	
10:15-10:30 a.m.	Room A	Event	IAICS President's Address	
10:30-11:00 a.m.	Room A	V	Assessment literacy in preservice teacher education: A bibliometric analysis <i>Individual Paper</i>	Eunjeong Park - Sunchon National University
10:30-11:00 a.m.	Room B	V	Emotional Value Creation in Chinese Livestreaming: Affective Engagement, Cultural Meaning, and Consumer Loyalty <i>Individual Paper</i>	Yue Xu - Universiti Utara Malaysia (UUM)
10:30-11:00 a.m.	Room C	V	Making Meaning Across Contexts: Teaching Idioms through Global Dialogues <i>Individual Paper</i>	Barry Kavanagh - Tohoku Gakuin University Kazuyo Koide- Tokyo University of the Arts
11:00-11:30 a.m.	Room A	V	A Study on the Chinese-English Trans-editing Strategies of GACC News from the Perspective of Cross-Cultural Communication <i>Individual Paper</i>	Yu Hu - Shanghai Customs University
11:00-11:30 a.m.	Room B	V	Cognitive Worlds and Digital Tools: The Value of Second Language Learning in an AI Driven Era <i>Individual Paper</i>	Jili Sun - Northwestern University
11:00-11:30 a.m.	Room C	V	Cross-Cultural Effectiveness of Informal Mediation: The Yiwu "Laoniangjiu" Model in Global Trade Communities <i>Individual Paper</i>	Yan Wang - Shanghai Customs University
11:30 a.m.-12:00 p.m.	Room A	F	Transplantation and Adaptation of American Educational Model in China's New-type Research Universities: Cases of SUSTech and	Meirong Fu - Beijing Foreign Studies University

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
			Westlake University <i>Individual Paper</i>	
11:30 a.m.-12:00 p.m.	Room B	V	Taiwan's Hanfu Festival as a Site of Cultural Practice: The Empowerment of Identities through Everyday Performances <i>Individual Paper</i>	Xinyu Yin - East China Normal University
11:30 a.m.-12:00 p.m.	Room C	V	Traces of love in love letters and interaction with social changes in China (1950-1989) <i>Individual Paper</i>	Li Liu - Zhejiang Gongshang University
12:00-12:30 p.m.	Room A	F	Japanese Women in the United States - A Qualitative Study on Identity and Identity Management <i>Individual Paper</i>	Hongyan Lan - Fukuoka Jo Gakuin University
12:00-12:30 p.m.	Room B	V	Suspension and Circulation of Meaning: An Hermeneutic Inquiry into the Intercultural Communication of Folk Culture– A Case Study of the Dragon Boat Festival in Zigui <i>Individual Paper</i>	Ying Ru - Chang'an Univeristy
12:00-12:30 p.m.	Room C	F	Verbal creativity and foreign language education <i>Individual Paper</i>	Chenguang Chang - Sun Yat-sen University
12:30-1:00 p.m.	Room A	F	Live-streaming Alabama's Civil Rights Movements Histories: A Text Mining of Viewers' Comments <i>Individual Paper (Kenneth Yang and Yowei Kang)</i>	Kenneth C.C. Yang - The University of Texas at El Paso Yowei Kang - Auburn University at Montgomery
12:30-1:00 p.m.	Room B		Cultural and Language Barriers to Equitable Academic Communication in Medical Research and Education: Applications of Artificial Intelligence in Health Writing <i>Individual Paper</i>	Sofia Salazar - Research Projects Specialist, Senior; Cardiovascular Services Department, Nemours Children's Health. Xianlin Jin - The University of Toledo
12:30-1:00 p.m.	Room C	V	Interlanguage in Context: Meaning-Making Across Cultures <i>Individual Paper</i>	Maria Amparo - Complutense University of Madrid Soler Bonafont -- Complutense University of Madrid
1:00-2:00 p.m.	FH 2440	Event	Networking & Lunch	
2:00-2:45 p.m.	Room A	Keynote	Keynote Speaker: Ruth Hottell Navigating Cross-cultural and Intercultural Situations as a Dual National University of Toledo	
2:45-3:00 p.m.	FH 2440	Event	Break/Buffer Time	

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
3:00-3:30 p.m.	Room A	F	Intercultural Communication Across Digitally Intertwined Worlds: AI, Mediation, and Meaning-Making in Portuguese interactions on Zoom <i>Individual Paper</i>	Ana Thome Williams - Northwestern University
3:00-3:30 p.m.	Room B	F	TBA	
3:00-3:30 p.m.	Room C	V	Intercultural Communication as Public Code: Migration, Interface, and the Digital State in Canada <i>Individual Paper</i>	John Bessai - Independent Scholar
3:30-4:00 p.m.	Room A	F	Ash is All You Get From Rushing'; Re/Designing Algorithms as Material Practices <i>Individual Paper</i>	Joseph Isaac - Rutgers University-New Brunswick
3:30-4:00 p.m.	Room B		Workshop: Designing Learning with VR: Hands-on Exploration, Stages of Immersion and Theory-Informed Instruction <i>Workshop</i>	Haixia Liu - Grand Valley State University
3:30-4:00 p.m.	Room C	F	So Turkish? Student Perspectives on Turkish-Labeled Protagonists in Intercultural Critical Incidents <i>Individual Paper</i>	Michael Seyfarth - Leipzig University
4:30-5:30 p.m.		Event	UToledo Campus Tour	

Day 2 - July 22, 2026

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
9:00-9:30 a.m.	All rooms	Event	Breakfast	
9:30-10:00 a.m.	Room A	V	Translanguaging Practices in Digitally Intertwined Worlds: Negotiating Identity and Empathy in the Reality Show Divas Hit The Road Season V <i>Individual Paper</i>	Qing Yu - Shanghai Film Academy, Shanghai University
9:30-10:00 a.m.	Room B	V	The Identity Advantages of the 'Third Culture Individual': Practical Application in Cooperative Education Programs <i>Individual Paper</i>	Rui Liu - Yanshan University

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
9:30-10:00 a.m.	Room C		The “Agent Economy” of Overseas Graduate Admissions: A Mixed-Methods Study of Student Motivations, Familial Influence, and Ethical Dilemmas in Mainland China	Wei Chin Wong - Hong Kong Baptist University Kexin Guo - Hong Kong Baptist University
10:00-10:30 a.m.	Room A	V	The Impact of AI-Empowered Intercultural Communication Courses on the Development of Intercultural Communicative Competence of English Major Postgraduates <i>Individual Paper</i>	Tianying Yun - Jilin University
10:00-10:30 a.m.	Room B	V	Site, Signs and Meaning: A Study on the Cross-cultural Communication of Shanghai Red Tourism Linguistic Landscape <i>Individual Paper</i>	Xiaoqun Guo - Shanghai Customs University
10:00-10:30 a.m.	Room C	V	Social Support Network and Intercultural Sensitivity: A study on Generation Z <i>Individual Paper</i>	Syarizan Dalib - Universiti Utara Malaysia
10:30-11:00 a.m.	Room A	V	Influential Factors Affecting Users' Continuance Intention Toward Mobile Registration Systems: The Moderating Effect of Emotional Involvement <i>Individual Paper</i>	Chan-Sheng Kuo - Shih Hsin University, Taipei Yowei Kang - Auburn University at Montgomery
10:30-11:00 a.m.	Room B	V	Sport as an Asset for Soft Power in Global South Countries in the 21st Century: Opportunities, Challenges and Solutions <i>Individual Paper</i>	Renhui Feng - Chengdu Sport University
10:30-11:00 a.m.	Room C	F	Intercultural Competence in Generative AI: A Comparative Study of Four Large Language Models Across English and Chinese Languages <i>Individual Paper</i>	Renzhong Peng - Huazhong University of Science and Technology
11:00-11:30 a.m.	Room A	F	What Counts as Appropriate? Intercultural Pragmatic Judgments among Moroccan and German EFL Students <i>Individual Paper</i>	Nadya Izzaamiouine - Bonn Universität
11:00-11:30 a.m.	Room B	V	Pathological Geographies and Organismic Restoration: A TCM Ecocritical Reading of Jamaica Kincaid's A Small Place <i>Individual Paper</i>	Liping Chen - Beijing International Studies University Hongwei Liu - China Daily 21st Century
11:00-11:30 a.m.	Room C	F	Algorithmically Mediated Communication and Minority Inclusion: Digital Media, Identity, and Social Integration Among Deaf and Hard-	Xiangyi Chen - Beijing Normal University Tian Qiu - George Mason University,

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
			of-Hearing Youth in China <i>Individual Paper</i>	
11:30 a.m.-12:00 p.m.	Room A	V	The Disappearance and Rebirth of “Aura”: The Spatial Invasion of Film and its Reconstruction of the Distance from Reality at the Age of Digital Media <i>Individual Paper</i>	Kejia Sun - Communication University of China,The School of Theater, Film and Television
11:30 a.m.-12:00 p.m.	Room B	V	Panel: Utilizing Ethical Reflexivity in Ethnographic Fieldwork <i>Panel</i>	Madiha Patel - Texas Tech University Brandy Bippes - University of Utah Asia Campus Lauren Maher - Texas Tech University
11:30 a.m.-12:00 p.m.	Room C	F	Cross-Cultural Ethical Cognition in Emerging Adults:A Comparative Study of Brazilian and Chinese College Students <i>Individual Paper</i>	Xiaoshu Zhu - Business Confucius Institute, Sao Paulo, Brazil
12:00-1:00 p.m.	FH 2440	Event	Networking & Lunch	
1:00-1:30 p.m.	Room A	V	Soft Power in 30 Seconds: Cultural vs. Political Communication on Instagram Reels <i>Individual Paper</i>	Arwa Hassan - Assiut University Dena Mahmoud Hamed - Assiut University
1:00-1:30 p.m.	Room B	V	Translanguaging as Culturally Responsive Discourse for ESL learning in Rural Digitally Disadvantaged Contexts <i>Individual Paper</i>	Yuleth Chigwedere - Women's University in Africa Maudy Precious Mpezeni - Independent Researcher
1:00-1:30 p.m.	Room C	V	Who Belongs? Citizenship Struggles in Nigeria and the Promise of Cosmopolitanism <i>Individual Paper</i>	Emmanuel Aiyede - University of Ibadan
1:30-2:00 p.m.	Room A	V	Intercultural Barriers in Rural English Language Classrooms: Teachers' and Students' Perceptions in Nigeria <i>Individual Paper</i>	Evelyn Aiyede - University of Ibadan, Nigeria
1:30-2:00 p.m.	Room B	F	Employing Historical Video Games in Teaching Civil Rights History in Montgomery, Alabama: A Text Mining Analysis <i>Individual Paper (Yowei Kang and Kenneth Yang)</i>	Yowei Kang - Auburn University at Montgomery Kenneth C.C. Yang - The University of Texas at El Paso
1:30-2:00 p.m.	Room C	V	What AI Assisted EV Search Lead To? <i>Individual Paper</i>	Yunying Zhang - Austin Peay State University

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
2:00-2:30 p.m.	Room A	V	Space as the Hidden Dimension of Communication: Cultural or Political? <i>Individual Paper</i>	Samira Ghanbarnejadnaeini - McMaster University
2:00-2:30 p.m.	Room B	F	Poetry Translation and Teaching in the General AI Landscape <i>Individual Paper</i>	Leslie Hong Ai Bai - - International College Beijing, College of Liberal Arts and Science, University of Colorado Denver
2:00-2:30 p.m.	Room C	F	Promises and Constraints of AI-Driven VR for Communication Skills Training: A Mixed-Methods Study <i>Individual Paper</i>	Haixia Liu - Grand Valley State University
2:30-3:30 p.m.	FH 2440	Event	Coffee Break and Networking	
4:00-6:00 p.m.		Event	Toledo Botanical Garden Trip	

Day 3 - July 23, 2026

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
9:00-9:30 a.m.	FH 2440	Event	Breakfast	
9:30-10:00 a.m.	Room A	Event	Intercultural Communication Studies Journal: Information Session about publishing in ICS	
10:00-10:30 a.m.	Room A	F	Will Agentic AI Affect Cross-Cultural Competence?: Theoretical, Methodological, and Practical Implications <i>Individual Paper (Kenneth Yang and Yowei Kang)</i>	Kenneth C.C. Yang - The University of Texas at El Paso Yowei Kang - Auburn University at Montgomery
10:00-11:00 a.m.	Room B	F/V	Panel: From Theory to Practice: Implementing Intercultural Communication in Course Design and Teaching Practices <i>Panel</i>	Xianlin Jin - The University of Toledo Kasumi Yamazaki -, The University of Toledo Stephen Spates -, Michigan State University An Chung Cheng - The University of Toledo
10:00-10:30 a.m.	Room C	F	Communicating Climate Change Globally: Sociocultural challenges and finding Options <i>Individual Paper</i>	Emmanuel Ngwainmbi - Independent Scholar
10:30-11:00 a.m.	Room A	F	Intersecting Vulnerabilities in Race, Gender, and Class in Climate Migration Resilience: The Media's Role. <i>Individual Paper</i>	Rhoda Patrick - Redeemer University Hosea Patrick - McMaster University
10:30-11:00 a.m.	Room C	V	The Crosslingual Memory Archive as a Decolonial Initiative <i>Individual Paper</i>	David Achodo - University of Tennessee

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
11:00 a.m.-11:30 a.m.	Room A	F	A New Perspective on the Impact of Structural and Cultural Shifts on Syrian Refugee Families in Germany <i>Individual Paper</i>	Elena Nassif - University of Toledo
11:00-11:30 a.m.	Room B	F	Africanism and the Hybrid Tongue: Language and Identity Practices of African Students in the US. <i>Individual Paper</i>	Ruth Yeboah - Bowling Green State University
11:00-11:30 a.m.	Room C	V	Scalar Identities: How Space and Time Shape the "Made in Italy" Narrative <i>Individual Paper</i>	Sabina Perrino - Binghamton University (SUNY)
11:30-12:00 a.m.	Room A	F	Digital Orientalism: Reactions to AI generated Images for the Arab American Heritage Month <i>Individual Paper</i>	Gaby Semaan - The University of Toledo Max Matolin - The University of Toledo
11:30 a.m.-12:00 p.m.	Room B	F	Media Framing and Public Engagement of Opioid News in Ghana: How Thematic Framing Shapes Audience Interaction on Social Media <i>Individual Paper</i>	Fuseini Tia Iddrisu - University of Cincinnati. Naadiyahtu Iddrisu -, Michigan State University Merrill Kelly -, University of Cincinnati
11:30 a.m.-12:00 p.m.	Room C	F	Being Asked to Speak for "Us": The Spokesperson Trap in Organizations <i>Individual Paper</i>	Michael Awuah - University of Cincinnati Ryen Langford - University of Cincinnati Gabrielle Nichols - University of Cincinnati Kelly Merrill Jr. - University of Cincinnati
12:00-12:30 p.m.	Room A	V	Analyzing Pope Leo XIV's 2026 Visit to Algeria as Intercultural Diplomacy: Reconfiguring Narratives of Liberation and Faith <i>Individual Paper</i>	Walid Seyfeddine Kerroumi -, Óbuda University
12:00-12:30 p.m.	Room B	F	Music's Impacts on Intercultural Communication and Multi-Cultural Identity: Studying Social Media Posts of Culture, Identity, and Power Discourse regarding Popular Music. <i>Individual Paper</i>	Nardeen Ruth Lakatos - The University of Toledo Xianlin Jin - The University of Toledo
12:00-12:30 p.m.	Room C	F	Decolonising English Language Teaching in International curricula: from Western epistemic dominance to epistemic plurality through dialogic and praxis-oriented pedagogies <i>Individual Paper</i>	Henry Amo Mensah - Stellenbosch University, PhD Candidate
12:30-1:30 p.m.	All rooms	Event	Networking and Lunch	

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
1:30-2:00 p.m.	Room A	V	Teaching Intercultural Communication Perspectives in Police's Anti-Crime Campaigns in A Public Relations Course in Canada <i>Individual Paper</i>	Sumin Fang - University of the Fraser Valley
1:30-2:00 p.m.	Room B	V	Social Media Activism <i>Individual Paper</i>	Marquise Harding - The University of Toledo Xianlin Jin - The University of Toledo
1:30-2:00 p.m.	Room C			
2:00-2:30 p.m.	Room A	V	From Writing to Design: Multimodal and AI-Mediated Pedagogies for Intercultural Communication <i>Individual Paper</i>	José Manuel Flores Fuentes - Texas Tech University Elizabeth Escobedo Salazar - The University of Texas at El Paso
2:00-2:30 p.m.	Room B	V	A Transnational Comparison on the Colonial Mentality Between Tsitsi Dangarembga's Nervous Conditions and Ana Castillo's So Far from God <i>Individual Paper</i>	Deanna Tenorio - University of New Mexico
2:00-2:30 p.m.	Room C	F	Relational Literacies in Intercultural and Digitally Mediated Classrooms <i>Individual Paper</i>	Hadi Banat - University of Massachusetts Boston
2:30-2:45 p.m.		Event	Short Break	
2:45-3:15 p.m.	Room A	Event	Closing Ceremony: Cake Cutting, Announcing Graduate Student Paper Award Winners, IAICS Announcements & Remarks	
3:30-5:00 p.m.		Event	A Trip to Downtown Toledo: Glass City Riverwalk	

Day 4 - July 24, 2026

Time	Room	Mode	Presentation / Event	Presenter(s) and Affiliation(s)
9:00-11:00 a.m.	Room A	Event	IAICS BOARD MEETING (F & V)	
11:30 a.m.	Room A	Event	Conference's Concluding Trip to Toledo Museum of Art (Free: No Admission Fee) if the Museum is open to tours. Otherwise, the plans will switch to visiting another venue.	

*Other events and activities might be planned for evenings during the conference; those will be announced at the conference venue. Please note that the program is subject to some minor changes which will be announced in due time.

Abstracts

Abstracts are presented in conference program order

Assessment literacy in preservice teacher education: A bibliometric analysis

Presenter(s)	Eunjeong Park - Sunchon National University
Schedule	Day 1 - July 21, 2026 10:30-11:00 a.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This study conducts a bibliometric analysis of assessment literacy research in preservice teacher education from 2000 to 2024. The analysis, based on 91 peer-reviewed journal articles indexed in the Scopus database, examined publication patterns, thematic groups, geographical location, and most-cited works using VOSviewer for co-occurrence mapping and cluster visualization. The findings showed that publications on assessment literacy rose sharply in the early 2020s, peaking in 2023. Cluster analysis identified three thematic areas: the development of teacher competencies and professional skills, connections between assessment literacy and instructional practices, and preservice teacher preparation on technological and pedagogical means to make good assessments. Most studies were conducted in the United States, followed by Australia and Canada, whereas in other regions, there were only a few representations. Popham's (2009) study on policy alignment, innovative pedagogy, and technology use emerged as the most influential work. These findings highlight the need to diversify geographical contributions, broaden methodological approaches, and strengthen cross-contextual dialogue in literacy assessments. By synthesizing trends across more than two decades, this study offers a systematic bibliometric mapping of preservice teacher education in assessment literacy, addressing gaps left by prior reviews. These findings imply that future research should work toward refining the conceptual and practical foundations of assessment literacy in preservice teacher education. The study provides a foundation for future global collaborations and informs curriculum design in teacher education programs.

Emotional Value Creation in Chinese Livestreaming: Affective Engagement, Cultural Meaning, and Consumer Loyalty

Presenter(s)	Yue Xu - Universiti Utara Malaysia (UUM)
Schedule	Day 1 - July 21, 2026 10:30-11:00 a.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: Livestreaming has become a dominant form of digital communication in China, yet existing research has primarily focused on marketing performance rather than how emotional value is created in interactive environments. This paper examines Li Dan's Xiaohongshu livestreaming as a distinctive case in which product promotion is embedded within letter-reading, humor, and responses to viewers' everyday concerns. Drawing on theories of emotional labor and affective publics, it explores how affective engagement and culturally embedded communication contribute to emotional value creation and consumer loyalty. A qualitative case study is conducted using Li Dan's livestreams between March 2025 and March 2026 as the sampling frame. From this corpus, ten complete livestream sessions are purposively selected to capture variation in interaction styles and content formats. The dataset includes full-session recordings, real-time comments (danmu), and user comment threads, which are analyzed through fine-grained thematic analysis. The findings are expected to show that emotional value is created through the performance of emotional labor, where humor, empathy, and informal dialogue transform individual emotional concerns into shared affective experiences. These culturally grounded interactions foster intimacy and resonance, enabling product promotion to be embedded within an emotionally

driven communicative process and ultimately contributing to consumer loyalty. The paper contributes by conceptualizing emotional value creation as a culturally mediated communicative mechanism linking affective engagement to platform-based consumption.

Making Meaning Across Contexts: Teaching Idioms through Global Dialogues

Presenter(s)	Barry Kavanagh - Tohoku Gakuin University Kazuyo Koide - Tokyo University of the Arts
Schedule	Day 1 - July 21, 2026 10:30-11:00 a.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: Idiomatic expressions are a salient form of intercultural meaning-making, as their figurative meanings are often rooted in culturally specific knowledge. For EFL learners, idioms pose persistent challenges due to their semantic opacity and the limited cultural exposure available in classroom settings. Addressing this issue, the present study investigates how content-based instruction grounded in globally oriented themes can support idiom comprehension and intercultural communicative competence. This presentation reports on a quasi-experimental study involving 76 Japanese university students who participated in a six-week instructional intervention. Learners engaged with a series of mini-lessons built around dialogues themed on the Sustainable Development Goals (SDGs), which provided culturally and globally situated contexts for idiomatic usage. Each session introduced five target idioms embedded in these dialogues, followed by comprehension tasks, learner-generated dialogue production, and cumulative listening-based review activities. Pre- and post-tests, along with learner perception surveys, were used to assess gains in idiom comprehension and shifts in learning strategies. Findings indicate statistically significant improvement in idiomatic comprehension, alongside increased learner awareness of the themes and content studied in class. Survey data further suggest that globally themed, context-rich materials enhance retention and perceived relevance. The study argues that integrating idioms into intercultural, content-based pedagogy promotes deeper engagement with language, supporting both linguistic development and intercultural competence.

A Study on the Chinese-English Trans-editing Strategies of GACC News from the Perspective of Cross-Cultural Communication

Presenter(s)	Yu Hu - Shanghai Customs University
Schedule	Day 1 - July 21, 2026 11:00-11:30 a.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: In the context of deepening globalization, the news sections of government websites function as critical instruments for international communication and national image construction. This study conducts a comparative analysis of the English-language news sections on the official websites of two prominent border agencies—the General Administration of Customs of China (GACC) and the U.S. Customs and Border Protection (CBP). By constructing specialized corpora, employing keyword extraction and thematic classification, and performing detailed case analyses, this research systematically investigates the divergences in material selection and writing styles between the two institutions. The findings indicate marked disparities. GACC's English news predominantly centers on traditional customs functions, with materials primarily sourced from domestic channels. Its writing style is characterized by formulaic headlines, restricted lexical and syntactic range, rigid linear structure, and a narrowly defined target audience. In contrast, CBP's news coverage exhibits significant thematic diversity, drawing from broad sources and employing vivid language, flexible narrative structures, effectively addressing a pluralistic audience. Based on these insights, this paper proposes a

dualpathway strategy for optimizing GACC's English news services. This includes enhancing material selection by broadening thematic scopes, diversifying information sources, and proactively responding to international concerns. Concurrently, it recommends refining writing practices through headline innovation, enriching linguistic expression, optimizing structural content, and achieving precise audience targeting. These recommendations aim to bolster the cross-cultural communicative efficacy of China's governmental international communication endeavors.

Cognitive Worlds and Digital Tools: The Value of Second Language Learning in an AI Driven Era

Presenter(s)	Jili Sun - Northwestern University
Schedule	Day 1 - July 21, 2026 11:00-11:30 a.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: With the rapid rise of AI as a widely used learning tool, educational institutions face profound challenges. One pressing question is: in an era of instant machine translation, what is the continued value of learning a foreign language? This talk examines the significance of language learning by exploring how language shapes human cognition and communication and then considers how AI can assist language learning without displacing reflective processes. Our aim is to illuminate the evolving relationship between AI and language education and to suggest pathways for integration that preserve human agency. First, through the lens of cognition and communication, we illustrate how French and Chinese native speakers narrate the same visual stimulus. Findings show that each language exhibits distinct temporal structuring, reflected in different narrative macro structures. This evidence suggests that in depth communication requires access to a culture's narrative logic through its vehicular language; second language learning thus supports understanding the distinctive ways other cultures comprehend and express the world. Second, we discuss how AI is transforming teaching methods and learning practices in language education, outlining uses of AI as an effective assistant—enhancing practice, feedback, and revision—rather than replacing the learner's reflective work. Building on these insights, we reflect on how educators and students should approach AI to foster intellectual growth rather than passive dependence on technological means.

Cross-Cultural Effectiveness of Informal Mediation:The Yiwu “Laoniangjiu” Model in Global Trade Communities

Presenter(s)	Yan Wang - Shanghai Customs University
Schedule	Day 1 - July 21, 2026 11:00-11:30 a.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: In globally connected trade hubs, commercial disputes often involve participants from diverse cultural and linguistic backgrounds. While formal legal systems are commonly relied upon, alternative approaches such as community-based mediation can be more effective in certain cultural contexts. This study examines the “Laoniangjiu” (community mediator) model in Yiwu, China, where mediators—both Chinese and foreign—resolve disputes informally, without recourse to courts. Using qualitative analysis of policy documents, media reports, institutional descriptions, and exploratory interviews, this research investigates how intercultural communication practices shape dispute resolution. The study focuses on common conflicts among international traders, including rental disagreements, trade contract disputes, and logistics issues. Special attention is given to how mediators manage cultural misunderstandings, rebuild trust, and negotiate fairness across cultures. A key research question is why informal mediation works effectively in some cultural

groups but less so in others. Preliminary observations suggest that values such as relational trust, harmony orientation, and flexibility in authority structures enhance acceptance of community-based resolution, while highly legalistic or procedural cultures tend to prefer formal judicial mechanisms. By exploring these differences, the study identifies cultural orientations compatible with informal mediation. The findings contribute to intercultural communication scholarship by clarifying how cultural values influence dispute resolution preferences in transnational trade communities. They provide a practical reference for educators, students, and policymakers interested in promoting effective cross-cultural mediation strategies in global commerce.

Transplantation and Adaptation of American Educational Model in China's New-type Research Universities: Cases of SUSTech and Westlake University

Presenter(s)	Meirong Fu - Beijing Foreign Studies University
Schedule	Day 1 - July 21, 2026 11:30 a.m.-12:00 p.m. Room A F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: Against the backdrop of global competition and China’s higher education reform, the rise of “new-type” research universities addresses a critical need for diversifying a system long dominated by homogeneous public institutions. Thus, borrowing advanced American research university models is essential for enriching China’s educational typologies and fostering pluralistic development. This study aims to explore the strategies and pathways through which Southern University of Science and Technology (SUSTech, established 2012) and Westlake University (established 2018) have transplanted and adapted the American model. Grounded in the “Transplantation-Adaptation-Creation” theory, this study employs a qualitative case study approach, drawing on policy documents, institutional records, and media reports. It analyzes the explorations, dilemmas, achievements and challenges these two pioneers face across four dimensions: governance structure, funding mechanisms, academic evaluation, and talent cultivation. The study reveals how the two universities exhibit “isomorphic heterogeneity” within these dimensions. While adopting similar structural forms to align with global standards, they manifest distinct operational logics and challenges driven by their differing public-private natures. Furthermore, the study unpacks the underlying political, institutional and cultural factors shaping their common ground and divergent paths. By elucidating how these institutions navigate the tension between importing foreign models and adapting to domestic realities, the findings should shed lights on the evolution of China’s higher education landscape and contribute to broader discussions on cross-border policy transfer and institutional innovation.

Taiwan’s Hanfu Festival as a Site of Cultural Practice: The Empowerment of Identities through Everyday Performances

Presenter(s)	Xinyu Yin - East China Normal University
Schedule	Day 1 - July 21, 2026 11:30 a.m.-12:00 p.m. Room B F
Submission	Session type: Individual Paper Delivery: Virtual Language: English

Abstract: Practicing Cultural Identity under Political Tension: Localization of Soft Nationalism in Taiwan’s Hanfu Festival
Xinyu Yin School of Communication, East China Normal University, Shanghai, China. Email: 10233320422@stu.ecnu.edu.cn
This study examines how cultural identity is practiced under political tension through a case study of the Taiwan Hanfu Festival. In the context of cross-Strait division and a predominantly Taiwan-centered identity, the festival has developed since 2020 into a large-scale grassroots event featuring traditional clothing, markets, and performances. Drawing on the concept of soft nationalism, which emphasizes depoliticized expressions of national

identity through cultural practices, this study explores how such identity is articulated in Taiwan's distinct socio-political environment. Using participant observation at the 2025 festival, 51 informal interviews, and content analysis, the research investigates motivations, identity construction, and media influence. Findings indicate that the festival's growth is primarily driven by aesthetic and social motivations within a relatively marginal yet cohesive community. Cultural identification is enacted through embodied practices and mediated by digital platforms, particularly through exposure to mainland Chinese media, which reinforces participation and consumption behaviors. Importantly, results reveal that soft nationalist sentiments coexist with political apathy. While participants strongly identify with Hanfu as a cultural symbol, engagement with formal politics and cross-Strait issues remains limited. This suggests a form of depoliticized cultural nationalism shaped by Taiwan's political context. The study contributes to understanding how soft nationalism is variably configured across political systems and highlights the role of grassroots cultural practices in sustaining trans-regional cultural connections.

Traces of love in love letters and interaction with social changes in China (1950-1989)

Presenter(s)	Li Liu - Zhejiang Gongshang University
Schedule	Day 1 - July 21, 2026 11:30 a.m.-12:00 p.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: Love letters capture intimate and genuine affection between couples. However, few studies have examined themes in these letters and their interaction with social changes in China. To address this gap, we conducted a corpus-assisted critical discourse analysis of 1,222 love letters from eight couples spanning 1950-1989. This analysis examined how traces of love were interpreted, negotiated and maintained, and explore how these traces interacted with the social changes. Our findings show that three semantic domains---ideology, emotion and family life--- each presents aspects of love with political, paradoxical and practical traces, respectively. Despite significant social transformations, including a shift from a comrade-style love to free expressions of love, certain affective and pragmatic dimensions of romantic relationships remained remarkably consistent. This study offers valuable insights into the enduring nature of intimate relationships and romantic love among couples, highlighting how such bonds continually interact with the shifting socio-political contexts.

Japanese Women in the United States - A Qualitative Study on Identity and Identity Management

Presenter(s)	Hongyan Lan - Fukuoka Jo Gakuin University
Schedule	Day 1 - July 21, 2026 12:00-12:30 p.m. Room A F
Submission	Session type: Individual Paper Delivery: In-person Language: English

Abstract: Numerous studies (e.g., Gudykunst, 1994; Ting-Toomey, 1988) have examined the East (typically Japan) and the West (particularly the US), and have found significant differences in dimensions such as collectivism and individualism. highand low-context, uncertainty avoidance, or face. Even though these findings have clarified the differences in general, studying cultural phenomena at the micro-level using qualitative methodology is essential to understanding daily interactions, and will reveal more culturally specific results that have been overlooked. This study aims to provide further insight into the identity and identity management of Japanese women living in the US. Adopting a qualitative approach through semi-structured interviews with eight Japanese women who live in the Midwest of the US, the results reveal the challenges they have experienced in the US, which, in turn, have shaped and transformed their self-identity, as well as the strategies they use to maintain and manage their preferred identities.

Suspension and Circulation of Meaning: An Hermeneutic Inquiry into the Intercultural Communication of Folk Culture— A Case Study of the Dragon Boat Festival in Zigui

Presenter(s)	Ying Ru - Chang'an Univeristy
Schedule	Day 1 - July 21, 2026 12:00-12:30 p.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: In the contemporary context of intercultural communication, folk culture is undergoing an ontological transformation from a localized social practice to a cultural object that is observed, narrated, and interpreted. Existing research has largely focused on communication strategies and visual representation, leaving the underlying logic of how folk symbols are decoded and reconstructed in heterogeneous contexts under-theorized. This study adopts an hermeneutic perspective and establishes an analytical framework centered on the concept of “Suspension of Meaning.” Taking the Dragon Boat Festival customs in Zigui, Hubei Province, as a case study, the paper systematically examines the trajectory of cultural meaning as it shifts across contexts. The findings indicate that the intercultural communication of folk culture is essentially an interpretive practice based on difference rather than a simple linear transfer. 'Suspension of meaning' does not signify a failure of communication; rather, it serves as the logical starting point and a necessary condition for intercultural understanding to emerge. Building upon this, the paper constructs a “Circulation of Meaning” model, demonstrating how folk symbols are reconstructed through media interaction and subject negotiation. This perspective highlights the openness of meaning generation and offers a novel explanatory path for the study of the intercultural communication of folk culture.

Verbal creativity and foreign language education

Presenter(s)	Chenguang Chang - Sun Yat-sen University
Schedule	Day 1 - July 21, 2026 12:00-12:30 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: Verbal creativity is a commonplace in everyday language use. We forge, maintain and deepen interpersonal relationships through playful, adaptive and idiosyncratic use of language, which allows us to infuse our interactions with appeal and emotional resonance. Such verbal creativity operates as a relational glue, enabling us to signal belonging, express attitudes and co-construct shared identities. In this paper, I will explore verbal creativity from a functional perspective. I will begin by examining some of the common forms of verbal creativity, and then analyze how such creative uses build on the foundation of formulaicity but twists and combines existing language elements in novel ways. It will be shown that verbal creativity often relies on the coupling of experiential and interpersonal meanings. Foreign language learners and users often struggle in recognizing, understanding and deploying creative verbal play due to language and cultural barriers, and need special training in successful communication. Suggestions will be made on how to raise awareness in this regard.

Live-streaming Alabama's Civil Rights Movements Histories: A Text Mining of Viewers'

Comments

Presenter(s)	Kenneth C.C. Yang - The University of Texas at El Paso Yowei Kang - Auburn University at Montgomery
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Schedule	Day 1 - July 21, 2026 12:30-1:00 p.m. Room A F
Submission	Session type: Individual Paper (Kenneth Yang and Yowei Kang) Delivery: In-person Language: English

Abstract: Histories about civil rights movements are an integral part of Alabama's history. Well-known civil rights landmarks, museums, and statues can be found at the capital of Alabama, Montgomery, and its nearby Selma (United States Civil Rights Trail, n.d.). However, many Gen Z viewers were found to be ignorant of civil rights movement histories due to a lack of civic education (Freeman, 2025). Unlike other generational cohorts, Gen Z viewers relied on new social media to obtain information, ranging from YouTube, TikTok, Instagram, and other streaming platforms (Epsilon Marketing, 2025). Employing live-streaming influencers as historians can help disseminate civil rights movement histories 'with a modern, relatable approach that resonates with audiences of all ages' (Freeman, 2025, n.p.). With the growing importance of live-streaming media, it is important for historical researchers and educators to understand better the role of livestreaming platforms and influencers, and viewers' responses to these short videos that could generate more engaging and effective historical education about Alabama's Civil Rights Movement. Our study employed a text mining approach to extract viewers' comments from 300 short videos that discussed various civil rights movements, historical figures, events, and facts. These videos ranged from 4370 views to 1.3 million views. Viewers left comments and responses once they watched these videos, generating useful viewer data to help researchers assess the impacts of watching these videos on viewers' historical knowledge, awareness, and interest. Our presentation aims to demonstrate the importance of emerging live-streaming platforms and influencers in teaching civil rights movement history.

Interlanguage in Context: Meaning-Making Across Cultures

Presenter(s)	Maria Amparo - Complutense University of Madrid Soler Bonafont - Complutense University of Madrid
Schedule	Day 1 - July 21, 2026 12:30-1:00 p.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This presentation examines, from both theoretical and practical perspectives, the intrinsic value of error in the language teaching-learning process, focusing on the acquisition of Spanish through a pragmalinguistic and sociopragmatic approach. Specifically, it analyzes how pragmatic failures affect the development and monitoring of learners' communicative competence, and whether such failures function as obstacles or as pedagogical resources in intercultural contexts and in the construction of interlanguage. Drawing on interlanguage theory and intercultural communicative competence frameworks, the study reconceptualizes error as evidence of dynamic meaning-making shaped by linguistic, cultural, and social variables. Particular attention is given to how speech acts, politeness strategies, address forms, and stance-taking reflect culturally embedded norms that may lead to pragmatic misunderstandings across communities. These moments of misalignment are examined not as mere deficiencies, but as opportunities to foster critical cultural awareness and reflexive learning. While the primary focus is on Spanish as a second or heritage language in U.S. university contexts, the presentation adopts a comparative lens that includes other languages in order to identify cross-linguistic and cross-cultural patterns of pragmatic transfer. In addition, a gender perspective is integrated to explore how gender identities and power relations shape interactional practices, influence interpretations of (im)politeness, and intersect with broader processes of identity negotiation. Ultimately, the proposal argues that reframing error as an intercultural, socially situated, and gender-aware phenomenon can enrich pedagogical practice and contribute to more inclusive and critically informed language education.

Intercultural Communication Across Digitally Intertwined Worlds: AI, Mediation, and Meaning-Making in Portuguese interactions on Zoom

Presenter(s)	Ana Thome Williams - Northwestern University
Schedule	Day 1 - July 21, 2026 3:00-3:30 p.m. Room A F
Submission	Session type: Individual Paper Delivery: Not sure yet Language: English

Abstract: This paper examines the role of artificial intelligence (AI) in shaping intercultural communication across digitally intertwined worlds, focusing on synchronous Portuguese-language interactions mediated through Zoom. The study is guided by three main objectives: (1) to analyze how AI-driven tools—such as real-time transcription, automated translation, and conversational agents—mediate communication between learners of Portuguese and native speakers in virtual encounters; (2) to evaluate the extent to which these tools support or constrain the development of intercultural communicative competence (Byram, 1997) and symbolic competence (Kramsch, 2006); and (3) to investigate how AI influences learners’ participation, linguistic confidence, and negotiation of meaning in real-time interaction. Grounded in sociocultural approaches to language learning and informed by recent scholarship on AI in education (Godwin-Jones, 2022, 2024), the study draws on data from structured Zoom-based exchanges involving twelve participants: six Portuguese language learners enrolled at a university in the United States and six native speakers of Portuguese, university students based in Brazil. Particular attention is given to the tensions between accessibility and authenticity, as AI may simultaneously scaffold comprehension while obscuring culturally embedded meanings, pragmatic subtleties, and context-specific forms of expression. By conceptualizing AI as an active mediator rather than a neutral tool, the paper argues for a critical and pedagogically informed integration of AI in Portuguese language education, highlighting both its potential to expand intercultural dialogue and its limitations in fostering deep, culturally situated communication.

Workshop: Designing Learning with VR: Hands-on Exploration, Stages of Immersion and Theory-Informed Instruction

Presenter(s)	Haixia Liu - Grand Valley State University
Schedule	Day 1 - July 21, 2026 3:00-3:30 p.m. Room B F
Submission	Session type: Workshop Delivery: In-person Language: English

Abstract: This workshop introduces educators to Virtual Reality (VR) using the Meta Quest headset, with a focus on how immersive environments can support intercultural communication and experiential learning. Participants will engage in hands-on VR activities designed to develop VR literacy while exploring how immersive technologies can facilitate perspective-taking, cultural awareness, and communication across diverse contexts. The session begins with a brief overview of VR development and educational applications, particularly in relation to intercultural learning and communication practice. Participants will then engage in guided hands-on exploration to build comfort with VR hardware and basic interactions. The workshop progresses from basic navigation to more complex tasks, including exploring VR environments that simulate real-world communication scenarios and culturally diverse settings. Emphasis is placed on connecting VR experiences with relevant learning theories—such as experiential learning and embodied cognition—to help participants understand how immersive environments can support intercultural competence and meaningful communication practice. Participants will also engage in small-group discussions organized by teaching focus, reflecting on how VR can be used in their own disciplines to create authentic intercultural communication experiences for students. By the end of the workshop, attendees will have gained practical experience interacting with VR environments and applying a conceptual framework for integrating VR into intercultural learning activities. Participants will leave with actionable

strategies for designing VR-based learning experiences that promote cultural awareness, communication skills, and student-centered learning, while considering accessibility and engagement in diverse educational settings.

Intercultural Communication as Public Code: Migration, Interface, and the Digital State in Canada

Presenter(s)	John Bessai - Independent Scholar
Schedule	Day 1 - July 21, 2026 3:00-3:30 p.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This paper examines how the Canadian state communicates with displaced and mobile populations through digital interfaces, public-facing policy language, and administrative guidance. It develops the concept of public code to describe the communicative rules embedded in online forms, eligibility pathways, portal architecture, translation choices, timelines, and bureaucratic categories that shape how migrants, refugees, and newcomers encounter the state. Drawing on state theory and intercultural communication studies, the paper argues that digital governance organizes intercultural communication through interface design, procedural sequence, and institutional wording. Government platforms arrange belonging through instruction, recognition, delay, and verification. These communicative sequences shape public legibility, unevenly distribute administrative clarity, and narrate mobility within the public sphere. The paper uses a focused Canadian corpus composed of Immigration, Refugees and Citizenship Canada webpages, refugee and asylum guidance, settlement-service materials, digital intake tools, and multilingual public information. This desk-based archive enables tracking how bureaucratic language and interface design mediate cultural difference, mobility, and civic expectations. The analysis situates these materials within the Canadian aporetic condition, where commitments to diversity, inclusion, and humanitarian care coexist with classificatory pressure, procedural opacity, and uneven access to recognition. The paper contributes a state-centred approach to intercultural communication by showing how digital public institutions shape intercultural relations through wording, sequencing, and platform structure.

Ash is All You Get From Rushing'; Re/Designing Algorithms as Material Practices

Presenter(s)	Joseph Isaac - Rutgers University-New Brunswick
Schedule	Day 1 - July 21, 2026 3:30-4:00 p.m. Room A F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: In computational discussions of automation technologies, great emphasis is placed on the intent which motivates their algorithmic design, with scholars limiting their gaze to either the hardware of these technologies, the software of their underlying code, or the desires of their implicated designers. Comparatively, far less attention is placed on those non/humans most affected by the algorithms of automated technologies, often radically reorganized according to such technology's needs yet seldom considered from the standpoint of their operational design. However, rather than accept this disconnect between automation's design and practice, this article instead interrogates the algorithm to discover how it can more fruitfully work with those materials it most seeks to manage. Focusing on the Eritrean and Ethiopian spiced flatbread of kitcha alongside the Moley Kitchen Robot, this article illustrates how even the simplest algorithms require regular adaptations between non/humans and technology, demanding sustainable partnerships that allow these algorithms to function even as their environments dramatically alter what events can take place. To help achieve such flexible collaborations, this article specifically identifies Indigenous recipes as useful models for sustainable algorithmic design, arguing that recipes of kitcha maintain their commitment to automation at the same time as they balance the needs of their implicated communities. Indeed, such recipes, this article argues, help spotlight the material

as a fruitful space for us to reimagine our computational designs, insisting that such a perspective provides that foundation needed for our technologies to thrive beyond the constraints of their computational settings.

So Turkish? Student Perspectives on Turkish-Labeled Protagonists in Intercultural Critical Incidents

Presenter(s)	Michael Seyfarth - Leipzig University
Schedule	Day 1 - July 21, 2026 3:30-4:00 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: So Turkish? Student Perspectives on Turkish-Labeled Protagonists in Intercultural Critical Incidents Critical incidents are widely used in intercultural and language education to illustrate culture-related misunderstandings. However, these resources are increasingly criticized for relying on essentialist notions of culture and for perpetuating stereotypes. This paper examines how students who grew up with Turkish as their first language do not always identify with Turkish-labeled protagonists in intercultural cases, raising questions about the effectiveness and cultural assumptions of such teaching materials. The study presents findings from a survey conducted at Turkish universities, aiming to determine how participants respond to two German-Turkish critical incidents. Specifically, the research addresses the following questions: (1) How do participants evaluate the appropriateness of the protagonists’ actions? (2) How do they reflect on their own likely responses? (3) How do they assess the cultural typicality of the situations? These questions are explored using both quantitative and qualitative items. Results indicate that participants had limited recognition of the Turkish-marked protagonists. These findings emphasize that essentialist approaches in intercultural education can be ineffective, as individuals might not identify with culturally labeled representations. They encourage considering situational, institutional, and personal factors to enhance intercultural learning. This study serves as a pilot phase of a larger ongoing research project situated within Turkish university contexts that examines how variables—such as gender, age, and institutional context—affect students’ perceptions and evaluations of culturally marked protagonists in intercultural learning materials.

Translanguaging Practices in Digitally Intertwined Worlds: Negotiating Identity and Empathy in the Reality Show Divas Hit The Road Season V

Presenter(s)	Qing Yu - Shanghai Film Academy, Shanghai University
Schedule	Day 2 - July 22, 2026 9:30-10:00 a.m. Room A V
Submission	Session type: Individual Paper Delivery: Not Sure Yet Language: English

Abstract: In the context of digital globalization and growing international mobility, intercultural communication is increasingly shaped by translanguaging, a practice in which people combine different linguistic and communicative resources to make meaning. This paper explores how translanguaging operates in the Chinese travel reality show Divas Hit The Road Season V. The program follows Chinese celebrities traveling through several countries along the Belt and Road Initiative (BRI), where they interact with local communities despite limited shared language. Through qualitative analysis of selected episodes, the study examines how the cast members communicate across cultures using a mixture of Chinese, English, and Arabic, along with non-verbal strategies such as gestures, facial expressions, and body language. They also rely on digital tools, including translation apps and social media, to support communication. Rather than simply switching between languages, participants combine these linguistic and digital resources to create a flexible and practical way of communicating. The findings show that these seemingly “imperfect” interactions do not lead to communication breakdowns. Instead, they often create moments of empathy, humor, and connection, both among

participants and among global audiences who watch and discuss the show online. This study argues that in digitally connected societies, intercultural competence should not be defined only by language fluency. Instead, it should also include the ability to communicate creatively, negotiate identity, and build understanding through multiple forms of expression.

The Identity Advantages of the 'Third Culture Individual': Practical Application in Cooperative Education Programs

Presenter(s)	Rui Liu - Yanshan University
Schedule	Day 2 - July 22, 2026 9:30-10:00 a.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This presentation examines the identity advantages of the “Third Culture Individual” (TCI) and their practical value in Sino-foreign cooperative education programs. After defining and presenting the characteristics TCIs, the presenter will illustrate from her own experience being rooted in the Chinese culture, acquiring professional academic experience in the United States, and her work experience in Thailand, how building a third culture helped her develop the ability to bridge Western institutional logic with non-Western cultural nuances. In this session, the presenter will highlights three core strengths of TCIs, namely cultural switching, identity negotiation, and empathy. She will draw on both scholarly and academic sources and also on her work experience in cultures other than hers. She will discuss how third culture building helps to practically function between differing communication styles, manage expectations across institutional and cultural boundaries, and facilitate international collaborations. The presenter plans to demonstrate how TCIs function as a form of “cultural lubricant” within Sino-foreign cooperative education initiatives, improving administrative efficiency while fostering deeper forms of connectivity in internationalization education. The session will advocate for greater institutional recognition, cultivation, and systematic knowledge transfer of cross-cultural management talent with overseas lived experience.

The “Agent Economy” of Overseas Graduate Admissions: A Mixed-Methods Study of Student Motivations, Familial Influence, and Ethical Dilemmas in Mainland China

Presenter(s)	Wei Chin Wong - Department of Communication, Beijing Normal- Hong Kong Baptist University (BNBU) Kexin Guo - Department of Communication, Beijing Normal- Hong Kong Baptist University (BNBU)
Schedule	Day 2 - July 22, 2026 9:30-10:00 a.m. Room C V
Submission	Session type: Individual Paper Delivery: Not Sure Yet Language: English

Abstract: The pursuit of postgraduate education has become increasingly competitive among undergraduate students in Mainland China, giving rise to a broker economy of application agents who command substantial fees. While existing literature has focused on the macro-level push-pull factors of international student mobility, the micro-level mechanisms driving this specific phenomenon—where students outsource the entirety of their application process—remain underexplored. This paper aims to systematically investigate the major causes behind this trend, focusing on four key dimensions: student agency, parental influence, the operational mechanics of the agent industry, and the attendant ethical issues. Employing a mixed-methods research design, this study utilizes purposive sampling to recruit participants from universities located in China. The quantitative phase will involve a survey to identify the prevalence of agent usage and to examine correlations between students' self-perceived competitiveness, family socioeconomic status, and the level of financial investment in application services. The qualitative phase will consist of semi-structured interviews with undergraduate

applicants, their parents, and independent educational consultants. This approach enables a nuanced exploration of the decision-making processes, the psychological contract between families and agents, and the opaque operational practices within broker agencies. By deconstructing the agent-student-parent triadic relationship, this study seeks to generate critical insights into the privatization of educational services and the evolving ethical boundaries in transnational higher education.

The Impact of AI-Empowered Intercultural Communication Courses on the Development of Intercultural Communicative Competence of English Major Postgraduates

Presenter(s)	Tianying Yun - Jilin University
Schedule	Day 2 - July 22, 2026 10:00-10:30 a.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: The Impact of AI-Empowered Intercultural Communication Courses on the Development of Intercultural Communicative Competence of English Major Postgraduates Abstract Effectively enhancing the intercultural communicative competence of graduate students majoring in foreign languages has been a critical issue in the field of foreign language education. This study, grounded on intercultural communication theory and the Technology Acceptance Model, focuses on constructing an AI-enhanced intercultural communication course teaching model for the English major graduate students at a university in China. Employing a mixed-methods design over three academic years, the study collected baseline pre-course tests, post-course evaluations, reflective journals (150 in total) from 150 graduate students, as well as in-depth semi-structured interview data from 10 students. This study investigates the following questions: (1) the dynamic developmental trajectories and stage-specific characteristics of learners' cultural sensitivity and intercultural efficacy in an AI-assisted teaching environment; (2) the differentiated mechanisms through which AI- enhanced courses influence the four core sub-dimensions of intercultural communicative competence among graduate students—cultural awareness, affective adaptation, behavioral strategies, and linguistic adaptability; and (3) the optimization pathways for AI technology integration strategies based on learning outcomes, feedback and the mechanisms for enhancing teaching effectiveness. The findings hope to expand the theoretical boundaries of AI- assisted foreign language instruction, and to offer a practical framework for constructing an intelligent foreign language teaching ecosystem.

Site, Signs and Meaning: A Study on the Cross-cultural Communication of Shanghai Red Tourism Linguistic Landscape

Presenter(s)	Xiaoqun Guo - Shanghai Customs University
Schedule	Day 2 - July 22, 2026 10:00-10:30 a.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: As sites bearing revolutionary memory, red cultural heritage sites serve as a crucial semiotic interface for communicating China's red culture to the world. This study investigates the linguistic landscapes of 58 red tourism in Shanghai. It collects data from text mode, verbal mode, interviews, multimodal data, and employs quantitative and qualitative methods to examine semiotic composition, spatial distribution and multilingual practices from a cross-cultural communication perspective. The findings reveal a marked trend toward multilingualism, with English-Chinese bilingualism predominating, alongside composite semiotic strategies that construct a cross-cultural narrative space. However, cross-cultural meaning transfer remains predominantly one directional, hindered by discursive rigidity and inadequate handling

of culture specific items. This study argues that as sites of meaning production, these linguistic landscape should shift from “language transfer” toward “cultural translation” to foster cross-cultural identification.

Social Support Network and Intercultural Sensitivity:A study on Generation Z

Presenter(s)	Syarizan Dalib - Universiti Utara Malaysia
Schedule	Day 2 - July 22, 2026 10:00-10:30 a.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: Intercultural sensitivity, defined as the affective capacity to recognize, respect, and adapt to cultural difference has become inceasingly critical vital in today’s globalized and digitally mediated world. Generation Z (born roughly 1995-2012) is the first cohort to grow up as true digital natives, with unprecedented access to global cultures via social media and virtual exchanges. This intersection of digital nativity and cultural diversity makes the study of Gen Z’s intercultural sensitivity both timely and complex. Although prior research has examined the determinants of intercultural sensitivity, little attention has been paid to the role of social support networks, and its relationship with intercultural sensitivity,particularly among Generation Z. Social support networks are critical in enhancing intercultural sensitivity among Generation Z. This study examined the relationship between social support network and intercultural sensitivity among Generation Z. Specifically, the study aimed to examine the relationship between social support network and intercultural sensitivity; and the influence of social support network on intercultural sensitivity. A quantitative cross- sectional survey design was used involving 379 Generation Z undergraduates in a northern university in Malaysia. Data were gathered using the Intercultural Sensitivity Scale and Multidimensional Scale of Perceived Social Support, and analysed using descriptive statistics, Pearson correlation and multiple regression analysis. The findings revealed that social support networks have a significant positive relationship with intercultural sensitivity. In addition, the relative influence of friend support showed stronger effects for Generation Z.This paper concludes by addressing the significance of social support networks as affective enablers of intercultural sensitivity among Generation Z.

Influential Factors Affecting Users’ Continuance Intention Toward Mobile Registration Systems: The Moderating Effect of Emotional Involvement

Presenter(s)	Chan-Sheng Kuo - Department of Information Management, Shih Hsin University, Taipei 116, Taiwan Yowei Kang - Auburn University at Montgomery
Schedule	Day 2 - July 22, 2026 10:30-11:00 a.m. Room A V
Submission	Session type: Individual Paper Delivery: In Person—>online (confirmed May 2) Language: English

Abstract: With the advancement of mobile devices and medical technology cross-culturally, the mobile registration system is one of the important issues for users to adopt medical services. This study aims to explore variables influencing continuance intention of the mobile registration system, based on the Expectation Confirmation Theory. Our study employed Structural Equation Modeling to confirm these hypotheses from an online survey of 460 Taiwanese participants. Our empirical results have confirmed that (1) Electronic Word-of-Mouth, service innovation, convenience, and informativeness and perceived usefulness can positively predict user satisfaction; (2) Conformation can positively predict perceived usefulness; (3) Trust, perceived usefulness, and user satisfaction can positively predict continuance intention; (4) Culturally-conditioned emotional involvement has a moderating effect between perceived usefulness and continuance intention. This study provides practical implications and managerial recommendations to understand cross-cultural adoption behavior of advanced mobile registration systems.

Sport as an Asset for Soft Power in Global South Countries in the 21st Century: Opportunities, Challenges and Solutions

Presenter(s)	Renhui Feng - Chengdu Sport University
Schedule	Day 2 - July 22, 2026 10:30-11:00 a.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: The 21st century, characterized by geopolitical volatility and digital transformation, offers Global South countries not only unprecedented opportunities but also distinct challenges to leverage sport as a soft power asset. Drawing on Joseph Nye’s soft power theory as the theoretical framework, this study aims to examine the core mechanisms and common dilemmas inherent in these countries’ practices of utilizing sport for soft power. Ultimately, it seeks to develop strategic insights that enable Global South countries to mitigate the risks of soft disempowerment, effectively shape their national images, and sustainably enhance their international influence amid the evolving global order.

Intercultural Competence in Generative AI: A Comparative Study of Four Large Language Models Across English and Chinese Languages

Presenter(s)	Renzhong Peng - Huazhong University of Science and Technology
Schedule	Day 2 - July 22, 2026 10:30-11:00 a.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: As large language models such as ChatGPT and Deepseek are increasingly deployed across multilingual and multicultural contexts, their capacity to handle culturally situated communication remains a growing concern. Adopting a human-AI collaboration perspective and grounded in the CAK model of intercultural competence, this study applies a standardized Intercultural Competence Test to evaluate four mainstream generative AI systems, namely ChatGPT, Gemini, DeepSeek, and Kimi. The test is administered in English and in a Chinese-translated version to enable cross- linguistic comparison. Two rounds of independent testing with standardized procedures were conducted to examine AI- simulated performance across intercultural knowledge, cognitive skills, communicative skills, awareness, and attitudes. Unified prompt instructions were applied without additional optimization to control variability. Each model completed parallel test forms in both languages. The objective section comprised 75 multiple-choice items, while the subjective section included 10 items assessing attitudes and responses to intercultural scenarios. Objective items were scored using official answer keys, and subjective responses were rated by two experts using standardized rubrics. Data were analyzed using descriptive statistics and three-way ANOVA. This study examines the performance distribution and overall competence profiles of different AI models across ICC dimensions, and investigates whether AI-simulated intercultural performance is language-dependent, particularly between Chinese and English contexts. The findings provide pedagogical implications for integrating AI into intercultural education and highlight the need for language- sensitive ICC training.

Poetry Translation and Teaching in the General AI Landscape

Presenter(s)	Nadya Izzaamiouine - Bonn Universität
Schedule	Day 2 - July 22, 2026 11:00-11:30 a.m. Room A F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: What Counts as Appropriate? Intercultural Pragmatic Judgments among Moroccan and German EFL Students. In an increasingly globalized world, individuals are expected to live, study, work, and interact, both face-to-face and

virtually, with people from diverse cultural and linguistic backgrounds. This places growing pressure on educational systems to prepare learners for twenty-first-century intercultural encounters and global interdependence (Chung & Ting-Toomey, 2012, p. 5). Linguistics, particularly sociolinguistics and intercultural pragmatics, has long emphasized the close relationship between language and culture (Risager, 2007, p. 2). In second language education, this relationship becomes especially significant, as languages are increasingly used in multilingual and intercultural settings (Baker, 2022, p. 19). While previous scholarship has stressed the importance of developing intercultural communicative competence (ICC) in TEFL contexts (Byram, 1997; Deardorff, 2009; Ting-Toomey, 2012; Baker & Ishikawa, 2021), fewer studies have examined how EFL learners from different educational and cultural contexts evaluate and verbalize appropriateness in intercultural situations. This paper addresses that gap by comparing Moroccan and German EFL students' intercultural pragmatic judgments in culturally sensitive scenarios. Drawing on scenario-based questionnaire data, the study explores how learners interpret appropriate behavior and how such judgments are shaped by cultural expectations, pragmatic norms, and aspects of ICC. The student data are further contextualized through teacher questionnaire findings on how intercultural communication is planned, taught, and assessed in EFL settings. This paper contributes to current discussions in intercultural pragmatics, ICC, and language education by highlighting how learners negotiate appropriateness across cultures.

Pathological Geographies and Organismic Restoration: A TCM Ecocritical Reading of Jamaica Kincaid's A Small Place

Presenter(s)	Liping Chen - Beijing International Studies University Hongwei Liu - China Daily 21th Century
Schedule	Day 2 - July 22, 2026 11:00-11:30 a.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This study situates Jamaica Kincaid's *A Small Place* within the burgeoning framework of TCM Ecocriticism (Traditional Chinese Medicine Ecocriticism), shifting the analytical lens from Western social justice to an Oriental organismic ontology. It argues that the postcolonial degradation of Antigua is not merely a topographical crisis but a systemic "organismic depletion". By interpreting the impacts of global tourism and colonial legacies through the TCM concepts of "Qi Stagnation" and "Deficiency of Yin", this study reveals how Kincaid's narrative acts as a vitalistic diagnostic tool, seeking to restore the "meridians" of a fractured national identity in the face of the Anthropocene's "Slow Violence". It suggests that the path toward "Biotic Justice" lies in the holistic restoration of the natural and social flow—a state of "Neutralized Equilibrium" that allows the Global South to reclaim its rhythmic sovereignty.

Algorithmically Mediated Communication and Minority Inclusion: Digital Media, Identity, and Social Integration Among Deaf and Hard-of-Hearing Youth in China

Presenter(s)	Xiangyi Chen - Beijing Normal University Tian Qiu - George Mason University
Schedule	Day 2 - July 22, 2026 11:00-11:30 a.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: As algorithmically curated digital platforms increasingly shape everyday communication, their implications for minority inclusion have become a critical concern in intercultural communication research. Deaf and hard-of-hearing (DHH) youth often face communication barriers, social exclusion, and identity challenges in hearing-dominated environments. Yet visually oriented digital media may offer more accessible spaces for connection, self-expression, and participation. This study examines how digital media contributes to the social integration of DHH youth in China, with

attention to the psychological and structural conditions that shape inclusion. Drawing on media contact theory, social identity theory, the social cure framework, and self-efficacy theory, this study proposes a moderated mediation model linking media contact to social integration through self-identity and self-efficacy, with socioeconomic status (SES) as a moderator. Using survey data from 323 DHH youth aged 13-25 recruited from schools and deaf community organizations across multiple regions in China, the study analyzes the frequency and breadth of digital media engagement. Findings show that greater media contact is positively associated with stronger social integration. Self-identity and self-efficacy both significantly mediate this relationship, and a sequential pathway from self-identity to self-efficacy is also supported. SES significantly moderates key pathways, indicating that the benefits of digital media are more pronounced for higher-SES youth. By foregrounding disability, digital inequality, and minority inclusion in a non-Western context, this study contributes to research on algorithmically mediated intercultural communication. It highlights both the inclusive potential and stratifying effects of digital media and offers implications for accessible platform design and more equitable digital inclusion policies.

The Disappearance and Rebirth of “Aura”: The Spatial Invasion of Film and its Reconstruction of the Distance from Reality at the Age of Digital Media

Presenter(s)	Kejia Sun - Communication University of China,The School of Theater, Film and Television
Schedule	Day 2 - July 22, 2026 11:30 a.m.-12:00 p.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: The issue of 'distance' has undergone changes in the development of film ontology, and has been elaborated in different contexts. The relationship between image and reality has also shifted from reflection to construction, from early influence to the reproduction of the objective world to the interpretation of the world. In the era of digital media, the emergence of new forms such as VR and holographic film has brought about a compression of viewing distance, and the distance between film and physical reality has also been folded, resulting in overlap and confusion between film space and real space. At present, the boundary between the film world and the real world is blurred by digital technology, and the purpose of reproducing the true life emphasized by classical art concepts is facing failure. In the era of digital media, film faces the problem of 'aura decay' as described by Walter Benjamin. Aura is a unique phenomenon created by distance. In The Work of Art in the Age of Mechanical Reproduction, Walter Benjamin pointed out that the decline of 'aura' stems from the compression of the distance between man and everything through mechanical reproduction. Since its inception, film has pursued the 'aura' of the material reality world and devoted itself to constructing time and space in dynamic images. Films in the era of digital media are no longer passive reflections of real life on the screen, but rather extensions, and have actively invaded people's daily lives, causing a folding of viewing distances. On the other hand, the meaning of film in the digital media era has long been generalized, and the term 'film' has entered the 'post-film state': it no longer refers only to film works on screens and in cinemas, but also to large-scale visual installations in amusement parks, VR works, live streaming, and short video streaming. This means that cinema is not the only way to access film, viewing forms have become diverse, and the fact that film surround daily life cannot be ignored. In this way, the subject of distance perception-the viewer's body-is completely objectified, and film continuously invade the sensory system. In this passive situation, the subjectivity of the viewer is questioned, and the film text in the digital media era further becomes a tool for perceiving the world. With the rapid development of the media, movies no longer exist solely as objects to be displayed, but instead strike through the screen with surprising initiative. It can be argued that although the 'aura' of traditional film has faded, films in digital media era have the ability to 'look back' due to their dynamic nature-such as short videos, VR films, and interactive films. Under this premise, the relationship between human and film is established, the distance between human and the world is reconfirmed, and 'cyber-aura' is generated. However, the body, as a medium for distance perception, continues to face challenges in the digital media environment.

Panel: Utilizing Ethical Reflexivity in Ethnographic Fieldwork

Presenter(s)	Madiha Patel - Texas Tech University Brandy Bippes - University of Utah Asia Campus Lauren Maher - Texas Tech University
Schedule	Day 2 - July 22, 2026 11:30 a.m.-12:00 p.m. Room B V
Submission	Session type: Panel Delivery: Online/Virtual Language: English

Abstract: Our panel will discuss how moments of discomfort in early ethnographic fieldwork function as key sites of intercultural communication and ethical reflexivity. We will draw from a polyvocal set of fieldwork vignettes across community, organizational, academic, and digitally mediated contexts, we explore how as early-career researchers we encountered situations where our presence is misread, heightened, or left ambiguous. Rather than treating these moments as missteps, we illustrate relational dynamics of intercultural communication across professional, institutional, and cultural contexts. We will discuss how developing ethical reflexivity as an emergent practice shaped by interpretation, responsiveness, and ongoing self-awareness; we embrace discomfort as something to attend to as part of ethical field presence. Each case examines a situation that occurred during their fieldwork: Brandy's reflective story traces how awkwardness unfolds in a formal research context. Her reflection highlights how recruiting participants and earning their trust demands both sensitivity and self-awareness that always feels unresolved. Lauren's reflective story shows how communication expectations shift across cultural contexts. Lauren faced a kind of misalignment when it comes to silence: in hierarchical organizational culture, silence itself becomes a communicative act. Madiha's reflective story shows how being deeply inside a cultural community makes ethical decision-making harder. It requires a unique kind of negotiation—one where trust is given quickly but must still be earned mindfully.

Cross-Cultural Ethical Cognition in Emerging Adults: A Comparative Study of Brazilian and Chinese College Students

Presenter(s)	Xiaoshu Zhu - Business Confucius Institute, Sao Paulo, Brazil
Schedule	Day 2 - July 22, 2026 11:30 a.m.-12:00 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: As globalization intensifies interactions between culturally diverse actors, understanding variations in ethical cognition becomes increasingly critical for both business education and multinational corporate governance. This study examines the ethical perceptions of 67 college students—31 from Brazil and 36 from China—through a qualitative word prompt exercise involving key concepts such as corruption, profit, leadership, responsibility, trust, mistrust, communication, and miscommunication. The findings reveal distinct cultural orientations: Brazilian participants demonstrate a contextual and situational approach to ethics, emphasizing interpersonal dynamics and adaptive judgment, whereas Chinese participants prioritize collective harmony, hierarchical order, relational trust, and long-term orientation. Drawing on established cross-cultural frameworks, including Hofstede's cultural dimensions and Hall's communication theory, this paper interprets these differences and explores their implications for cross-cultural business education and multinational corporate ethics programs. The study concludes with recommendations for developing culturally adaptive ethical training models and fostering intercultural competence in future global leaders.

Soft Power in 30 Seconds: Cultural vs. Political Communication on Instagram Reels

Presenter(s)	Arwa Hassan - Assiut University Dina Mahmoud Hamed - Assiut University
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Schedule	Day 2 - July 22, 2026 1:00-1:30 p.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This paper examines how short-form video is reshaping contemporary practices of cultural diplomacy on social media. While existing research has largely focused on text-based platforms such as Twitter, far less attention has been given to visually driven formats like Instagram Reels. Addressing this gap, the study explores how foreign embassies in Egypt use short-form video to represent national culture and connect with local audiences. Adopting a comparative analytical approach, the study focuses on the U.S., German, and French embassies in Egypt, selected for their high digital visibility and active use of Instagram Reels. Through a content analysis of embassy-produced videos, the paper compares cultural and political communication in terms of how each is constructed and presented, as well as how audiences respond to them. The paper contributes to the growing literature on digital and cultural diplomacy by highlighting the role of short-form video as an increasingly powerful tool of soft power. It argues that platforms like Instagram are transforming cultural diplomacy into a more visual and audience-driven practice, where engagement plays a central role in shaping how national culture is communicated and received.

Translanguaging as Culturally Responsive Discourse for ESL learning in Rural Digitally Disadvantaged Contexts

Presenter(s)	Yuleth Chigwedere - Women's University in Africa Maudy Precious Mpezeni - Independent Researcher
Schedule	Day 2 - July 22, 2026 1:00-1:30 p.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This paper conceptualizes using translanguaging as culturally responsive discourse for ESL young learners in rural contexts through low-tech digital mediation. In many rural settings, connectivity is intermittent, devices are shared, and printed resources are limited. The qualitative evidence for this paper is drawn data collected through in- depth interviews, focus group discussions and observation for a broader study on the identity negotiation tensions experienced by young rural ESL learners in a rural district in Zimbabwe. Significant for this paper, these findings show that translanguaging should play a significant role in the ESL curriculum for young learners not only for early grades but even for those in middle level grades in rural primary schools. The findings also reveal that English is valued within the community as linguistic capital for socioeconomic success and global exposure yet may be experienced as cultural distancing by the young learners if classroom norms privilege English-only participation and materials. Therefore, this paper argues that translanguaging is culturally responsive not only because it serves as an intercultural communication tool but also because it is a means of legitimizing L1 identity and culture. This enables the creation of an identity-safe pathway to English proficiency and competency in rural contexts. The paper suggests that by using offline technologies and online-light technologies that do not depend on continuous data access, digital mediation can be used to assist translanguaging become an effective bilingual and bicultural bridge across the different lesson phases within a culturally responsive teaching framework for rural classrooms. Key Words: Translanguaging, intercultural communication, identity, culturally responsive pedagogy, offline and online-light technologies. Identity, English as a Second language learning.

Who Belongs? Citizenship Struggles in Nigeria and the Promise of Cosmopolitanism

Presenter(s)	Emmanuel Aiyede - Department of Political Science, University of Ibadan
Schedule	Day 2 - July 22, 2026 1:00-1:30 p.m. Room C V

Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English
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Abstract: Who Belongs? Citizenship Struggles in Nigeria and the Promise of Cosmopolitanism By Emmanuel Remi Aiyede Professor of Political Institution, Governance and Public Policy, University of Ibadan & Extraordinary Professor, University of Pretoria Abstract: This paper examines the changing nature of citizenship in Nigeria within a rapidly globalizing, intercultural and cosmopolitan context. It argues that traditional conceptions of citizenship, rooted in indigeneity, ethnicity, and territorially bounded rights, are increasingly inadequate for addressing contemporary realities shaped by migration, urbanization, and transnational flows. In Nigeria, these limitations and tensions are evident in persistent “indigene-settler” divisions, unequal access to rights, and the exclusion of certain groups from full civic participation. Drawing on political theory and comparative policy perspectives, the paper explores how cosmopolitan principles, such as universal rights, inclusive governance, and multi-layered belonging, can inform more adaptive and equitable frameworks of citizenship. It critically evaluates existing institutional arrangements, highlighting their inability to accommodate diversity and mobility. The paper proposes a reimagining of citizenship grounded in residency, participation, and shared civic values rather than ethnic or ancestral claims. The study concludes that transcending citizenship challenges in Nigeria requires both normative and institutional reforms, including the decoupling of rights from indigeneity and the strengthening of legal protections for all residents. By situating Nigeria within broader global debates, the paper contributes to discussions on reconciling national identity with the demands of an interconnected world. Keywords: Citizenship, Cosmopolitanism, Indigeneity, Inclusion, Nigeria, Governance

Intercultural Barriers in Rural English Language Classrooms: Teachers' and Students' Perceptions in Nigeria

Presenter(s)	Evelyn Aiyede - Department of Arts and Social Sciences Education, University of Ibadan, Nigeria
Schedule	Day 2 - July 22, 2026 1:30-2:00 p.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: Intercultural obstacles in teaching and learning English language in junior secondary schools in Nigeria have remained a challenge. The research focused on Intercultural Communication concept and explores the influence of culture, language, and environment on classroom communication and the learning outcomes. Using a convergent mixed method design, four secondary schools were purposively selected from Akinyele Local Government Area of Ibadan, Nigeria out of which 200 students and 8 English language teachers were sampled. The instruments (Teachers Perception Questionnaire, $\alpha = 0.75$; Students Perception Questionnaire, $\alpha = 0.73$) and semi-structured interview guides were used for data collection. While quantitative data were analyzed with descriptive statistics of frequency count, mean and standard deviation, the qualitative data were subjected to thematic content analysis. The results revealed considerable intercultural inhibitions to effective learning of the English language. There was interference of the mother tongue (Yoruba) in teaching English (Mean = 3.50), as students noted shyness and fear of speaking English (Mean = 3.61). The thematic analysis reveals positive disposition of the learners to English as a language of aspiration, environmental and home language limitations, pedagogical expectations that promote code-switching and involving instructional strategies. This paper concludes that rural English language classrooms are places of intercultural tension. It proposes context sensitive pedagogical strategies that bring on board the linguistic realities of learners and teacher's professional growth in intercultural pedagogy.

Employing Historical Video Games in Teaching Civil Rights History in Montgomery, Alabama: A Text Mining Analysis

Presenter(s)	Yowei Kang - Auburn University at Montgomery Kenneth C.C. Yang - The University of Texas at El Paso
Schedule	Day 2 - July 22, 2026 1:30-2:00 p.m. Room B F
Submission	Session type: Individual Paper (Yowei Kang and Kenneth Yang) Delivery: In-person Language: English

Abstract: The capital of Alabama, Montgomery, is a place full of significant civil rights movement history (United States Civil Rights Trail, n.d.). However, communication researchers and educators have rarely considered integrating historical video games as an emerging and immersive platform to communicate these historical experiences to young people more effectively. Historical video games are often underutilized and underdeveloped. For example, the American Revolution Timeline—Online Game (<https://mrnussbaum.com/american-revolution-timeline-online-game>) provides users with a less engaging gamified platform to learn important historical facts about the American Revolution. However, as a 'creative design', historical video games could transform historical pasts into relevant memories by allowing players to relive these historical memories ([The Authors], 2024) with multimodal stimuli. Montgomery's rich historical past can offer video game designers the opportunity to employ these important historical figures (such as Rosa Parks and Dr. Martin Luther King) and historical events and landmarks (such as the Montgomery Bus Boycott, Dr. King's Church, and Holt Street Baptist Church) in their game design. The proposed study examines videogame players' post-game experiential discourses after playing video games developed to feature the history of Montgomery's civil rights movement and to demonstrate how playing a historical video game can better educate young people in Alabama about this important aspect of Alabama's history and its national significance. The proposed study aims to answer the following research questions: RQ1: What are the types of post-gameplay experiences with historical video games? RQ2: Will different postgame experience types affect the construction of an imagined community (Anderson, 1983) among video game players?

What AI Assisted EV Search Lead To?

Presenter(s)	Yunying Zhang - Austin Peay State University
Schedule	Day 2 - July 22, 2026 1:30-2:00 p.m. Room C V
Submission	Session type: Individual Paper Delivery: Not sure yet Language: English

Abstract: What AI Assisted EV Search Lead To? Searching for electric cars (EVs), price matters. Their battery technologies determine their range and power, whether you like one brand over another. International trade and domestic policies have serious market effects. The current study aims to analyze people's comments following three popular YouTube videos (586K views for video 1 with a price focus, followed by n = 3,777 comment; 3.2M views for video 2 with a technology/technical focus, n = 11,935 comments; 37K views for video 3 with a market focus, with n = 420 comments). Communalytic Word Clouds show that of the top 10 most frequently used words, only 3 appeared across board. Despite the different focus in each video, Sentiment Analyzer produced surprisingly similar results. People seemed to express more positive attitudes than neutral or negative ones. Practical implications of these findings are discussed. Key Words: EV, Xiaomi, Tesla, BYD, Comments, Communalytic

Space as the Hidden Dimension of Communication: Cultural or Political?

Presenter(s)	Samira Ghanbarnejadnaeini - McMaster University
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Schedule	Day 2 - July 22, 2026 2:00-2:30 p.m. Room A V
Submission	Session type: Individual Paper Delivery: Not sure yet Language: English

Abstract: Human interaction unfolds within physical space, which shapes communication and the language in use. Distance signals relationships, and settings influence linguistic behavior, making space a hidden yet active dimension of meaning. Because cultures organize space differently, cross-cultural communications can generate misunderstanding or conflict. Hall (1966) introduced proxemics, defining four distance zones—intimate, personal, social, and public—but his framework treats spatial behavior as culturally patterned while largely overlooking how power, gender, class, spatial (in)justice, and political structures shape access to and control over space. This raises the question of whether space is merely cultural or inherently political. In this study, I first examine the major cultural critiques of Hall’s proxemic theory, including its limited empirical foundation and rigid distance categories, that overlook contextual and individual variation (Burgoon 1991; Aiello 1987; Hayduk 1983). Later research shows that spatial behavior is dynamic and shaped by factors such as age, gender, climate, and regional norms (Altman 1975; Sorokowska et al. 2017), while his broad cultural typologies have been criticized for overgeneralization of internal diversity (Watson 1970; Gudykunst 1991). However, as I argue, space is far from neutral or equally accessible to all individuals. Proxemic theories developed in the Global North often treat the spatial practices of the white, middle-class American man as normative, overlooking how markedly different lived spatial experiences may be for, for example, a Black working-class woman. Such approaches largely ignore the material conditions that determine access to space, mobility, and privacy. Feminist and postcolonial scholars instead show that spatial practices are shaped by unequal access to safety, housing, labor, and public environments rather than by cultural preference alone (Lefebvre 1991; Massey 2005, Keel et al. 2025). From this perspective, questions of distance and interaction become inseparable from power, exclusion, and spatial justice (Soja 2010; Harvey 2009). This study therefore understands space as both cultural and political, produced through relations of power that grant spatial privilege to some groups while marginalizing others. These inequalities are sustained through stereotypes that frame certain people or regions as inferior or in need of control, legitimizing exclusion, surveillance, and even conflict. Because such assumptions become deeply embedded, education plays a crucial role; yet its content matters as much as access to it. Without critical and inclusive approaches, education risks reinforcing rather than disrupting existing biases and unequal structures.

Poetry Translation and Teaching in the General AI Landscape

Presenter(s)	Leslie Hong Ai Bai - International College Beijing, College of Liberal Arts and Science, University of Colorado Denver
Schedule	Day 2 - July 22, 2026 2:00-2:30 p.m. Room B F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: Background: In the current general AI landscape, instead of being the guard or policeman for academic integrity, teachers/educator may have to change their role and think more about how to utilize this technology for a better learning process if our students would embrace it anyway. And comparatively speaking, AI might be a great “learning buddy” outside of the classroom time, if we can design our course contents/tasks and assignment more wisely with AI as a facilitator. Rather than banning AI, educators are encouraged to redesign assignments, assessment, and classroom culture to foster transparency, personal engagement, and intellectual. For example, to create tasks that AI supports but cannot replace. Focus: Poetry Translation and Teaching in the AI Era I. Three Steps of Poetry Translation: Imitation + Imagination+ Improvisation II. The Strategies of Human and AI Translation in Each Step III. Teaching Poetry Translation in AI era: AI as a supportive and efficient tool IV. Strategies in designing AI-assisted Translation Practice Conversation with AI: Prompt and Brainstorming Collaboration with AI: Process, not Product AI as readers for feedback

Evaluated and assessed by AI Multimodal presentation with AI Collective improvement with Virtual Readers (AI) and Real Readers (Human) V. Policies Don't block AI. Leverage it Translation is an ongoing process.

Promises and Constraints of AI-Driven VR for Communication Skills Training: A Mixed-Methods Study

Presenter(s)	Haixia Liu - Grand Valley State University
Schedule	Day 2 - July 22, 2026 2:00-2:30 p.m. Room C F
Submission	Session type: Individual Paper

Abstract: AI-driven virtual reality (VR) platforms offer promising avenues for communication skills training, providing both realistic practice environments and automated feedback that helps learners identify strengths and weaknesses. However, empirical evidence on the effectiveness of such VR training and AI-generated feedback remains limited. This mixed-methods study examined self-perceived communication skills change after an AI-driven VR training session (N = 46). Paired t-tests examined pre-post differences, and open-ended responses were thematically analyzed. Quantitative analysis revealed that only eye contact showed significant improvement. Qualitative analysis explained non-significant changes across other skills through three themes: (1) increased self-awareness—participants gained insights despite stable scores; (2) VR hardware limitations—controllers and seated postures constrained natural movement, undermining feedback credibility on body language; and (3) single-session constraints—complex skills require repeated practice. Findings suggest AI-driven VR training is most effective for measurable, trackable behaviors like eye contact, while holistic communication development may require enhanced hardware and multiple training sessions.

Will Agentic AI Affect Cross-Cultural Competence?: Theoretical, Methodological, and Practical Implications

Presenter(s)	Kenneth C.C. Yang - The University of Texas at El Paso Yowei Kang - Auburn University at Montgomery
Schedule	Day 3 - July 23, 2026 10:00-10:30 a.m. Room A F
Submission	Session type: Individual Paper (Kenneth Yang and Yowei Kang) Delivery: In Person Language: English

Abstract: AI technology has become one of the hottest topics (Watson & Rainie, 2025) in communication research. AI technology delivers automation, efficiency, and scale (Moveworks, 2025) in the cross-communication process. One of the latest trends in AI applications is agentic AI, which refers to 'software programs that are designed to make decisions and take actions to achieve specific goals independently' (Gartner, 2025, p. 5). According to Anthropic, agentic AI is also defined as '[s]ystems that can autonomously perform tasks by perceiving their environment, processing the information, and acting upon it to achieve specific objectives' (Center of Excellence, 2025, p. 5). In cross- cultural communication research, scholars become interested in examining whether agentic AI can be used to enhance cross-cultural understanding among users of different cultural backgrounds. The affordances of agentic AI can transform this technology into a communication agency to help the audience learn about other cultures, increase their cultural knowledge, cross-cultural competence, and understanding. However, the growing reliance on AI and agentic AI in cross-cultural education and research also runs into the risks of algorithmic biases, information inequalities, AI-driven content bubble effects, and other theoretical, methodological, and practical implications. In our presentation, we employed a literature review research to identify major application hurdles and advantages in using agentic AI in cross- cultural education and research. We

summarized and analyzed current trends to better understand theoretical, methodological, and practical trends related to the use of agentic AI in cross-cultural education and research.

A New Perspective on the Impact of Structural and Cultural Shifts on Syrian Refugee Families in Germany

Presenter(s)	Elena Nassif - University of Toledo
Schedule	Day 3 - July 23, 2026 10:00-10:30 a.m. Room B F
Submission	Session type: Individual Paper Delivery: Not sure yet Language: English

Abstract: This paper examines how structural and cultural changes have reshaped Syrian refugee families in Germany nearly a decade after the 2015 refugee influx. Drawing on 43 semi-structured interviews conducted in Berlin, Stuttgart, Halle, and Konstanz in early 2024, it explores how legal precarity, employment barriers, and shifting gender and generational norms affect family dynamics. The findings show that women often become primary breadwinners while men face deskilling and crises of masculine identity. Children frequently act as cultural and linguistic brokers, leading to changing patterns of authority and intergenerational tension. Prolonged legal uncertainty intensifies psychological stress and weakens families’ sense of stability and belonging. This study contributes to refugee and migration scholarship by centering the lived experiences of families rather than relying solely on conventional integration indicators such as employment and language proficiency. It suggests that changes in family roles, authority, and emotional well-being may provide a more accurate measure of long-term integration. The paper argues that integration is not a linear or one-sided process but a reciprocal transformation affecting both refugee families and German society. It concludes that successful integration requires more than employment and language acquisition; it also depends on addressing emotional well-being, family relationships, and culturally sensitive support systems.

Communicating Climate Change Globally: Sociocultural challenges and finding Options

Presenter(s)	Emmanuel Ngwainmbi - Independent Scholar
Schedule	Day 3 - July 23, 2026 10:00-10:30 a.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: Resilient Agro-Pastoral communities, Governments, Educational Institutions, and Scientists in the Global South Climate change communication encompasses education, informing, and warning the public, as well as persuading and mobilizing populations to solve this critical problem. Climate change itself presents a complex, multifaceted challenge that demands robust, collaborative, and interdisciplinary solutions, an effectively integrated communication program, and collaboration among various stakeholders—including governments, educational institutions, scientists, and local agri-pastoral communities. Those players are crucial to developing and implementing sustainable, resilient management solutions for efficient communication and the use of climate-related messages. Efforts to adequately communicate socio-economic, cultural, and educational content on climate change to possibly enhance the work of governments, educational institutions, scientists, and agropastoral communities may not be caused only by those parties, but also by agents spreading conspiracy theories about climate change from individuals and media platforms, organized activities, and financial interests by lobbyists. This paper explores the challenges that communities in the Global South are facing. It proposes innovative, polycentric solutions for efficient climate change management and outlines contributions that scholars, academics, practitioners, policymakers, and community leaders can offer, including in decision-making across various sectors and communities, to foster climate resilience and improve adaptation to climate change at the socio-economic and cultural levels.

Intersecting Vulnerabilities in Race, Gender, and Class in Climate Migration Resilience: The Media's Role.

Presenter(s)	Rhoda Patrick - Redeemer University Hosea Patrick - McMaster University
Schedule	Day 3 - July 23, 2026 10:30-11:00 a.m. Room A F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: This project examines how intersecting social, cultural, and economic inequalities related to race, class, and gender shape the experiences of women undergoing climate-induced and non-climate-induced migration in Canada. It proceeds on the premise that climate migrants, whose mobility is largely involuntary and environmentally driven, may face compounded structural barriers during settlement. These barriers - rooted in pre-existing systems of inequality - have every likelihood to intensify their vulnerabilities beyond those experienced by migrants who move under less coercive conditions. Therefore, the study investigates the role of the media in such representations and intersecting experiences. Media are approached as active agents in constructing meaning, shaping public understanding, and influencing policy agendas. By examining whose stories are told, how they are framed, and which voices are marginalized or amplified, the project interrogates the media's power to mediate migrant visibility and inform policy responses to climate-induced and non-induced displacement. Methodologically, the project employs an interdisciplinary framework that synthesizes climate migration studies and critical media scholarship with an analysis of social inequality and migrant vulnerability. This approach is grounded in the theoretical synergy of liberal feminist political ecology, intersectionality, and critical media studies. The research design is twofold. First, it employs a secondary, desktop-based analysis of existing academic and policy literature. Second, at a later stage, it incorporates qualitative interviews with migrant women to enable comparative analysis with existing studies and to foreground their lived experiences on the subject matter.

Digital Orientalism: Reactions to AI generated Images for the Arab American Heritage Month

Presenter(s)	Gaby Semaan - The University of Toledo Max Matolin - The University of Toledo
Schedule	Day 3 - July 23, 2026 10:30-11:00 a.m. Room B F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: In this session the presenters will share the results of a study that measured participants responses to four AI produced Images in relationship to Arab American National Heritage Month. This research is grounded in Edward Said's theory of Orientalism, and is looked at through the lens of Digital Orientalism. Said argues that Western representations Arabs, and also of Muslims, are not neutral but are rather historically constructed through the binary of the rational and modern West and the exotic and backward Orient. Data was collected using an electronic survey. Biographical and other data was self-reported. Participants were asked to self-report whether they identify with an Arab heritage background or not. The images were presented without any critical framing. After presenting each image, the same questions were used to collect the participants' feedback. The research tested two hypotheses. H1: Participants who identify with an Arab cultural heritage will find the images under study more stereotyping and offensive then students who do not identify with an Arab cultural heritage. H2: Participants with direct cultural knowledge will more readily detect stereotyping than those without such knowledge. The researchers will share the analysis method and will also discuss the implications of the findings and the potential danger of AI produced images in reproducing and reinforcing already existing stereotypes of micro-cultural groups.

The Crosslingual Memory Archive as a Decolonial Initiative

Presenter(s)	David Achodo - University of Tennessee
Schedule	Day 3 - July 23, 2026 10:30-11:00 a.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This study introduces the Crosslingual Memory Archive (CMA), a born-digital archive that curates, aligns, and represents 34 selected poems across four languages-English, Fon, French, and Yoruba. Designed as a public platform, the CMA aims to collect, organize, and preserve cross-lingual, cultural materials, thereby improving access to underrepresented languages for research and pedagogy. The project comprises an initial corpus of 136 poems, consisting of 102 translations: 24 English and 10 French original poems, totaling 34 source texts. Each original poem is translated into three languages to create a parallel alignment, allowing readers to view each poem in four matching language versions: the 24 English poems are translated into French, the 10 French poems are translated into English, and 34 source poems are further translated into Fon and Yoruba. By mediating between the Western canon and the low-resource African expressive systems, CMA positions the four languages as equal literary partners. I used AI tools during the translation; however, I made the final decision myself, focusing on criteria such as readability, fluency, comprehension, and testing by native speakers. I used the Text Encoding Initiative to code the texts. CMA also explores cultural memory through visual storytelling, with a StoryMap (using StoryMap.JS) that includes cultural symbols and sites. Accompanying this is a Timeline (using Timeline.JS) of the earliest kings of Dahomey and Oyo. Then I published the poetry, StoryMap, and Timeline on WordPress. Overall, CMA is designed as a mediating and decolonial initiative that embraces community engagement in the fine-tuning of the corpora.

Panel: From Theory to Practice: Implementing Intercultural Communication in Course Design and Teaching Practices

Presenter(s)	Xianlin Jin - The University of Toledo Kasumi Yamazaki - Department of World Languages & Cultures, The University of Toledo Stephen Spates - Department of Communication, College of Communication Arts and Sciences, Michigan State University An Chung Cheng - Department of World Languages & Cultures, The University of Toledo
Schedule	Day 3 - July 23, 2026 11:00 a.m.-12:00 p.m. Room A F/V
Submission	Session type: Panel Delivery: Dr. Cheng Virtual/online, Dr. Jin, Dr. Yamaak, and Dr. Spates In Person Language: English

Abstract: Xianlin Jin, Ph.D., Associate Professor, Department of Communication and Media, The University of Toledo. Kasumi Yamazaki, Ph.D., Associate Professor & Director of the Japanese Program, Department of World Languages & Cultures, The University of Toledo. Stephen Spates, Ph.D., Assistant Professor, Department of Communication, College of Communication Arts and Sciences, Michigan State University. An Chung Cheng, Ph.D., Professor & Chair, Department of World Languages & Cultures, Director of Asian Studies, The University of Toledo. Panel Description: This panel addresses a critical gap in intercultural communication pedagogy: how to move from theoretical frameworks to actionable, context-sensitive course design and teaching practices. While intercultural competence is widely endorsed as a learning outcome, educators often lack concrete models for integrating it across different content areas, cultural contexts, and media environments. Bringing together four distinct yet complementary instructional approaches, the panel showcases replicable strategies for embedding intercultural communication into course design and teaching practices. This panel provides attendees with concrete tools, assignment examples, and design principles for infusing intercultural

communication into their own curricula—whether in language education, media studies, health communication, or general intercultural courses. Panelist 1: Xianlin Jin, Ph.D., Associate Professor, Department of Communication and Media, The University of Toledo. Xianlin.Jin@utoledo.edu Title: Bringing Intercultural Communication to Study Global Social Media Marketing and Intercultural Health Communication This presentation examines how global social media shapes intercultural communication and how cultural factors influence health disparities and health communication. It analyzes social media usage across Eastern (RedNote, Weibo, WeChat, KakaoTalk) and Western platforms (YouTube, Instagram, TikTok), showing how these social media (1) foster intercultural communication through cross-geographical connections, (2) negatively reinforce cultural stereotypes. Classroom activities guide students to critically compare cross-platform, cross-cultural discourse. Additionally, the author integrates case-based learning around culturally competent health campaigns, illustrating how cultural contexts impact health message design and interpretation. These pedagogical approaches offer concrete strategies for implementing intercultural communication into course design and teaching practices. Panelist 2: Kasumi Yamazaki, Ph.D., Associate Professor & Director of the Japanese Program, Department of World Languages & Cultures, The University of Toledo. Kasumi.Yamazaki@utoledo.edu Title: Technology-Enhanced Intercultural Communication Across Instructional Modalities. Abstract: This presentation examines how intercultural communication can be fostered through technology- enhanced course design across diverse instructional contexts in language and culture teaching. It explores how instructional modality, class size, curricular focus, and language of instruction shape the possibilities and constraints of intercultural learning. In particular, this presentation illustrates examples of both more passive forms of intercultural engagement and more active forms that involve the negotiation and interpretation of meaning. Drawing on multiple course implementations across differing learning environments, the presentation highlights selected instructional activities and considers how these contexts afford or limit such engagement. Overall, it argues that intercultural communication must be intentionally adapted to specific instructional contexts and aligned with course objectives. Panelist 3: Stephen Spates, Ph.D., Assistant Professor, Department of Communication, College of Communication Arts and Sciences, Michigan State University. spatesst@msu.edu Title: Breaking the Silence: Constructing Classroom Identity through Intercultural Engagement in the Classroom Abstract: Encouraging college students to actively engage with intercultural content in the classroom can be challenging due to discomfort, fear of saying the wrong thing, limited prior exposure to diverse perspectives, or a belief that such discussions may lead to conflict. Some students may remain silent to avoid vulnerability, while others may struggle to see the relevance of intercultural dialogue to their personal or professional lives. As a result, meaningful participation can be limited. This presentation seeks to uncover practical strategies that foster respectful dialogue, increase student confidence, and create supportive learning environments that prepare students to thoughtfully use their voices in healthy, constructive intercultural conversations. The use of interactive case studies, reflective question-based activities, and centralizing classroom community will be highlighted. Panelist 4: An Chung Cheng, Ph.D., Professor & Chair, Department of World Languages & Cultures, Director of Asian Studies, The University of Toledo. AnChung.Cheng@utoledo.edu Title: Teaching Intercultural Communication through Chinese Popular Culture: A Film-Based Reflective Approach Abstract: This presentation examines how students develop intercultural communicative competence through a film-based reflective approach in a course on modern Chinese popular culture. While exposure to cultural content is common in intercultural pedagogy, less attention has been paid to how students move from initial interpretation to deeper intercultural understanding. Drawing on classroom- based data from students' written responses before and after guided discussion, this study proposes an "interpretive shift" model in which learners revise their assumptions through structured reflection. Using films such as *The Farewell* and *Crazy Rich Asians*, the analysis demonstrates how students negotiate meaning across cultural frameworks, particularly in relation to values, identity, and social norms. The findings highlight the importance of designing reflective tasks that transform misunderstanding into opportunities for intercultural learning.

Africanism and the Hybrid Tongue: Language and Identity Practices of African Students in the US.

Presenter(s)	Ruth Yeboah - Bowling Green State University
Schedule	Day 3 - July 23, 2026 11:00-11:30 a.m. Room B F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: In today’s globally connected higher education landscape, intercultural communication unfolds within contexts shaped by mobility, displacement, and linguistic negotiation. This study examines the intercultural and linguistic experiences of African international students (AIS) at a U.S. Midwestern university, with a particular focus on West African students navigating predominantly white institutional environments. Drawing on hybridity theory and language ideology, this research explores how students confront linguistic, cultural, and systemic barriers while constructing dynamic communicative spaces that are neither wholly African nor American but fluid intersections of both. Based on 40 hours of ethnographic observation conducted over five months and in-depth interviews with 12 West African students, the findings reveal that language functions as both a marker of identity and a critical tool for cultural preservation. Participants actively negotiate belonging through what this study conceptualizes as Africanism—the intentional retention and adaptation of African linguistic and cultural practices within new sociocultural contexts. These practices generate evolving hybrid identities that challenge dominant linguistic norms and reconfigure intercultural communication within the university setting. By foregrounding migrant student voices, this study contributes to intercultural communication and migration scholarship by offering a nuanced account of identity formation across displaced worlds and lived linguistic practices. The findings highlight the need for culturally responsive institutional support systems and underscore the role of intercultural dialogue in fostering inclusive and equitable educational environments.

Scalar Identities: How Space and Time Shape the “Made in Italy” Narrative

Presenter(s)	Sabina Perrino - Binghamton University (SUNY) - Department of Anthropology and Linguistics Program
Schedule	Day 3 - July 23, 2026 11:00-11:30 a.m. Room C V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: Narratives are the primary mechanisms through which identities are (co)constructed across spatiotemporal scales. Drawing on the Bakhtinian chronotope (‘time-space’), this study examines how linguistic strategies enable speakers to position themselves within complex spatiotemporal frameworks. While Bakhtin developed the chronotope to analyze literary texts, extending it to empirical narratives reveals how speakers take chronotopic stances through language, simultaneously invoking historical depth and geographic specificity to construct identities at multiple scales. In the Italian business world, executives mobilize Italy’s artistic and historical heritage (Renaissance masterpieces, medieval churches, and ancient Roman ruins) as an active discursive resource that infuses contemporary brand narratives with cultural meaning. This heritage becomes semiotically available through language, allowing speakers to bridge centuries and traverse scales from local workshops to the national imaginary. Northern Italian executives in small Venetan family-owned firms exemplify this process by (co)constructing their Made in Italy brand identity. In the narratives I collected (2011-2025), executives employed linguistic positioning strategies to embed individual company trajectories within broader regional, national, and temporal frameworks. Their discourse reveals how language operates as a scaling device: speakers link the intimate scale of family tradition and artisanal craftsmanship to the expansive scale of Italian cultural patrimony, (co)constructing a collective brand identity that transcends any single company. Through chronotopic stances toward their companies’ pasts—invoking moral discourses of authenticity, cultural responsibility, and artistic inheritance—these speakers use narratives to translate historical and cultural capital into contemporary market positioning, revealing language as the fundamental medium through which spatiotemporal identities are (co)constructed and contested.

Media Framing and Public Engagement of Opioid News in Ghana: How Thematic Framing Shapes Audience Interaction on Social Media

Presenter(s)	Fuseini Tia Iddrisu - School of Communication, Film, and Media Studies, University of Cincinnati Naadiyahtu Iddrisu - Department of Advertising and Public Relations, Michigan State University Merrill Kelly -School of Communication, Film, Media Studies, University of Cincinnati
Schedule	Day 3 - July 23, 2026 11:30 a.m.-12:00 p.m. Room B F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: The misuse of opioids has emerged as a public health crisis in Ghana, with increasing youth addiction and widespread access to synthetic opioids, including tramadol and Red 225. Despite intensifying government crackdowns and media campaigns, the proliferation of illicit supply chains and limited treatment infrastructure continues to worsen the severity of the crisis. The study examines the trend on how news media in Ghana frame the opioid misuse crisis and how the public engages with these frames on social media. Using inductive thematic content analysis of 84 news articles published between 2020 - 2025 by TV3, GBC, Joy News, Daily Graphic, and Ghanaian Times alongside their accompanying Facebook comments, the study identified five dominant media frames: law enforcement, public health risk, illicit trafficking, public advocacy, and abuse. Law enforcement appeared most frequently as the common frame, followed by the public advocacy frame and public health risk, emphasizing law enforcement, regulation, and state accountability. Public engagement with these frames revealed five main themes, including frustration with weak enforcement, community safety concerns, criticism of media communication strategies, and mistrust in political leadership. The findings revealed a disconnect between media narratives and public interpretation, revealing the influences of socioeconomic drivers and communication barriers contributing to the issue. The study contributes to health communication and media framing scholarships by highlighting how punitive and emotive framing may reinforce stigma and undermine help-seeking behaviors. It emphasizes the need for culturally sensitive, evidence-based health communication strategies to enhance public understanding and support effective opioid misuse intervention in Ghana.

Being Asked to Speak for “Us”: The Spokesperson Trap in Organizations

Presenter(s)	Michael Awuah - University of Cincinnati Ryen Langford - University of Cincinnati Gabrielle Nichols - University of Cincinnati Kelly Merrill Jr. - University of Cincinnati
Schedule	Day 3 - July 23, 2026 11:30 a.m.-12:00 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: In contemporary organizational contexts, increasing attention to diversity and inclusion has not eliminated the subtle communicative burdens placed on marginalized employees. One such burden is the expectation that individuals speak on behalf of broader identity groups, often without formal recognition or support. This study examines the “spokesperson trap” as an organizational communication process in which members of marginalized groups are implicitly or explicitly expected to represent others who share their identity. Drawing on 28 in-depth interviews with racial, ethnic, sexual, and gender minority people, the study explores the conditions that give rise to this expectation. Findings show that participants navigate the spokesperson trap through strategies such as boundary-setting, selective engagement, and strategic explanation. At the same time, participants engage in ongoing processes to manage and endure these experiences, including crafting normalcy, affirming identity anchors, leveraging communication networks, deploying alternative logics, and legitimizing negative emotions while maintaining action-oriented responses. Overall, the findings conceptualize the spokesperson trap as a dynamic organizational communication process through which identity, power,

and participation are continuously negotiated, offering insight into how seemingly inclusive environments can reproduce inequitable communicative demands.

Analyzing Pope Leo XIV's 2026 Visit to Algeria as Intercultural Diplomacy: Reconfiguring Narratives of Liberation and Faith

Presenter(s)	Walid Seyfeddine Kerroumi - Keleti Károly Faculty of Business and Management, Óbuda University
Schedule	Day 3 - July 23, 2026 12:00-12:30 p.m. Room A F
Submission	Session type: Individual Paper Delivery: Not sure yet Language: English

Abstract: This paper examines the historic April 2026 visit of Pope Leo XIV to Algeria through the lens of intercultural communication and diplomacy. Situated within the conference theme of 'Worlds and Words,' this event serves as a significant case study in how diplomatic discourses can reconfigure a nation's global identity across social and religious boundaries. The research presents two primary arguments. First, it posits that the Pope's presence in the 'Gate of Africa' is a symbolic recognition of Algeria's indigenous Christian heritage, specifically the legacy of Saint Augustine of Hippo. By highlighting these ancient roots, the visit challenges the narrative that Christianity is merely a colonial import, connecting the 'worlds' of ancient North Africa and the modern Vatican. Second, the study argues that the visit validates Algeria's role as a moral leader for displaced worlds, specifically through its unwavering support for the Palestinian cause. By aligning with Algeria's stance on global justice, the Vatican provides a high-level validation of Algeria's position as a revolutionary voice for the oppressed. Ultimately, this study argues that the visit, amplified through digitally intertwined global platforms, functioned as a powerful act of 'nation branding.' It effectively challenges external stereotypes of religious intolerance by showcasing a model of active intercultural engagement. For a student-led analysis, this paper provides a framework for understanding how shared words of dignity and liberation can bridge different cultural spheres, creating a new narrative of 'Revolutionary Fraternity.'

Music's Impacts on Intercultural Communication and Multi-Cultural Identity: Studying Social Media Posts of Culture, Identity, and Power Discourse regarding Popular Music.

Presenter(s)	Nardeen Ruth Lakatos - The University of Toledo Xianlin Jin - The University of Toledo
Schedule	Day 3 - July 23, 2026 12:00-12:30 p.m. Room B F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: Drawing on postcolonial and critical theories (Adorno, 1991; Dreckmann, 2026), this study argues that popular music enacts cultural belonging or unbelonging, negotiates hegemonic hierarchies, and enables subaltern counter-narratives. Multicultural popular musicians like Bad Bunny and Fairuz challenge ethnocentric views of the dominant culture by voicing subcultural perspectives and using their music to communicate, bond with, and support underrepresented communities. Bad Bunny shifted the identity of “America” as a hemispheric community rather than a U.S.-centric identity by listing all countries across the Americas after stating, “God bless America.” Globally, Fairuz's repertoire articulates a parallel narrative of postcolonial resilience, with songs such as “Le Beirut” and “Bahebak ya Lebanon,” evoking the enduring struggle of Lebanese communities whose cultural identity persists despite war, displacement, and the long afterlives of colonization. Through social media, these popular music artists create shared

meanings among groups with histories of oppression. For instance, inspired by these singers’ music, social media users set Bad Bunny’s lyrics of ‘LO QUE LE PASÓ A HAWAII’ over images of Lebanon, signaling unified resilience and the constant fight for cultural identity. By examining social posts about cultural and power discourses surrounding multicultural popular music and musicians, this study examines how popular music impacts intercultural communication by reshaping cultural identity and power dynamics. We argue that cultural identities are not passively received but sonically crafted—through delocalization, parody, and affective resonance—allowing marginalized groups to challenge norms state-defined by the dominant culture.

Decolonising English Language Teaching in International curricula: from Western epistemic dominance to epistemic plurality through dialogic and praxis-oriented pedagogies

Presenter(s)	Henry Amo Mensah - Stellenbosch University, PhD Candidate
Schedule	Day 3 - July 23, 2026 12:00-12:30 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: This paper demonstrates how colonial power structures continue to shape ELT in international schools, particularly the Cambridge International A/S and A-Level English curricula and advocates a shift from colonial models of English language education towards decolonial pedagogies and theoretical orientation through the integration of shift from Western-epistemic dominance to epistemic plurality, native-English-speakerism to ELF informed pedagogy and textbook authority to dialogic critical engagement. It includes praxis that identifies and surfaces colonial assumptions, interrogates coloniality, critically examines voice and power representation and interrupts them by re-authoring, reframing and re-imagining ELT teaching. It advocates classroom enactment that emphasises multimodal literacies and dialogic teaching that positions students as active participants in meaning-making and practices which help students to analyse how language constructs ideology, power and identity. The paper adopts decoloniality as a pedagogical method that emphasises decolonial scheme of work, lesson planning, teaching materials and classroom interactions, providing practical frameworks and actionable tools that foreground student voices, foster epistemic plurality and encourage critical engagement.

Teaching Intercultural Communication Perspectives in Police's Anti-Crime Campaigns in A Public Relations Course in Canada

Presenter(s)	Sumin Fang - University of the Fraser Valley
Schedule	Day 3 - July 23, 2026 1:30-2:00 p.m. Room A V
Submission	Session type: Individual Paper Delivery: Not sure yet Language: English

Abstract: It is hard for police-initiated educational anti-crime campaigns to generate strong persuasion impacts on the public. Intercultural communication is a key factor in these public safety campaigns, particularly in immigrant countries, because campaign messages should be contextualized for local residents who come from different cultural backgrounds. How to teach students to integrate intercultural perspectives into public relations (PR) campaigns has always been a challenge in PR courses. In a PR campaign course in a Canadian university, the instructor asked students to present case studies of worldwide police’s educational campaigns against various crimes. This case study assignment aimed to help students get inspirations about crime-related campaign messages around the world. More importantly, this assignment requested students to think from the intercultural communication perspective to discuss if the same campaign messages in the case studies could be used for the Canadian city where the university locates and how to revise the

messages for the local audience. Students presented police campaigns from India, UK, USA, Canada, South Korea, Nigeria, Brazil, and Spain. In the class discussions, students pointed out how some of these campaign messages would not be appropriate for Canadian audiences by analyzing persuasion mechanism, audience psychographics and cultural norms. After their presentations, the instructor asked students to write reflections on this assignment. Students stated that they have learned to delve into the cultural nuances to compare anti-crime campaigns in different cultures. The research on this class experience generates new insights into the pedagogy of teaching intercultural communication in PR courses.

Social Media Activism

Presenter(s)	Marquise Harding - The University of Toledo Xianlin Jin - The University of Toledo
Schedule	Day 3 - July 23, 2026 1:30-2:00 p.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This slide examines the work and impact of the Innocence Project, a nonprofit organization dedicated to overturning wrongful convictions and advancing criminal justice reform in the United States. Founded in 1992, the organization uses DNA evidence and legal advocacy to exonerate the innocent while addressing systemic issues such as false confessions and flawed forensic practices. The focus of this slide is the Innocence Project’s social media strategy, particularly its use of Instagram as a tool for awareness and advocacy. Through compelling visuals, personal storytelling, and consistent messaging, the organization effectively humanizes wrongful conviction cases and connects with audiences on an emotional level. Calls to action, such as petitions and donations to encourage followers to move beyond awareness and engage in meaningful support. The slide also evaluates strengths and limitations. While the strategy excels in storytelling and audience reach, it relies heavily on one-way communication and may lead to passive or “performative” engagement. Overall, this informative slide demonstrates how social media can drive social justice advocacy, while also highlighting opportunities for deeper interaction and stronger audience mobilization to create lasting systemic change.

Cultural and Language Barriers to Equitable Academic Communication in Medical Research and Education: Applications of Artificial Intelligence in Health Writing

Presenter(s)	Sofia Salazar - Research Projects Specialist, Senior; Cardiovascular Services Department, Nemours Children’s Health Xianlin Jin - The University of Toledo.
Schedule	Day 3 - July 23, 2026 1:30-2:00 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: The rapid integration of generative artificial intelligence (AI) into medical and health education and research is reshaping how students, clinicians, and researchers engage with scholarly writing. The widespread use of AI in medical and health writing raises practical and ethical concerns, given the limitations and inaccuracies in AI-detection technologies and their potential to misattribute AI use, especially among multilingual and non-native English speakers, including students, clinicians, and researchers. However, current institutional responses have largely emphasized detection and prohibition. This study argues that, rather than focusing primarily on surveillance based enforcement, we need more thoughtful, ethically grounded, and culturally appropriate practices for AI assisted academic writing in medical and health communication. Within healthcare academia—where clarity, accuracy, and accountability are critical –the outright rejection

of AI may overlook its potential role as a supportive tool for language refinement, editorial assistance, and clearer scholarly expression. These issues are particularly salient in intercultural and international academic settings, where linguistic and communicative norms vary across contexts. Drawing on existing discussions in communication, academic writing, and emerging literature on AI-assisted authorship, this study reflects on practical considerations for responsible AI use, focusing on transparency, authorial responsibility, cultural appropriateness, and the maintenance of human oversight in scholarly work. By highlighting the importance of accuracy, cultural meaning, and critical thinking in medical and health education, this study proposes that AI serves as a supplementary aid. The goal is to overcome cultural and language barriers in the journey toward equitable and effective academic communication in medical research and education.

From Writing to Design: Multimodal and AI-Mediated Pedagogies for Intercultural Communication

Presenter(s)	José Manuel Flores Fuentes - Texas Tech University Elizabeth Escobedo Salazar - The University of Texas at El Paso
Schedule	Day 3 - July 23, 2026 2:00-2:30 p.m. Room A V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: As communication increasingly unfolds across digital platforms, interfaces, and AI-mediated environments, college students are expected to navigate complex intercultural contexts using a range of multimodal resources. However, writing instruction often remains centered on text-based and correctness-oriented practices, which may not fully prepare students to design communication for diverse audiences and dynamic communication ecologies. This paper explores how composition can be reimagined as a multimodal and design-oriented practice that supports the development of intercultural communication. Drawing on frameworks from composition studies, technical and professional communication, and user experience (UX) design, the study proposes a pedagogical approach that integrates multimodal composing, design thinking, and emerging forms of AI-assisted writing. In this context, intercultural competence is understood as the ability to design communication that is responsive to audience, context, and cultural nuance across platforms. Through classroom-based examples, including activities such as prompt design, usability testing, and multimodal prototyping, the paper illustrates how students can engage in iterative processes that extend beyond traditional text production. These practices encourage students to consider how meaning is shaped not only through language, but also through design, interaction, and technological mediation. Looking ahead, this paper suggests that writing pedagogy can benefit from future-oriented approaches that prepare students to participate in evolving communication environments, where meaning is co-constructed across human and non-human systems. By expanding the scope of composition, educators can support more flexible, inclusive, and rhetorically aware forms of intercultural communication.

A Transnational Comparison on the Colonial Mentality Between Tsitsi Dangarembga's Nervous Conditions and Ana Castillo's So Far from God

Presenter(s)	Deanna Tenorio - Instructor, University of New Mexico Department of English Language & Literature
Schedule	Day 3 - July 23, 2026 2:00-2:30 p.m. Room B V
Submission	Session type: Individual Paper Delivery: Online/Virtual Language: English

Abstract: This paper focuses on the colonial mentality that manifests in interpersonal relationships between characters of Tsitsi Dangarembga's novel Nervous Conditions and Ana Castillo's novel So Far from God. Though the narratives take place a couple decades and a continent apart, the colonial mentality disrupts inter- and intra-personal relationships,

epistemology, and connection to Indigenous culture. I will demonstrate how the colonial mindset is a progressive overtaking of the mind, creating divisions in the self that directs the characters in the novels toward self-destruction. Dangarembga and Castillo write these novels as warnings, using women as allegorical figures to demonstrate the effects of colonialism, assimilation, and acculturation. Furthermore, patriarchal violence takes hold of the women, placing them in dangerous situations they attempt to overcome, much to the detriment of their connection to themselves and their homes. The women characters are given the chance to leave their homes to pursue their ambitions, leading to further identity crises, violence, and death. The regions covered are southern New Mexico and Zimbabwe-Rhodesia, areas that have both been affected by double-colonization, missionization, and modernity. Modernity presents itself as an opportunity for upward mobility, a running theme in both novels. The women must negotiate their place within various systems of oppression and decide their fates. This exploration of texts aims to make international connections concerning women, colonialism and identity, with a focus on those who are leaving native homelands to pursue upward mobility, education, and opportunity in the white world.

Relational Literacies in Intercultural and Digitally Mediated Classrooms

Presenter(s)	Hadi Banat - Assistant Professor of Rhetoric and Composition & ESL Director Department of English University of Massachusetts Boston
Schedule	Day 3 - July 23, 2026 2:00-2:30 p.m. Room C F
Submission	Session type: Individual Paper Delivery: In Person Language: English

Abstract: In a moment shaped by geopolitical movement, forced displacement, and renewed exclusionary discourses, questions of language, identity, and belonging have become increasingly urgent in higher education. As Henry Giroux and Anthony DiMaggio argue, contemporary political climates increasingly regulate whose languages, discourses, and identities are recognized as legitimate. These pressures are intensified in digitally mediated environments where students negotiate language, perspective, and authorship across online platforms, AI-assisted communication tools, and transnational networks. This paper examines how first-year writing curricula can cultivate relational and intercultural learning through transnational literacy narratives. Drawing on scholarship in transnational literacy (Eldred and Mortensen; García), Funds of Knowledge (Moll et al.), Community Cultural Wealth (Yosso), intercultural competence (Deardorff), and slow peer review (Oleksiak), the study explores how reflection, autoethnography, and relational peer engagement support multilingual students’ identity construction and belonging. The research is grounded in a qualitative study conducted in one general and one multilingual first-year composition course at a U.S. public university. Students completed a sequenced literacy narrative assignment including an initial reflection, a cultural literacy self-study, and a post-narrative peer reflection. Using qualitative coding methods informed by Saldaña, the data analysis examines multilingual students’ written work across these artifacts. Findings reveal a shift from deficit-oriented understandings of language toward relational meaning-making, metalinguistic awareness, and intercultural reflexivity. Structured peer interaction enabled students to reframe language difference as a socially situated resource tied to family histories, movement, and lived experience. The paper argues that relational literacy pedagogies can foster resilience, ethical engagement with difference, and broader forms of belonging across diverse institutional and national contexts.



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Get More Involved !

Any community thrives because of the energy and commitment of its members. If you are interested in being more involved with IAICS, whether through service, leadership, or even hosting a future conference, we warmly invite you to connect with us.

Please reach out to any of the IAICS officers to learn more about opportunities to contribute and collaborate.

ICS Journal





In January 2026, the Heart and Vascular Care Unit at UTMC earned a bronze-level Beacon Award for Excellence from the American Association of Critical-Care Nurses for providing high-quality patient care in a supportive work environment.

Connecting to the Virtual Conference

This year, we will be using Webex to conduct our virtual conference sessions. To participate, you will need either to either install the Webex application OR use the webbased version of Webex.

GETTING READY

You can download an appropriate version of Webex [here](https://www.webex.com/downloads.html) or go to:

<https://www.webex.com/downloads.html>

You may also choose to connect using your web browser, without installing the Webex application. This should still allow you to share a Powerpoint or other media.

Shortly before the Conference, you will receive an invitation e-mail from the Conference Organizing Committee that will contain the basic instructions and information you need in order to join the conference.

It is strongly recommended that you test your audio and video beforehand (even before the **practice sessions**).

Presentations' Logistics

Virtual Locations:

President's address and keynote speakers' presentations will take place in the main virtual room.

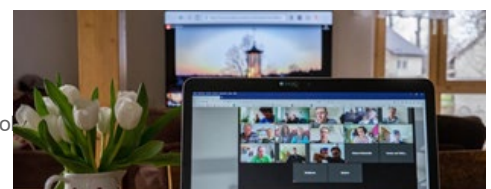
For all other presentations, we will have two break-out rooms (Break out Room 1 and 2). If you are presenting, please consult the conference program to know which room your presentation is assigned to and join that room a few minutes before the start time of the session.

Duration:

Each presentation will have 30 minutes including Q/A. We encourage each presenter to plan on a 20-25 minute presentation, so they allow a few minutes for audience engagement and show respect to the time of the presenters following them.

Reminder to all presenters:

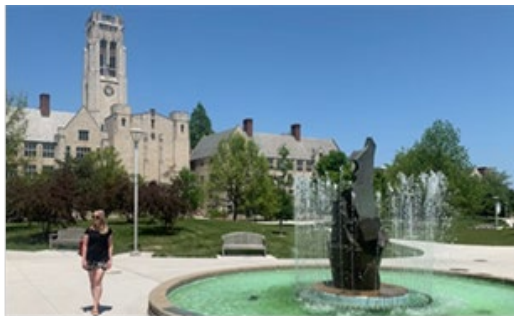
If you are a presenter, please present in the order listed in the conference schedule. Conference attendees will have the ability to go in and out of the physical and online rooms based on their interest.



Reminders to all who are attending virtually:

- Please keep your microphone muted if you are not presenting or participating in Q/A or discussion session.
- Raise your virtual hand to comment or ask a question.
- Practice common virtual meetings etiquette.

About the University of Toledo



The University of Toledo is a transformative public R1 research university with an academic medical center that has been improving the lives of students, patients, employees and neighbors in the greater northwest Ohio community since 1872.

UToledo is proud to unlock the potential of its students, supporting their success through innovative academic programs, caring faculty and engaging experiential learning opportunities. UToledo has a safe campus in a vibrant city where students can fuel their passions through more than 400 student organizations and join friends to cheer for one of 16 NCAA Division 1 Rockets Athletics teams.

The University of Toledo is shaping the next generation of doers. Those who dare to do what others only



About the Department of World Languages and Cultures

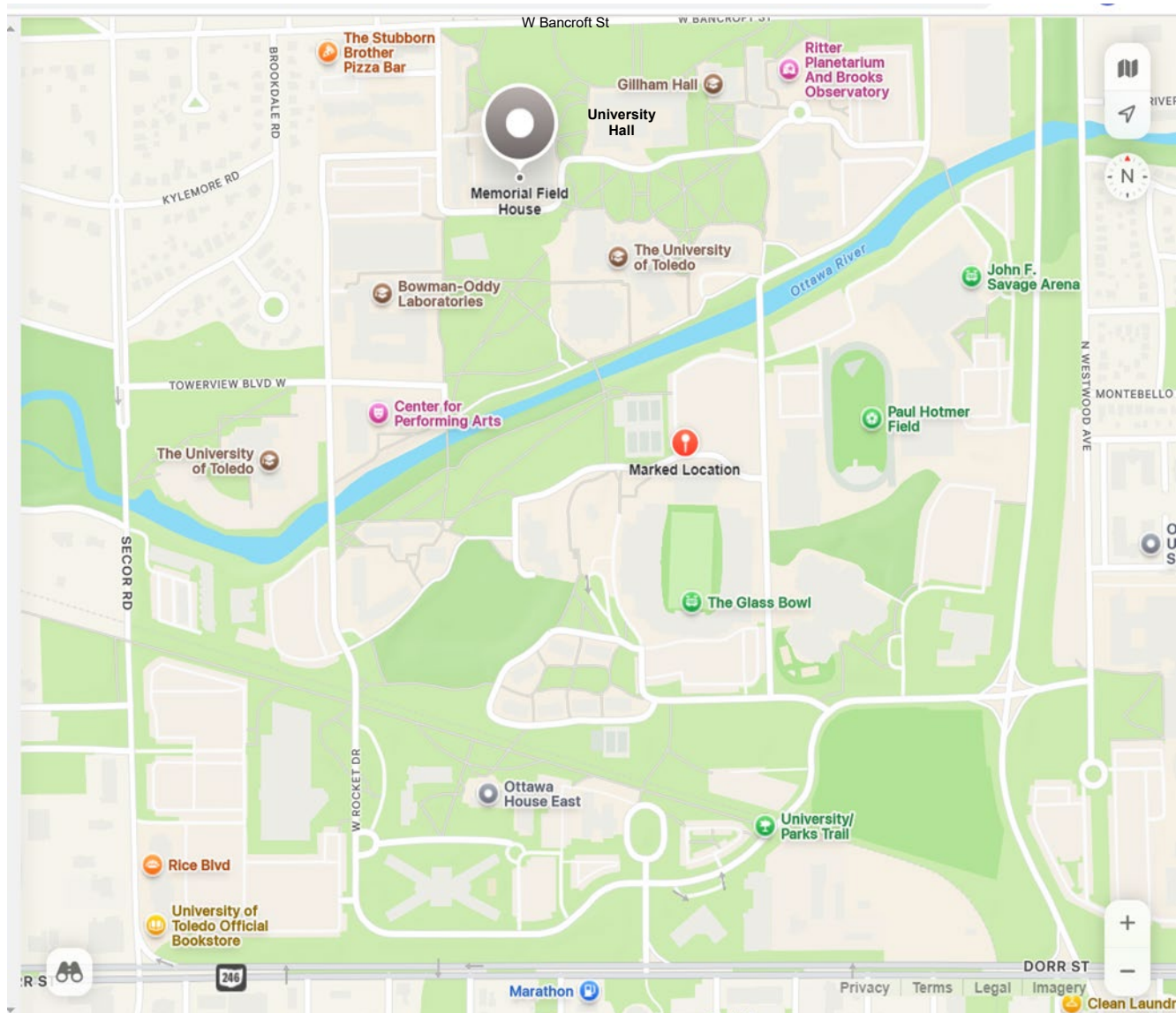
The Department of World Languages and Cultures (WLC) at the University of Toledo connects students to the world. The department's published and award-winning faculty guide students through the challenges and rewards of a rigorous curriculum and show them how they can take their learning abroad.

WLC is located in the beautiful Memorial Field House; WLC offers minors in Arabic, French, German, Japanese, and Spanish, along with World Cultures certificates in Intercultural Competence, Issues in second Language Teaching, Linguistics, Spanish Translation and Interpretation, and



UToledo-Area Map

The map below provides a good general idea of the University of Toledo and locations of multiple points of interest (conference building, Ottawa East (university housing location) and landmarks). For a map of the Main Campus, [click here](#).



Parking on Main Campus

Parking on UToledo's Main Campus is not free. All vehicles on campus are required to have a permit during enforcement hours (M-F, 7AM-10PM & Sat-Sun, 9AM-5PM) or opt to pay metered or ParkMobile zoned parking. Daily permits cost \$6.20 per day. Permits purchased by a visitor allows them to park in "C" areas within a white-lined space. This permit cannot be used to park in metered or reserved spaces; these spaces require a separate payment. If you need to buy a parking permit, you can do so on the [Park Utoledo](#)

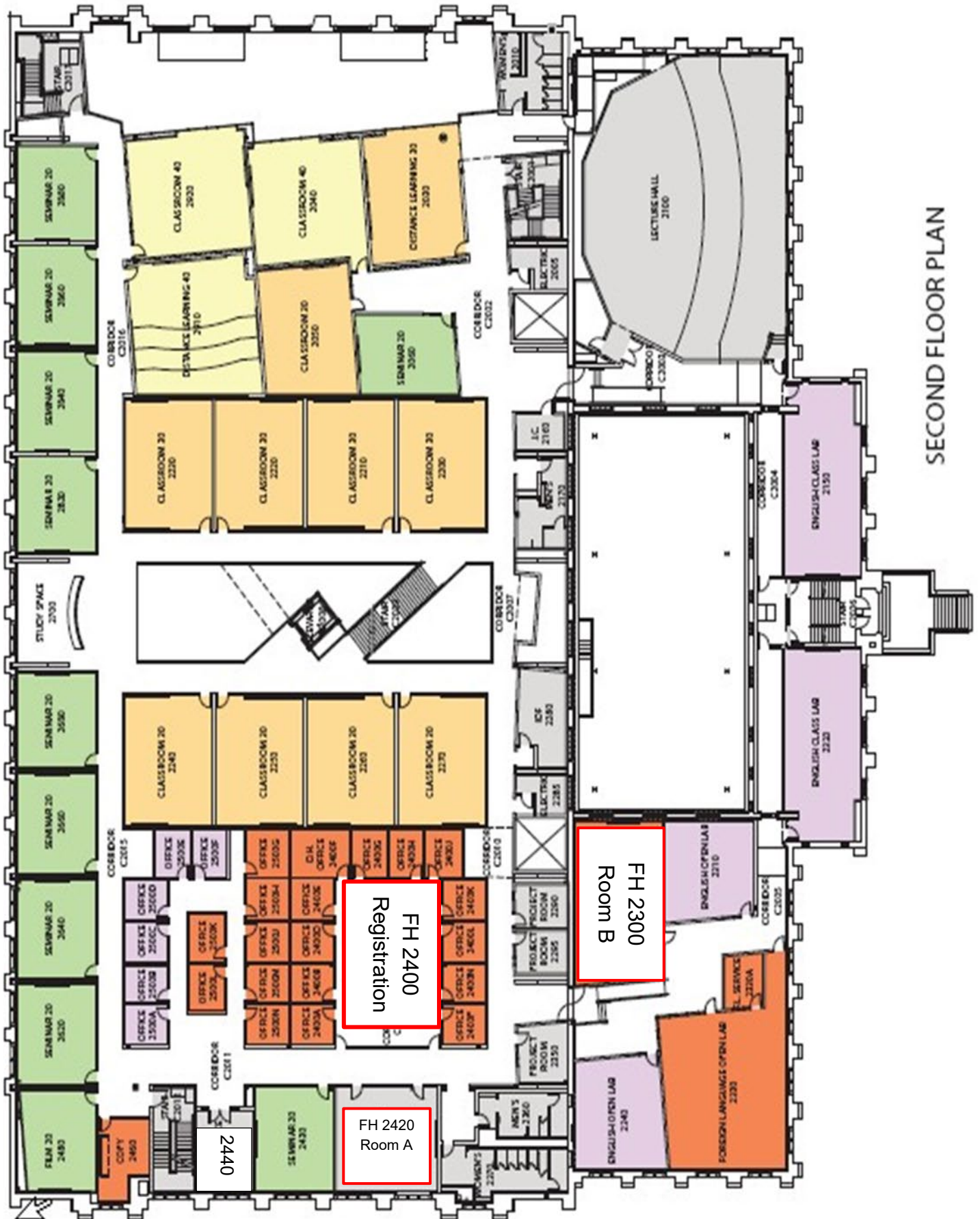
[website](https://www.parkutoledo.com/) (https://www.parkutoledo.com/) or by following instructions on signs that are posted in the parking lots. For more information regarding parking at UToledo, please visit Park Utoledo website.

Memorial Field House Floor Map

First Floor



SECOND FLOOR PLAN



About the Keynote Speaker

Ruth Hottell

Ruth Hottell is Professor Emerita of French at the University of Toledo where she was Chair of World Languages and Cultures between 2008 - 2018. She holds a PhD in Interdisciplinary French Studies (Culture, Film, and Literature) from The University of Illinois Champaign-Urbana. Having published numerous articles on French culture, literature, and film, she has focused on French and Francophone women filmmakers. She is co-author, with Janis Pallister, of *Noteworthy French Speaking Women Filmmakers. A Sequel.* (Fairleigh Dickinson University Press, 2011); *French Speaking Women Filmmakers. A Guide.* (Fairleigh Dickinson University Press, 2005); and *Francophone Women Documentarians* (Peter Lang Press, 2005). Her publications also include an edited translation of Françoise d'Eaubonne's *Feminism or Death* (Verso Books, 2022). In 2019, the French Government named her Chevalier de l'Ordre des Palmes Académiques in recognition of her contributions to the advancement of French studies.



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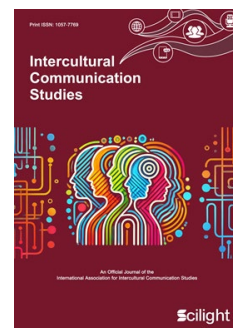
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Coming Soon from IAICS

- ✚ A fully redesigned Website.
- ✚ A quarterly Newsletter.
- ✚ Engaging Virtual Meetings.
- ✚ Expert-led Webinars & Podcasts.
- ✚ An official YouTube Channel.

Intercultural Communication Studies (IAICS' Journal)

Intercultural Communication Studies (ICS), the journal of the International Association for Intercultural Communication Studies (IAICS), is committed to publishing quality research in the area of intercultural communication. All manuscripts submitted to the journal should include thorough research that brings something new and pertinent to the field of intercultural communication. Since January 1, 2025, our journal has published articles using a Continuous Publication model. This means that accepted papers appear online with final citation details as soon as they are ready, rather than waiting for a scheduled issue. All articles are added to a single annual volume, updated throughout the year. Each has a unique DOI number and self-contained PDF pagination starting from page 1.



ICS Publication Fees Waived!!!

All presenting participants are invited to submit their papers to [Intercultural Communication Studies](#) (ICS). The article processing fees (\$ 600 for IAICS members and & 1000 for non-members) **will be waived** if you submit your paper soon after the conference and/or before February 2027. ICS is now an open source journal published by Scilight Press. Please note that all submissions will go through a double blinded peer reviewing process that is separate from the conference submission abstract review.

IAICS Conference 2027

We're crafting the blueprint for our next 2027 IAICS conference. Date and location are coming soon, but our commitment to advancing quality research in the area of intercultural communication is already here. If you are ready for the reveal, stay tuned for an email announcing the IAICS 2027 conference.

Many Thanks



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Doreen Wu Graduate Paper Award

In memory of Dr. Doreen Wu, IAICS established the Doreen Wu Award in 2025. The award is presented to the two best graduate-student papers delivered at the annual conference. The award consists of an award of IAICS membership and a small monetary prize.

Dr. Doreen Wu was an Associate Professor in the Department of Chinese and Bilingual Studies at The Hong Kong Polytechnic University, where she served her students, colleagues, university, and the field of Intercultural Communication Studies with dedication from 1994 until her retirement in 2021. Her research expertise was in sociolinguistics, intercultural studies, and intercultural communication, and she made significant contributions to the fields of linguistics and communication studies throughout her career. Doreen was also an active and devoted member of IAICS. She served as a member of the Board of Directors, the conference convener of the joint IAICS/CAFIC conference held at The Hong Kong Polytechnic University in 2015, joint editor of the special issue of Intercultural Communication Studies arising from that conference, and Book Review Editor of ICS.

At PolyU, Dr. Wu also served as the Founding Programme Leader of the Doctor of Applied Language Sciences programme from 2010 to 2015, playing an important role in its design and successful implementation. Beyond her

“A little knowledge that acts is worth infinitely more than much knowledge that is idle.”

