GLOBAL ENCOUNTERS: DIALOGUES ACROSS CULTURES 2026

Emerging Identities in a Globalised World

Online conference

Plenary speakers



From Diversity to Belonging: Intercultural Citizenship for Inclusive Higher Education

Dr. Irina Golubeva
University of Maryland, Baltimore County (USA)



Learner-Generated Questions for Intercultural Learning

Dr. Tamás Kiss
Sunway University, Kuala Lumpur (Malaysia)

22-23 January, 2026

Language and Communication Research Group, FHSS, University of Miskolc, Hungary
Applied Language and Culture Studies Research Lab, FLHS, Chouaib Doukkali University, Morocco
Centre for English Language Studies, Sunway University, Malaysia
Department of English and American Studies, FML,
St. Cyril and St. Methodius University of Veliko Tarnovo, Bulgaria
Department of Philology, Ferenc Rakoczi II Transcarpathian Hungarian University, Ukraine

Registration link
Deadline: 1st December, 2025

The Language and Communication Research Group, Faculty of Humanities and Social Sciences, University of Miskolc, Hungary,
Applied Linguistics and Culture Studies Research Lab, Faculty of Letters and Humanities, Chouaib Doukkali University, Morocco,
Centre for English Language Studies, Sunway University, Malaysia,
Department of English and American Studies, Faculty of Modern Languages, St. Cyril and St. Methodius University of Veliko Tarnovo, Bulgaria,
and Department of Philology, Ferenc Rakoczi II Transcarpathian Hungarian University, Ukraine

ARE PLEASED TO ANNOUNCE THE FIRST EVENT OF THE
GLOBAL ENCOUNTERS: DIALOGUES ACROSS CULTURES
CONFERENCE SERIES:

Emerging Identities in a Globalised World

The multidisciplinary online conference is devoted to the study of how global forces—economic integration, transnational mobility, digital media, and cross-border institutions including education—shape the formation, negotiation and performance of identities in political, business and academic communities, and how those identities in turn shape contemporary media and communicative practices.

Recent research highlights new, interlocking tendencies in this area that call for comparative, interdisciplinary investigation: (a) transnational cooperation and mobility promote the formation of hybrid and multi-sited identities rather than simply weakening national identities; (b) digital and screen media have become central arenas where identities are formed and contested; and (c) political, economic and academic globalization is producing new identity-based alignments and conflicts that operate across borders. We invite scholars from all disciplines within the humanities and social sciences to share their insights and research results on these issues. The language of the conference is English.

We are excited to announce our plenary speakers:



Dr. Irina Golubeva is Professor and Interim Chair of the Department of Modern Languages, Linguistics and Intercultural Communication at the University of Maryland, Baltimore County (USA). Her main research interests include the internationalization of higher education and the development of multilingual awareness, empathy, and intercultural citizenship. She teaches and publishes in four languages: English, Hungarian, Russian, and Spanish. She is co-editor of *From Principles to Practice in Education for Intercultural Citizenship* and *Intercultural Learning in Language Education and Beyond: Evolving Concepts, Perspectives and Practices*, and co-author of *Intercultural Competence for College and University Students: A Global Guide for Employability and Social Change*. She also co-hosts the acclaimed webinar series, *Decentering Intercultural Research and Practice*, which brings together international scholars and practitioners to critically reimagine the field. She is deeply committed to non-profit work and served for seven years as Vice-President of the European Association of Teachers. In 2020, she received the title of "UMBC Innovation Fellow" for her contribution to fostering intercultural dialogue on campus and enhancing students' engagement in Internationalization at Home. Most recently, she was elected a Fellow of the International Academy for Intercultural Research.

This plenary examines how universities can move beyond surface-level diversity initiatives to cultivate students' sense of belonging through intercultural citizenship education. Drawing on campus-climate research and evidence from a Minority-Serving Institution, Dr. Golubeva illustrates how intercultural citizenship frameworks can be intentionally integrated to improve campus climate, enrich intergroup relations, and foster students' democratic and intercultural competencies in an increasingly polarized and globalized world.



Dr Tamas Kiss works as an Associate Professor at Sunway University, Centre for English Language Studies. He has been involved with language teacher education programmes in Europe, the Middle East, South Asia, Latin America and South East Asia. He delivered one-off talks and directed longer, intensive workshops in more than 20 countries by invitation of universities, language teacher organizations, cultural institutions, or international publishing houses. His main research interests include language pedagogy, language teacher education, creativity, intercultural communication, the link between complex dynamic systems and education, and the role of culture in language teaching materials. One of his latest projects has been on creativity in language teaching which resulted in a co-authored book: Maley, A. & Kiss, T. (2018). *Creativity and English Language Teaching: From inspiration to implementation.* London: Palgrave Macmillan. His research expertise lies primarily in the areas of English Language Teaching and Teacher Education, with a specific focus on the following three areas: 1) novice language teacher experiences 2) teacher education as a complex dynamic system, 3) (inter)cultural content in EL textbooks, and 4) creativity in language teaching. His research generally follows an interdisciplinary approach.

This talk explores how Hungarian and Malaysian university students engaged in intercultural dialogue through an online collaborative project designed to foster cultural awareness and communication skills. Working in small groups, students created short videos (3–4 minutes) about their own culture, which were then shared with peers abroad. While watching these videos, participants completed a Directed Viewing and Thinking Activity (DVTA), reflecting on prior knowledge, assumptions, and curiosities. The questions they formulated to learn more about the other culture provided data for research and analysis. In this project, Byram's (1997) model of intercultural communicative competence provided the conceptual framework, while Causadias' (2020) p-model (*peoples, places, and practices*) guided the coding of cultural dimensions. Results show that most questions focused on *practices*, with Malaysians more curious about *places* and Hungarians about *people*. The analysis also suggests that Causadias' model is incomplete, as it omits *products* as a significant cultural dimension. Furthermore, questions students asked tended to remain at a knowledge-seeking level rather than demonstrating critical or reflective engagement. This points to students' difficulties in formulating higher-order questions that would strengthen intercultural competence as outlined by Byram. The study shows that there is a need for educators to illustrate and model questioning techniques that encourage deeper engagement, and allow time for exploring ideas and cultural meaning-making in their classrooms. It also suggests that in monocultural and multicultural contexts, a different approach to developing intercultural competence might be justified.

TOPIC AREAS

- Interlingual and intercultural influences on professional identity formation: Global identity and hybrid identities in working and educational contexts
- Global citizens in local communities: Identity construction in digital media
- Disciplinary voices in multilingual academic environments: Experts and novices
- Transcultural approaches to shaping and harmonising multicultural identities in education
- Identity (re)construction in translation

TYPES OF CONTRIBUTION INVITED

- 15-minute presentations reporting empirical studies
- 5-minute poster sessions for early-stage research and practice-led projects

ABSTRACT SUBMISSION

- Abstracts should be between 300-350 words and contain 3-5 keywords.
- Include an informative title, author(s), affiliation(s), and e-mail.
- Provide short biographical notes of the author(s).
- State the aim of the study and describe the methods and main results.
- Submit the abstract on the online registration form here **.**

DEADLINES

- Abstract submission deadline: 1st December 2025
- Abstract acceptance notification: 15th December 2025
- Participation is free but registration is required. For submission and registration, click here.
- Registration deadline: 1st December 2025
- Online conference: 22nd-23rd January 2026
- Submission of papers: 31st March 2026

Selected conference papers will be published in a peer-reviewed, online conference volume.

CONFERENCE COORDINATORS

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