

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
An Intercultural
Approach To English
Language Teaching
Languages For
International
Communication And
Education

**An Intercultural Approach to
English Language
Teaching**
Multilingual Matters
It has never been more important
for schools and instructors to
consider best practices and
strategies to appropriately design
effective English language courses.
Teaching English successfully to
diverse audiences requires an
understanding of how to

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

communicate with students based on their individual needs and backgrounds. In order to ensure schools provide the best English language education possible, they must examine and apply innovative research in the field. Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education reviews and reports the current research methods and theoretical advances in English language learning linked to applied technologies and action research. The book considers the most innovative approaches to English language education from an intercultural and communicative perspective that covers key concepts such as collaborative ubiquitous learning and multimodal communication. Covering topics

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

such as social networks, virtual environments, and intercultural awareness, this reference work is crucial for academicians, researchers, scholars, practitioners, instructors, and students.

The volume **Developing Intercultural Competence through English: Focus on Ukrainian and Polish Cultures** edited by Anna Ni?egorodcew, Yakiv Bystrov and Marcin Kleban offers a valuable result of a joint intercultural project between two universities from the neighbouring countries of Poland and Ukraine. Among the mass of books on intercultural communication the proposed volume distinguishes itself by three features: unusual format combining the work of both scholars and students, the focus on the

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

intercultural approach, and practical designation. It also stresses the increasing awareness in the modern world that teaching/learning English serves the purpose of developing general intercultural competence and not building the knowledge about the English speaking world. [...] The choice of topics [...] indicates an interesting cultural difference - Ukrainian inclination to focus on the characteristic and attractive aspects of their own culture and Polish on the problematic and the difficult. Professor Lucyna Aleksandrowicz-Pędzich, Department of English, Warsaw School of Social Sciences and Humanities Z recenzji prof. dr. hab. Mirosława J. Szymańskiego
Offers some theoretical innovations

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

in teaching foreign languages and reports how they have been applied to curriculum development and experimental courses at the upper secondary and college levels.

Approaches language learning as comprising several dimensions, including grammatical competence, change in attitudes, learning about another culture, and reflecting on one's own. Annotation copyright by Book News, Inc., Portland, OR

Culture and Identity through English as a Lingua Franca
An Intercultural Approach to English Language Teaching
Interkulturális Tanulás Az Angol Idegennyelvi Órán

Developing Intercultural Competence through English Language and Culture
Practices in Intercultural Language

Teaching and Learning

Using diverse language examples and tasks, this book illustrates how intercultural communication theory can inform second language teaching.

This edited volume explores the educational significance of intercultural experience. It offers a broader conception of interculturality than commonly found in the area of foreign language teaching. Contributors represent a diverse range of academic and professional interests. The aim of the book is to encourage dialogue and interchange across this range, and beyond, to stimulate thinking about the educational value of

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

intercultural experience.

This book addresses recent developments in medical and language education. In both fields, there have been methodological shifts towards 'task-based' and 'problem-based learning'. In addition, both fields have broadened their focus on clinical expertise and linguistic skills to address issues of cultural competence. English in Medical Education responds to these changes by re-imagining the language classroom in medical settings as an arena for the exploration of values and professional identity. The chapters cover topics such as the nature of cultural competence; how to

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

understand spoken discourse in a range of medical settings; the use of tasks and problems in language education for medics; the development of critical skills and the use of literature and visual media in language education for doctors. It will interest everyone teaching English for Medical Purposes.

This volume responds to the growing need for intercultural approaches to teaching and learning languages. The central premise is that the aim of intercultural language teaching and learning is to foster effective communication and effective learning in spaces between cultures in order to prepare

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

learners for global citizenship, but that the corresponding models and methods must emerge from the bottom-up in order to meet the needs of each unique context. The book offers a collection of successful experiences rooted in praxis. It shares the activities, methods, models, and approaches which have been developed within specific contexts. Thus, it offers an example of how to adopt an “intercultural perspective” in teaching and learning. The editors and contributors share the conviction that the experiences detailed here can be informative to the realities of all readers in the same way that their own practices have been informed by

Access Free An Intercultural
Approach To English Language
Teaching Languages For
others.

English in Medical Education
Intercultural Experience and
Education

Intercultural Communication
Mediating Languages and
Cultures

Intercultural Communication and
Language Pedagogy

An Intercultural Approach to
Empowering Chinese Learners as
English Writers

In the fully updated Seventh Edition
of Intercultural Communication: A
Contextual Approach, bestselling
author James W. Neuliep provides a
clear contextual model (visually
depicted by a series of concentric
circles) for examining

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

communication within cultural, microcultural, environmental, sociorelational, and perceptual contexts. Students are first introduced to the broadest context—the cultural component of the model—and progress chapter by chapter through the model to the most specific dimensions of communication. Each chapter focuses on one context and explores the combination of factors within that context, including setting, situation, and circumstances. Highlighting values, ethnicity, physical geography, and attitudes, the book examines means of interaction, including body language, eye contact, and exchange

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

of words, as well as the stages of relationships, cross-cultural management, intercultural conflict, and culture shock.

This wide-ranging survey of issues in intercultural languageteaching and learning covers everything from core concepts to program evaluation, and advocates a fluid, responsive approach to teaching language that reflects its central role in fostering intercultural understanding. Includes coverage of theoretical issues defining language, culture, and communication, as well as practice-driven issues such as classroom interactions, technologies, programs, and language assessment. Examines systematically the

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

components of language teaching: language itself, meaning, culture, learning, communicating, and assessments, and puts them in social and cultural context Features numerous examples throughout, drawn from various languages, international contexts, and frameworks Incorporates a decade of in-depth research and detailed documentation from the authors' collaborative work with practicing teachers Provides a much-needed addition to the sparse literature on intercultural aspects of language education

This volume provides a strong theoretical introduction to the field of intercultural communication,

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education.

offering practical examples of classroom activities, as well as presenting empirical research which demonstrates that intercultural communicative competence (ICC) can be developed effectively in specially tailored courses adjusted to the needs of learners. It presents a novel model of intercultural sensitivity assessment, and outlines the results of research into intercultural communicative competence conducted among the students of English Language Studies in state colleges in Poland. The cultural component in developing ICC as an extra-linguistic determinant is assigned particular prominence in the book. A

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

thorough analysis of the empirical material collected from participant observation, the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified. The obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures. This research work seeks to explore the place of teaching culture in the Departments of English at the university level. It is based on the conceptual framework that there can be few goals more central to the

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

profession of foreign language teaching than the goal of culture and the development of the learners' intercultural communicative competence. Therefore, the aim of any foreign language teaching is in the first place to promote learners' intercultural communicative competence and cross-cultural understanding. Seen from this perspective, this the present work explores an alternate approach to teaching English as a foreign language. This approach is based on the premises that language is part of culture; language is deeply embedded in culture; language and culture are not separable and that teaching English, or any other

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

foreign language, necessarily
implies the teaching of its culture.

Focus on Ukrainian and Polish
Cultures

Interculturality and the English
Language Classroom

Intercultural Competence

Intercultural Language Teaching
and Learning

In Living Colour

From Foreign Language Education
to Education for Intercultural
Citizenship

**The history of "language
teaching" is shot through with
methods and approaches to
language learning - most recently
with "communicative language
teaching" - but this book**

demonstrates that a more differentiated and richer understanding of learning a foreign language is both necessary and desirable. Languages and cultures are interlinked and interdependent and their teaching and learning should be too.

Learning another language is part of a complex process of learning and understanding other people's ways of life, ways of thinking and socio-economic experience

Language Learning and Intercultural Understanding in the Primary School shows how to deliver a progressive and holistic embedded language curriculum. It provides guidance on inclusive

approaches for students with English as an additional language, including native speakers in the target language as well as language awareness activities that maximise links with learning in English. Practical and accessible, it contains classroom examples, plans, resources and pedagogical approaches all underpinned by theory, research and practice. Each chapter examines specific themes relating to language, culture, identity and wellbeing, providing rich discussions and a range of perspectives. Case studies ‘bring to life’ the examples provided, and reflection points offer the reader the opportunity

to pause and consider an idea, resource, or challenging concept before moving on. Presenting a lived narrative of shared voices, the authors invite readers to learn about their own cultural and linguistic identities and how these relate to their practice. This is a must-read for teachers, language specialists and school leaders who wish for a clear rationale for the role of language, culture, identity and wellbeing within and beyond the curriculum.

This book provides a practical set of guidelines for people wishing to communicate professionally in Japan, following the model of the similar book by Kelm and Victor

on Brazil. Good communication requires more than knowing the language. Haru Yamada, Orlando Kelm, and David Victor, seasoned cross-cultural trainers for businesspeople, provide a guide through Victor's LESCANT model (Language, Environment, Social Organization, Context, Authority, Nonverbal, and Time). Each chapter addresses one of these topics and demonstrates how to evaluate the differences between Japan and North America, presenting examples to help people avoid common communication mistakes. The book is generously peppered with photographs to provide visual

examples. The authors complete the book with a case study chapter on a business interaction between Japanese and North Americans (NA). They then gathered comments from various NA professionals working in Japan and Japanese working with US professionals about the interactions in the case, providing helpful observations about the situation. The book straddles some language and communication topics, international relations, and reaches into the business community, a strong academic program at GU, presenting us with a new opportunity to reach a

Access Free An Intercultural
Approach To English Language
Teaching Languages For
wider audience.

International Communication
And Education

Intercultural approach has played a bigger role in English Language Education and the intercultural awareness is a fundamental element to advance individuals towards global citizenship.

Therefore, this study aimed to examine the effects of English instruction using intercultural approach on intercultural awareness of upper secondary school students and to investigate their opinions towards the instruction. The quantitative and qualitative data were collected from 31 eleventh grade students in the 14-week experiment. The paired sample t-test, means, and

standard deviation were applied to investigate the differences between the means scores from the pre and post intercultural awareness tests and from a five-point Likert scale questionnaire. For the qualitative data, content analysis was used to examine the opinions of the students from the open-ended questionnaire and learner logs. The results revealed that: 1) there was a significant difference between the mean scores from the pre and post intercultural awareness test at the significant level of .05 and the effect size was at 0.94 which indicated a large effect. Also, students showed intercultural

**awareness in learner logs. 2)
Students reported positive
attitudes towards the instruction
through the questionnaire and
learner logs. Consequently, upper
secondary school students
improved their intercultural
awareness after the
implementation of intercultural
approach in English instruction.
Team Teaching in English
Classrooms
Intercultural Language Use and
Language Learning
The Intercultural Approach in the
English as a Foreign Language
Class
Intercultural Competence in
Higher Education**

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

Meaning and Culture

New Perspectives on Intercultural Language Research and Teaching

Foreign Language Teachers and Intercultural Communication: An International Investigation reports on a study that focused on teachers' beliefs regarding intercultural competence teaching in foreign language education. Its conclusions are based on data collected in a quantitative comparative study that comprises questionnaire answers received from teachers in seven countries: Belgium, Bulgaria, Poland, Mexico, Greece, Spain and Sweden. It not only creates new knowledge on the variability, and relative consistency, of today's foreign language teachers' views regarding intercultural competence teaching in a number of countries, but also gives us

Access Free An Intercultural Approach To English Language

a picture that is both more concrete and more comprehensive than previously known.

Eva Alc ó n Soler Maria Pilar Safont Jord à Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides,

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alc ó n, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and

Access Free An Intercultural Approach To English Language Teaching Languages For cultures.

Illustrated by an empirical study of English as a Foreign Language reading in Argentina, this book argues for a different approach to the theoretical rationales and methodological designs typically used to investigate cultural understanding in reading, in particular foreign language reading. It presents an alternative approach which is more authentic in its methods, more educational in its purposes, and more supportive of international understanding as an aim of language teaching in general and English language teaching in particular.

Intercultural language education has redefined the modern languages agenda in Europe and North America. Now intercultural learning is also beginning to impact on English

Access Free An Intercultural Approach To English Language

Teaching Languages For International Communication And Education
Language Teaching. This accessible book introduces teachers of EFL to intercultural language education by describing its history and theoretical principles, and by giving examples of classroom tasks.

Intercultural Language Activities with CD-ROM

Towards an Intercultural Theory of Foreign Language Education

A Practical and Integrated Approach

Linguistic Pragmatics of Intercultural Professional and Business

Communication

Intercultural Communicative

Competence in English Language

Teaching in Polish State Colleges

The Seven Keys to Communicating in Brazil

This collection of essays and reflections starts from an analysis of the purposes of

Teaching Languages For
International Communication

foreign language teaching and argues that this should include educational objectives which are ultimately similar to those of education for citizenship. It does so by a journey through reflections on what is possible and desirable in the classroom and how language teaching has a specific role in education systems which have long had, and often still have, the purpose of encouraging young people to identify with the nation-state. Foreign language education can break through this framework to introduce a critical internationalism. In a 'globalised' and 'internationalised' world, the

**importance of identification
with people beyond the
national borders is crucial.**

**Combined with education for
citizenship, foreign language
education can offer an
education for 'intercultural
citizenship'.**

**How do you build successful
professional connections with
colleagues from Mexico?**

**While most books focus
simply on how to avoid
common communication
mistakes, this book leads its
readers to an understanding
of how to succeed and thrive
within the three cultures,
Mexico, the US, and Canada.
Kelm, Hernandez-Pozas and
Victor present a set of
practical guidelines for**

Teaching Languages For
International Communication
An Education

**communicating professionally
with Mexicans, both in Mexico
and abroad, providing many**

**photographs as examples. The
Seven Keys to Communicating
in Mexico follows the model of
presenting key cultural
concepts used in the earlier
books by Kelm and Victor on
Brazil and (with Haru
Yamada) on Japan. Olivia
Hernandez-Pozas, Orlando
Kelm, and David Victor, well-
respected research professors
and seasoned cross-cultural
trainers for businesspeople,
guide readers through
Mexican culture using Victor's
LESCANT Model (an acronym
representing seven key cross-
cultural communication
areas: Language,**

Environment, Social Organization, Contexting, Authority, Nonverbal Behavior, and Time). Each chapter addresses one of these topics and demonstrates how to evaluate the differences among Mexican, US, and Canadian cultures. In the final chapter the authors bring all of these cultural interactions together with a sample case study about business interactions between Mexicans and North Americans. The case study includes additional observations from North American and Mexican business professionals who offer related suggestions and recommendations.

The key to professional success in Japan is understanding Japanese people. The authors, seasoned cross-cultural trainers for businesspeople, provide a practical set of guidelines for understanding Japanese people and culture through David A. Victor's LESCANT approach of evaluating a culture's language, environment, social organization, context, authority, nonverbal communication, and time conception. Each chapter addresses one of these topics and shows effective strategies to overcoming cultural barriers and demonstrates how to evaluate the

Access Free An Intercultural
Approach To English Language
Teaching Languages For
International Communication
And Education

differences between Japan and North America to help avoid common communication mistakes. The book is generously peppered with photographs to provide visual examples. Exploring language and communication topics, international relations, and the business community, this book is an excellent intercultural overview for anyone traveling to or working in Japan.

It is widely accepted that English is the first truly global language and lingua franca. Anna Wierzbicka, the distinguished linguist known for her theories of semantics, has written the first book that connects the English

Teaching Languages For
International Communication
And Education

language with what she terms "Anglo" culture. Wierzbicka points out that language and culture are not just interconnected, but inseparable. She uses original research to investigate the "universe of meaning" within the English language (both grammar and vocabulary) and places it in historical and geographical perspective. This engrossing and fascinating work of scholarship should appeal not only to linguists and others concerned with language and culture, but the large group of scholars studying English and English as a second language.

**Essays and Reflections
The Seven Keys to**

Teaching Languages For
International Communication
**Communicating in Mexico
Intercultural Communication
and Ubiquitous Learning in
Multimodal English Language
Education**

**Teaching of Culture in
English as an International
Language**

**Rethinking Concepts and
Goals in Intercultural
Communication**

An Integrated Model

The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized. However, how to teach English as an International Language (EIL) and cultures in an integrative way in non-native English speaking countries remains problematic and has largely failed to enable language learners to meet local

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

and global communication demands. Developing students' intercultural competence is one of the key missions of teaching cultures. This book examines a range of well-established models and paradigms from both English-speaking and non-English speaking countries. Exploring questions of why, what, and how to best teach cultures, the authors propose an integrated model to suit non-native English contexts in the Asia Pacific. The chapters deal with other critical issues such as the relationship between language and power, the importance of power relations in communication, the relationship between teaching cultures and national interests, and balancing tradition and change in the era of globalisation. The book will be valuable to academics and students of

Access Free An Intercultural Approach To English Language

Teaching Languages For International Communication And Education
foreign language education, particularly those teaching English as an international language in non-native English countries.

Intercultural Language Activities offers practical teaching ideas which encourage learners to reflect on their own language and culture, as well as that of others. Topics covered in the fourteen chapters include childhood, food, sport, icons, politics and body language. The book also helps learners mediate in situations of cultural misunderstanding and start web-based intercultural exchanges. It examines interview techniques, how people present themselves, and ways to interpret cultural symbols and characteristics, such as those found in postcards, advertisements and online newspapers. In engaging with these topics, learners become intercultural

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

explorers and raise their level of communicative competence. This is an invaluable resource for any teacher who wishes to combine language learning with cultural exploration. In addition, the accompanying CD-ROM provides print-friendly photocopiable worksheets and reading texts which can be put to immediate use.

This book examines the concept of interculturality in English Language Teaching (ELT), using examples from diverse international and educational settings to demonstrate different approaches. Increased contact between multilingual speakers from different cultural backgrounds means that linguistic and intercultural competence must be taught hand in hand, and the approaches featured here will: encourage learners to develop intercultural sensitivity and a

Access Free An Intercultural Approach To English Language Teaching Languages For International Communication And Education

critical intercultural attitude; mitigate the limitations of textbooks and extend the learning to global issues, intercultural citizenship, and media literacy; show the potential of telecollaboration and popular culture as pedagogical resources; and demonstrate the value of interculturality in English as lingua franca situations and English for Academic Purposes. The chapters feature empirical studies from around the world, and include questions for reflection and recommended reading so that readers can engage more closely with key concepts, compare and adapt the practices most relevant to them. This book contributes to the literature on (inter)cultural pedagogy, English as a lingua franca, language pedagogy, and teacher professional development, and will be an invaluable

Access Free An Intercultural Approach To English Language

Teaching Languages For
International Communication
And Education

tool for English language teachers,
teacher trainers and educators

seeking to enrich their practice. It will
also be of interest to students and
scholars of Applied Linguistics,
especially language education.

The book presents a new theory of the
relationship between language and
culture in a transnational and global
perspective. The fundamental view is
that languages spread across cultures,
and cultures spread across languages,
or in other words, that linguistic and
cultural practices flow through social
networks in the world along partially
different paths and across national
structures and communities.

The Seven Keys to Communicating in
Japan

English

A Contextual Approach

International Approaches, Assessment

Access Free An Intercultural
Approach To English Language
Teaching Languages For
and Application

A Discourse Approach

Exploring Learners ' Understandings of
Texts from Other Cultures

The use of English as a lingua franca (ELF) on a global scale forces a reassessment of our understanding of the relationships between language, culture and identity in intercultural communication. This book outlines how we might conceive of this relationship in the fluid communicative practices of ELF, which leads to a revaluation of notions of intercultural competence and related pedagogic practices. This book provides a practical set of guidelines for people wishing to communicate and

Teaching Languages For
International Communication
and Education

do business in Brazil. Good communication requires more than knowing the language.

Orlando Kelm and David Victor, seasoned cross-cultural trainers for businesspeople, provide a guide through Victor's LESCANT model (Language, Environment, Social Organization, Context, Authority, Nonverbal, and Time). Each chapter addresses one of these topics and demonstrates how to evaluate the difference in Brazil, presenting examples to help people avoid common communication mistakes. The book is generously peppered with photographs to provide visual examples. Kelm and

Teaching Languages For
International Communication

Victor complete the book with a chapter of case studies--good and bad. They then gathered comments from various US professionals working in Brazil and Brazilians working with US professionals about the interactions in the case, providing helpful observations about the situation. The book straddles some language and communication topics, international relations, and reaches into the business community.

While research into intercultural teaching has grown exponentially during the past two decades, the research has primarily

Teaching Languages For
International Communication
resorted to the use of
quantitative data collection
instruments and the

interpretation of scores
calculated through them. As
such, studies in the field can
seem somewhat
decontextualized, ignoring in
some cases setting-specific
parameters. Therefore,
further study is needed to
bring together theory,
research, and practice
demonstrating how this
teaching is reflected in
research design and how it is
undertaken in different
settings. Intercultural Foreign
Language Teaching and
Learning in Higher Education
Contexts is an essential
reference source that

Access Free An Intercultural
Approach To English Language

Teaching Languages For
International Communication

provides a series of rich insights into the way intercultural education is practiced in numerous international contexts and showcases practical examples of teaching situations and classroom activities that demonstrate its impact within the classroom. Featuring research on topics such as higher education, multilingualism, and professionalism, this book is ideally designed for educators, researchers, administrators, professionals, academicians, and students seeking pedagogical guidance on intercultural teaching. This newly revised edition is both a lively introduction and

Teaching Languages For
International Communication
practical guide to the main
concepts and challenges of
intercultural communication.

Grounded in interactional
sociolinguistics and discourse
analysis, this work integrates
theoretical principles and
methodological advice,
presenting students,
researchers, and practitioners
with a comprehensive and
unified resource. Features
new original theory,
expanded treatment of
generations, gender and
corporate and professional
discourse Offers improved
organization and added
features for student and
classroom use, including
advice on research projects,
questions for discussion, and

Access Free An Intercultural
Approach To English Language

Teaching Languages For
International Communication

references at the end of each
chapter Extensively revised
with newly added material on
computer mediated
communication, sexuality and
globalization

Language Learning and
Intercultural Understanding in
the Primary School

Intercultural Foreign
Language Teaching and
Learning in Higher Education
Contexts

From Theory To Practice

‡The ‡development of
Attitudes in the Light of the
Intercultural Approach to
Languages and Cultures in
English and Spanish

Coursebooks

Foreign Language Teachers

and Intercultural Competence

This monograph presents the result

of the authors' scientific research

on the development of cognitive

discursive approach to issues of

intercultural professional and

business communication (IPBC)

and the study of the language of

professional communication, the

links binding the language with non-

linguistic and extralinguistic realia

in the framework of cognitive

linguistics, as well as oral and

written communication in

intercultural professional business

discourse. The authors proceed

from the assumption that IPBC can

only reach maximum efficiency

provided that its participants

assimilate its inherent norms and rules and are able to skillfully implement these norms and rules to verbalise their cognitive activity in the sphere of professional business interaction. Topics covered include: analysis of the theory of business communication, of codified and uncodified vocabulary, theory of euphemy, and euphemisms used in intercultural professional and business communication.

Intercultural Competence in Higher Education features the work of scholars and international education practitioners in understanding the learning outcomes of internationalization, moving beyond rhetoric to concrete

practice around the world. Devoted exclusively to exploring the central learning outcomes of internationalization efforts, this edited volume contains a refreshing combination of chapters and case studies from interdisciplinary and cross-cultural contributors, including: cutting-edge issues within intercultural competence development, such as intersectionality, mapping intercultural competence, and assessment; the role of higher education in developing intercultural competence for peacebuilding in the aftermath of violent conflict; facilitating intercultural competence through

Access Free An Intercultural
Approach To English Language
Teaching Languages For
*international student internships;
interdisciplinary and cross-cultural
contributions from over 19*

*countries including Japan, Russia,
Serbia, South Africa, and Vietnam;
the latest research and thinking on
global, intercultural, and
international learning outcomes,
with a unique emphasis on newer
voices. Intercultural competence has
become an essential element in
international as well as domestic
education. This text provides the
latest thinking and research within
the context of internationalization,
presents practical case studies on
how to integrate this into the
preparation of global-ready
students and will be of interest to*

Access Free An Intercultural
Approach To English Language
Teaching Languages For
*postgraduate students, international
education administrators, and
practitioners, as well as scholars
and researchers in a variety of
disciplines who have an interest in
intercultural and global
competence.*

>

Moment on the Bridge
**EFFECTS OF ENGLISH
INSTRUCTION USING
INTERCULTURAL APPROACH
ON INTERCULTURAL
AWARENESS OF UPPER
SECONDARY SCHOOL
STUDENTS**

*A Cultural Approach to Teaching
English at the Tertiary Level*
An Intercultural Approach

Access Free An Intercultural
Approach To English Language
Teaching Languages For
***A New Approach to International
Relations and Global Challenges
Global Flows and Local Complexity***
International Communication
And Education