

# Guest Editorial Preface

## Special Issue on Multiple Approaches to Translation and Intercultural Communication

Minjie Xing, The University of Manchester, UK

Zhiyan Guo, Warwick University, UK

Derek Hird, Lancaster University, UK

This special issue is the outcome of the Lancaster Translation and Intercultural Communication Conference on 1<sup>st</sup> July 2022. Altogether 646 scholars in this field registered and 576 participated in the conference. Out of 202 abstracts received, 120 were selected for presentations at the conference. Based on these abstracts, 30 authors were invited for full papers, and 10 full papers were received before the deadline. These papers went through a double-blinded peer-review process. Each of them was scrutinized by three reviewers according to the criteria of the journal. The following four papers were selected:

In the first paper, Dr. Amily Guenier and Dr. Ge Min apply a multimodal approach to teaching Contemporary Chinese Culture via a third space. The study shows that students appreciate the application of multimodality mode, the function of the third space, and the approaches to enhancing intercultural awareness and intercultural communication competence. The methods and pedagogies have enriched students' learning experiences.

In the second paper, Dr Lejin Zhang and Yiming Liu illustrate the details of an e-textbook workflow and design strategies within the framework of discourse analysis and glocalization, including textual design, discursive database construction, and social investigation. The e-textbook supports the cultivation of globally minded and locally grounded intercultural communicators. This e-textbook can be used in conjunction with other platforms, including MOOC, Ai Ketang, Iqiyi, Bilibili, Tiktok, etc.

In the paper authored by Dr Hong Zhao, a course design of *A Glimpse of China* is critically reflected upon in terms of student engagement and social constructivism based on a qualitative analysis of participants' course reports. It further proposes a collaborative inquiry cycle for learning culture virtually while having no immersion in the target culture due to the pandemic challenges.

In Jia Wan's paper on a case study of Dunhuang cultural terms, the three visual-verbal relations of terms in multimodal texts as  $X=Y$ ,  $X^1Y$ , and  $X+Y$  are displayed and corresponding strategies, including condensation and combination, are put forward as principles and strategies of term translation in multimodal texts. This adds a new dimension of multimodal translation to the dissemination and communication of Chinese cultures.

In the current digital world, the findings from these papers provide useful suggestions on the rationales and techniques in translation and intercultural communication and the pedagogies to make good use of digital resources to widen students' learning horizons. Hopefully, the research, the teaching experience, and the good practice shared in these research papers can be applied to future digital teaching and learning in various and more contexts.

Many thanks to the anonymous reviewers from the Universities of Aberdeen, Bath, Dublin City, Durham, Lancaster, Manchester, Ulster, Warwick, and York and the Universities in China and Malaysia for their critical comments and constructive suggestions, without which the special issue cannot be in this shape.

*Minjie Xing*

*Zhiyan Guo*

*Derek Hird*

*Guest Editors*

*IJCALLT*