

## Preface

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The second issue of Volume XXVI contains several sections. The sections “Keynote Speeches” and “Macao Studies” commemorate the joint session of the 6th International Conference on English, Discourse and Intercultural Communication (EDIC) and 23rd International Conference of the International Association for Intercultural Communication Studies (IAICS), held on June 6th - 8th, 2017 at Macao Polytechnic Institute in Macao Special Administrative Region of the People’s Republic of China (Part I of the Conference) and June 9th - 11th, 2017 at Xinjiang Normal University in Urumqi, capital of the Xinjiang Uyghur Autonomous Region of the People’s Republic of China (Part II of the Conference), under the theme “Languages and Cultures in a Globalizing World: Diversity, Interculturality, Hybridity”. In addition, the issue includes articles on Literary Studies, Media Studies, Pedagogy, and Translation Studies, and a book review of a significant new textbook on Intercultural Communication.

In his keynote address delivered at Part I of the 6th EDIC cum 23rd IAICS Conference in Macao, the incoming President of IAICS Robert W. VAAGAN explores the relationship between intercultural communication and globalization and highlights the many socio-cultural and communicational phenomena that exist at the intersection of cultures and the concepts that aid us in their scholarly investigation (cited here in alphabetical order): ‘acculturation’, ‘agenda setting’, ‘assimilation’, ‘Balkanization’, ‘clash of civilizations’, ‘common ground’, ‘cosmopolitanism’, ‘creolization’, ‘cross-culturalism’, ‘culture shock’, ‘diaspora’, ‘diversity’, ‘epistemological ruptures’, ‘fragmentation of social cohesion’, ‘framing’, ‘globalization’, ‘glocalization’, ‘hybridity’, ‘intercultural pragmatics’, ‘interculturalism’, ‘interculturality’, ‘lingua franca’, ‘mass self-communication’, ‘metacognition’, ‘multiculturalism’, ‘othering’, ‘Orientalism’, ‘persuasive style’, ‘post-colonialism’, ‘post-truth’, ‘presuppositions of underlying meaning’, ‘priming’, ‘semiotics’, ‘stereotypes’, ‘transculturation’, ‘transnationalism’, ‘the world is flat’. Of course, this list is not exhaustive, but it gives the flavor of recent discourse in the interdisciplinary studies of intercultural communication. On the other hand, in a plenary address delivered at Part II of the 6th EDIC cum 23rd IAICS Conference in Urumqi, Joanna RADWAŃSKA-WILLIAMS adopts a subjective approach to the study of culture and explores the significance of personal memory, especially of childhood memories, in the construction of an individual’s cultural identity.

The section on Macao Studies contains two articles. In his study “Macao under One Country, Two Systems: A Typical Example of Cultural Integration between East and West” (main text in Chinese: 一國兩制的澳門：東西文化融合的典範), Lue LI summarizes the recent post-colonial history of Macao since its return to (mainland) Chinese sovereignty in 1999 under the ‘One Country, Two Systems’ policy of the retention of Macao’s distinct socio-

political identity and autonomy. In a detailed case study of a higher education institution in Macao, Linda LAM investigates the student preference of the medium of instruction in Business Chinese classes - Cantonese (the local variety of Chinese) or Mandarin (the national standard language).

In the section on Literary Studies, Liang CHEN examines the reconstruction of Native American cultural identity in the modern context, in the novel *The Round House* by Louise Erdrich, from the thematic perspective of ‘boundary’ and ‘transgression’ and the employment of ecological and mythological elements.

The section on Media Studies comprises two articles. A study of advertising images by Caitlyn CRENSHAW, Anita ZIPFEL, Margaret U. D’SILVA and Greg B. LEICHTY, compares the visual aspects and content of billboard advertisements in Cuba and the USA. Drawing on Hofstede’s (1980, 1991, 2001, 2011) dimensions, their comparative content analysis of advertising images in the two countries shows that while “the majority of Cuba’s billboards illustrate communist values, [...] there were a handful of advertisements [...] with consumerist themes”, and that the two countries differ significantly with respect to Hofstede’s dimensions, e.g., high ‘individualism’ (USA) vs. medium-level ‘collectivism’ (Cuba), and a high level of ‘short-term orientation’ (USA) differing from Cuba’s (moderate level of) ‘long-term orientation’. The article fills the research gap of a scarcity of studies on the changing socio-political and intercultural context of Cuba. The article by Ran Ju explores the online blog of a lesbian organization in China. The results of the content analysis, informed by cultural theory, indicate that the blogosphere provides a platform for this discriminated group to voice its concerns to the public, and “at the same time social and cultural backgrounds influence this group’s communication and choices of communication strategies online”.

Three articles offer various perspectives on issues of Pedagogy. Examining the question of intercultural competence and intercultural sensitivity, Ioannis KARRAS investigates the effectiveness of a semester-long intercultural communication course in raising intercultural sensitivity among students majoring in international and European studies at a university in Greece. The author finds a statistically significant difference between pre- and post-tests in the constructs “Interaction Engagement” and “Respect for Cultural Differences”, and also, a positive effect of multilingualism on the overall ISS (Chen & Starosta, 2000) intercultural sensitivity score. In the second article in this section, Dan YAO explores Chinese language teaching in the Chinese kindergartens of the Philippines (main text in Chinese: 菲律賓華校幼稚園漢語教學探索), undertaken under the auspices of the Confucius Institute. The author uncovers problems concerning facilities, teaching methods, appropriate textbooks, and learning motivation, and provides constructive suggestions to remedy the situation and improve the education management. In the third article, Adrian DAVIS provides an exhaustive overview of the educational concept of “far transfer” of learning from the classroom to real world applications. It is found that the variables favorable to transfer of learning include active learning, constructivism, metacognition, and “expertise related to cognitive apprenticeship”.

In the section on Translation Studies, Zi-yu LIN offers a novel theoretical framework

for the analysis of the cognitive mechanism of translation, based on recent insights into the process of “mental simulation” from the perspective of mirror neuron networks. The author posits that, “On the one hand, a translator derives the mental simulation from the source language and culture, and such simulation is conditioned by numerous influencing factors, such as his linguistic competence in the source language and his overall knowledge of the source culture, both of which are individualized by one’s life experiences. On the other hand, the translator represents or restores the simulations he has constructed from the source language in the target language and culture.”

Finally, and continuing to draw upon recent insights into neuron networks, this issue concludes with a book review by George F. SIMONS of the textbook *Intercultural Communication: An Interdisciplinary Approach: When Neurons, Genes, and Evolution Joined the Discourse*, by Nguyen-Phuong-Mai MAI (Amsterdam University Press, 2017). This fresh new perspective impacts our “perception of how community, time, hierarchy, language, etiquette, kinesics, and contexts function”. The textbook is attractively written and presented, with color photographs, section summaries, activities, and case studies. Its discussion also contains as a structuring principle the author’s innovative metaphor of the “tree of culture” and its organic development.