

## Teaching Business English An Introduction

Written by experienced teachers and teacher trainers, this series offers practical teaching ideas within a clear, theoretical framework. Each title includes a photocopiable 'Task File' of training and reflection activities to reinforce theories and practical ideas presented.

This comprehensive resource book contains an easy-to-use set of short activities essential for anyone teaching Business English. Reflecting real-life business activities such as emails, noisy telephone conversations, making excuses, negotiating, handling customer complaints and cultural awareness, Five-Minute Activities for Business English helps teachers mirror the pacy feel of the work environment. This book is also of interest to teachers of general English who are looking for stimulating skills-based activities in meaningful contexts and complements both tailored and coursebook-based materials. The four main areas covered are 'Business topics', 'Business communication skills', 'Language work' and 'Exploiting coursebooks'. These areas feature activities on various topics such as money, finance, meetings, negotiations, telephoning, management, marketing, etc.

Introducing Course Design in English for Specific Purposes is an accessible and practical introduction to the theory and practice of developing ESP courses across a range of disciplines. The book covers the development of courses from needs analysis

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to assessment and evaluation, and also comes with samples of authentic ESP courses provided by leading ESP practitioners from a range of subject and global contexts. Included in this book are: The basics of ESP course design The major current theoretical perspectives on ESP course design Tasks, reflections and glossary to help readers consolidate their understanding Resources for practical ESP course development Examples of authentic ESP courses in areas such as business, aviation and nursing Introducing Course Design in English for Specific Purposes is essential reading for pre-service and in-service teachers, and students studying ESP and applied linguistics.

Introducing Business English provides a comprehensive overview of this topic, situating the concepts of Business English and English for Specific Business Purposes within the wider field of English for Special Purposes. This book draws on contemporary teaching and research contexts to demonstrate the growing importance of English within international business communication. Covering both spoken and written aspects of Business English, this book: examines key topics within Business English, including teaching Business English as a lingua franca, intercultural business interactions, blended learning and web-based communication; discusses the latest research on each topic, and possible future directions; features tasks and practical examples, a section on course design, and further resources. Written by two leading researchers and teachers, Introducing Business English is a must-read for advanced undergraduate and

postgraduate students studying Business English, Business English as a Lingua Franca, and English for Specific Business Purposes.

This book is more than a collection of activities or ready-made lesson plans to add to a teaching repertoire. Instead, Goal-Driven Lesson Planning is intended to empower teachers and help them create a principled framework for their teaching—a framework that will shape the varied activities of the ESL classroom into a coherent teaching and learning partnership. After reading this book, teachers and prospective teachers will be able to articulate their individual teaching philosophies. Goal-Driven Lesson Planning shows readers how to take any piece from English language materials—an assigned text, a random newspaper article, an ESL activity from a website, etc.—and use it to teach students something about language. Readers are walked through the process of reflecting on their role in diagnosing what that “something” is—what students really need—and planning how to get them there and how to know when they got there in a goal-driven principled manner. This book has chapters on the theory of setting specific language goals for students; how to analyze learner needs (including an initial diagnostic and needs-analysis); templates to use when planning goal-driven English language lessons; explicit instruction on giving corrective feedback; how to recognize and assess student progress; and the mechanics and logistics that facilitate the goal-driven language classroom.

Diese Einführung in englischer Sprache präsentiert in 14 Kapiteln die grundlegenden

Themen und Gegenstandsbereiche der Englischdidaktik. Gleichmaßen praxisnah wie theoretisch fundiert, behandelt der Band zentrale Prinzipien und Kompetenzbereiche eines modernen Fremdsprachenunterrichts. Ausgehend von den zentralen Akteur/innen (Lehrende und Lernende) und mit Blick auf die Teilbereiche der Sprach-, Literatur- und Kulturdidaktik werden zudem Vorschläge für den Einsatz unterschiedlicher Materialien und Medien diskutiert. Weitere Kapitel widmen sich den institutionellen Organisationsstrukturen und dem Bereich Assessment/Diagnose. Der Band erscheint in zweifarbiger Gestaltung, mit Definitionen und Beispielen sowie mit zahlreichen Abbildungen. This comprehensive introduction presents the fundamental topics and issues of TEFL (Teaching English as a Foreign Language) in 14 chapters. Integrating both profound theoretical and creative practical considerations, the central principles and competence domains of modern foreign language teaching are discussed. Starting with the main classroom agents (teachers and learners), the chapters outline a variety of content areas (language, literature, cultural issues) and thoroughly review materials, media and methods. Additional chapters are concerned with the historical development of English language teaching, its current institutional organisation as well as assessment and evaluation.

An Introduction to Foreign Language Learning and Teaching provides an engaging, student-friendly guide to the field of foreign language learning and teaching. Aimed at students with no background in the area and taking a task-based approach, this book:

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introduces the theoretical and practical aspects of both learning and teaching; provides discussion and workshop activities throughout each chapter of the book, along with further reading and reflection tasks; deals with classroom- and task-based teaching, and covers lesson planning and testing, making the book suitable for use on practical training courses; analyses different learning styles and suggests strategies to improve language acquisition; includes examples from foreign language learning in Russian, French, and German, as well as English; is accompanied by a brand new companion website at [www.routledge.com/cw/johnson](http://www.routledge.com/cw/johnson), which contains additional material, exercises, and weblinks. Written by an experienced teacher and author, *An Introduction to Foreign Language Learning and Teaching* is essential reading for students beginning their study in the area, as well as teachers in training and those already working in the field.

*Introduction to Teaching: Making a Difference in Student Learning, Second Edition* is the ideal text for aspiring teachers. Acclaimed authors Gene Hall, Linda Quinn, and Donna Gollnick thoroughly prepare teacher education candidates to make a difference as teachers, presenting first-hand stories and evidence-based practices while offering a student-centered approach to learning. The authors target one of the biggest challenges facing many of today's schools—making sure that all students are learning—and help teachers make student learning the primary focus in all that they do. From true-to-life challenges that teachers will face (high-stakes testing, student learning assessments, low teacher retention, Common Core Standards) to the inspiration and joy they will discover throughout their teaching careers, this text paints a

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realistic picture of the real life of a teacher.

A guide to combining grammar teaching with a broadly communicative methodology.

This book contains papers presented at the International Conference on Cognitive based Information Processing and Applications (CIPA) held during August 21, 2021, online conference (since COVID 19), which is divided into a 2-volume book. The papers in the second volume represent the various technological advancements in network information processing, graphics and image processing, medical care, machine learning, smart cities. It caters to postgraduate students, researchers, and practitioners specializing and working in the area of cognitive-inspired computing and information processing.

New International Business English is a flexible course at the upper-intermediate level for people who need or will soon need to use English in their day-to-day work. All four skills - listening, speaking, reading, writing - are developed through a wide range of tasks which closely reflect the world of work.

Learn to: Put an EFL course programme together from scratch Let your students loose in skills classes – from reading to listening Deliver grammar lessons in a logical and intuitive way Cope with different age groups and capabilities Your one-stop guide to a career that will take you places If you thought that teaching a language that's second nature to you would be easy, think again! Explaining grammar, or teaching correct pronunciation while simultaneously developing your own skills as a teacher can be a huge challenge. Whether you're on a training course or have already started teaching, this book will help launch your career and give you the confidence and expertise you need to be a brilliant teacher. Make an educated decision – decide between the various courses, qualifications and job locations available to you Start from

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scratch – plan well-structured lessons and develop successful and effective teaching techniques Focus on skills – from reading and writing, to listening and speaking, get your students sounding and feeling fluent Get your head around grammar – teach students to put sentences together, recognise tenses and use adjectives and adverbs All shapes and sizes – tailor your lessons to younger learners, one-to-ones, exam classes and Business English learners Open the book and find: TEFL, TESOL, EFL – what all the acronyms mean The best course books and materials to supplement your teaching Advice on running your class and handling difficulties Lesson plans that you can use in the classroom Activities and exercises to keep your students on their toes Constructive ways to correct and assess your students' performance Ways to inject some fun into your classes Insider information on the best jobs around the world 'An invaluable manual for anyone thinking of embarking on a TEFL journey. Michelle Maxom's step-by-step guide provides practical tips to get you started and offers key advice to help unleash the creative English language teacher within.' – Claire Woollam, Director of Studies & a Teacher Trainer at Language Link London A wealth of activities for practising spelling for second language, foreign language teaching and first language contexts.

This book presents research in business discourse and offers pedagogical approaches to teaching business discourse in both classroom and consultancy contexts that address the key issues of dealing with different types of learners, developing teaching materials and evaluation. Drawing on the authors' extensive experience of researching business discourse from a variety of different perspectives including pragmatics, discourse analysis, rhetoric, and language for specific purposes, it demonstrates how these approaches may be applied to

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teaching. Each chapter includes a list of additional readings, together with a number of practical tasks designed to help readers apply the materials presented. Case studies are used throughout the book to illustrate the concepts, thus equipping readers with a set of research tools to extend their own understanding of how language and communication operate in business contexts, as well introducing them to a variety of research-based ideas that can be translated easily into a classroom setting. The book is cross-cultural in scope as it includes perspectives from a range of different contexts. It represents a significant advance in current literature and will provide a valuable resource for students and scholars of applied linguistics, business communication, and business discourse, in addition to teachers of Business English. Gives background to the business learner's world and strategies for approaching the training task, focusing on the learner's professional knowledge and experience. This book is suitable for teachers, trainers, and course organizers in the field of Business English or considering a move into it.

This creative book focuses on teaching English as a foreign or second language. It is designed for use by self-motivated teachers of EFL/ESL who seek to maximize their own potential as teachers and, in doing so, maximize the learning of their students. The book includes information about exploration of teaching, classroom interaction and management, teaching materials and media, culture and the sojourning teacher, as well as how language instructors can teach students listening, conversation, reading, and writing skills. It can be used by

EFL/ESL teachers nor formally trained in teaching English to students of other languages and by individuals who wish to increase their teaching skills through independent self-study. The book is appropriate for use in preservice teaching programs and inservice development programs. Teaching English as a Foreign or Second Language is unique in emphasizing self-development as central to being an EFL/ESL teacher. Each chapter presents a set of questions directly relevant to teaching and includes advice on teaching problems. An appendix provides addresses, phoned numbers, and information on professional journals and publishing houses.

Teaching English to Second Language Learners in Academic Contexts: Reading, Writing, Listening, and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills. This foundational text, written by internationally renowned experts in the field, explains why skills-based teaching is at the heart of effective instruction in English for academic purposes (EAP) contexts. Each of the four main sections of the book helps readers understand how each skill—reading, writing, listening, and speaking—works and explains what research has to say about successful skill performance.

Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide

range of language-learning contexts. Options for assessment and the role of digital technologies are considered for each skill, and essential information on integrated-skill instruction is provided. Moving from theory to practice, this teacher-friendly text is an essential resource for courses in TESOL programs, for in-service teacher-training seminars, and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases.

A comprehensive introduction to TESOL for new and future teachers of English, offering a full and detailed view of the process of becoming a language teacher *Introduction to TESOL: Becoming a Language Teaching Professional* presents an expansive and well-balanced view of both the interdisciplinary knowledgebase and professional opportunities in the field of language teaching. Written to help aspiring TESOL educators understand how to begin their careers, this comprehensive textbook covers both the foundational linguistic elements of TESOL as well as the practical pedagogical aspects of the discipline. Written with the needs of the introductory student in mind, this book delves into the essentials of English as a Second Language (ESL) and English as a Foreign Language (EFL) teaching, covering professional organizations, language acquisition theories, instructional practices, professional development, and more. Readers are provided with clear descriptions of recent research and contemporary

practices, numerous illustrations and examples highlighting key material, and engaging real-world vignettes from professionals teaching internationally. Offering a coherent overview and contextualized orientation of the field of TESOL, this guide: Discusses the differences in TESOL approaches in international settings Addresses the current state and potential future of TESOL with a view for new developments in teaching pedagogy and language research Explores the history and development of the field, including the political, social, and cultural decisions made about language teaching and learning Describes the specializations, niches, and subfields within the discipline of TESOL Explains what, how and why TESOL educators need a working understanding of linguistics and second language acquisition theories Outlines the scope of the profession and how to engage in professional organizations to grow in expertise

Introduction to TESOL: Becoming a Language Teaching Professional is essential reading for students and educators planning to enter this dynamic and rewarding area of language teaching.

This proceedings volume contains selected papers presented at the 2014 International Conference on Control, Mechatronics and Automation Technology (ICCMAT 2014), held July 24-25, 2014 in Beijing, China. The objective of ICCMAT 2014 is to provide a platform for researchers, engineers, academicians

as well as industrial professionals from all over the

This book provides a practical introduction to Business English for new and experienced teachers, and deals with a range of issues from needs analysis and course planning to testing and evaluation.

This Grammar Guru will solve the world's problems. Or, at least, help you figure out when to use an Oxford comma. The New York Times Put your English skills to work for you! This book is ideal for intermediate and advanced (CEFR B1-C1) nonnative speakers of English seeking to increase their communication confidence and effectiveness in the workplace. Improve your precision and professionalism so your ideas shine! The book consists of 50 short quizzes which include the most common English errors made by nonnative speakers in professional environments. This fun format allows you to find your own frequent errors and fix them. You will test your skills quickly, daily, and build your language awareness and accuracy in writing and speaking English. Short, clear explanations after each quiz help you improve your knowledge of the grammar rules. Complementing the quizzes are Ellen says boxes with the same practical advice on good communication etiquette and habits that Ellen has been sharing for years with large corporate clients in New York City and beyond. Witty and humorous drawings illustrate confusing language and common

misunderstandings. The focus of the exercises is on fixing your grammar and problems with word choice. Examples are pulled from every industry: finance, law, consulting, publishing, real-estate, retail, technology, energy, pharmaceutical, manufacturing, education, advertising, government, insurance, non-profit, and more. Whatever your profession or interest, you will benefit from the exercises contained in this book. If you are just looking to sharpen your English, this book is for you, too. You will be learning from a professional writer with two decades of experience teaching executives in a business setting. A language-learner herself who has studied some two dozen languages, Ellen Jovin has written this book to help motivated working adults advance their business English on their own time and at their own pace.

This book analyses the learning experiences of students of Business English at a Chinese university. It addresses several topical issues in English for Specific Purposes (ESP) education and Business English teaching, including how ESP students learn, how they develop multiple identities. In particular, it focuses on their professional identity in the classroom, and how these identities are transferred to the workplace. This allows the author to present a model of learning Business English that corresponds to the lived experiences of students in China, but which can also be applied to other ESP learner contexts. In doing so, he demonstrates how to research the professional identity of ESP learners from multiple perspectives, and contributes to the validity of research on language learning and learner identity. This book will appeal to

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scholars of English for Specific Purposes, Second Language Acquisition, and TESOL Education.

This book constitutes the refereed conference proceedings of the 19th International Conference on Web-Based Learning, ICWL 2020, and 5th International Symposium on Emerging Technologies for Education, SETE 2020, held in Ningbo, China in October 2020. Together for the ICWL 2020 Conference and SETE 2020 Symposium 39 full papers were accepted together with 31 short papers out of 233 submissions. The papers focus on the following subjects: Semantic Web for E-Learning, through Learning Analytics, Computer-Supported Collaborative Learning, Assessment, Pedagogical Issues, E-learning Platforms, and Tools, to Mobile Learning and much more.

This is the first book to provide a comprehensive survey of the use of new technologies in language learning. In order to explain how new technologies open up possibilities for language learning, numerous practical experiments made with various electronic media are analysed. They include the use of microcomputers, videotex (viewdata), teletext, video and videodiscs. In addition, artificial intelligence, synthetic speech, robots, distance education, language testing as well communicative training and the problem of accuracy and fluency are dealt with. Clear, easy to follow, and free of jargon - does not assume the reader is a native speaker of English. Covers all the major topics relevant for trainee teachers with the right level of detail. Strong focus on classroom teaching, applying theoretical principles to hands-on teaching practice. Can be used if you have little or no formal training as an English teacher. Especially useful if you are working in the students' own country (rather than an English-speaking country). Can be used either as a complete course in English teaching or, if you already have

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some experience, as a reference book. A comprehensive and readable introduction to teaching English. Clear and jargon-free, it is easy to follow and suitable for initial teacher training, but also provides guidance and fresh ideas for more experienced teachers. It offers realistic ways of achieving success even with large classes and few resources.

This textbook provides a comprehensive introduction for students and professionals who are studying English for business or workplace communication and covers both spoken and written English. Based on up-to-date research in business communication and incorporating an international range of real-world authentic texts, this book deals with the realities of communication in business today. Key features of this book include: use of English in social media that reflects recent trends in business communication; coverage of the concept of communicative competence; analysis of email communication; introduction to informal English and English for socialisation as well as goodwill messages, such as thank you or appreciation messages, which are a part of everyday interaction in the workplace; examination of persuasive messages and ways to understand such messages; an e-resources website that includes authentic examples of different workplace genres and a reference section covering relevant research studies and weblinks for readers to better understand the topics covered in each chapter. This book goes beyond the traditional coverage of business English to provide a broad and practical textbook for those studying English in a workplace setting.

This volume contains papers presented at the International Conference on Engineering Technologies, Engineering Education and Engineering Management (ETEEEM 2014, Hong Kong, 15-16 November 2014). A wide variety of topics is included in the book: - Engineering Education - Education Engineering and Technology - Methods and Learning Mechanism

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A book of step-by-step lesson plans and photocopiable worksheets to help teachers design courses around the linguistic and business knowledge of their students. Placing emphasis on students' needs, it contains five main sections which provide a framework relevant to all students.

This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16-19 English classroom. Providing a comprehensive overview of the identity of the subject, it outlines the pedagogical benefits of studying a unified English at post-16 and provides case studies of innovative classroom practice across a range of topics and text types. Including contributions from practising teachers and higher education practitioners with extensive experience of the post-16 classroom and drawing on a range of literature, this book covers the teaching of topics such as: Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16–19 titles in the NATE series, Teaching English Language and Literature 16–19 is the ideal companion for all practising A-level English teachers, of all levels of experience.

Looks at the way in which social, political, economic, and cultural factors can influence the language classroom. This book also contains practical suggestions

on how to cope with the professional problems and misunderstandings which can occur in overseas contexts. It is useful for native-speaker teachers of English preparing to work overseas.

Published in association with United Kingdom Literary Association.

This two-volume set (CCIS 267 and CCIS 268) constitutes the refereed proceedings of the International Conference on Information and Business Intelligence, IBI 2011, held in Chongqing, China, in December 2011. The 229 full papers presented were carefully reviewed and selected from 745 submissions. The papers address topics such as communication systems; accounting and agribusiness; information education and educational technology; manufacturing engineering; multimedia convergence; security and trust computing; business teaching and education; international business and marketing; economics and finance; and control systems and digital convergence.

David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical

examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to ‘eavesdrop’ on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan’s own reflections and commentaries throughout enrich the direct, up-close style of the text.

With the implementation of the “Belt and Road” Initiative and the development of Guangdong-Hong Kong-Macau Greater Bay Area, the demand for translators and interpreters continues to grow in China. The breakthrough in artificial intelligence, which has contributed to an enormous improvement in the quality of machine translation, means challenges and opportunities for translators and interpreters as well as studies of translation and interpreting. Studies of translation and interpreting have been further expanded and diversified in the era of globalized communications. The interrelation between translation and

globalization is essential reading for not only scholars and educators, but also anyone with an interest in translation and interpreting studies, or a concern for the future of our world's languages and cultures. By focusing on the connection between the two, various researches have been conducted in all forms of communication between languages, including translation, interpreting, cross-cultural communication, language teaching, and the various specializations involved in such activities. This has resulted in The Third International Conference on Globalization: Challenges for Translators and Interpreters co-organized by the School of Translation Studies, Jinan University on its Zhuhai campus and South China Business College, Guangdong University of Foreign Studies, November 16-17, 2019. The response to the conference was once more overwhelming, which was partly attributed to the previous two conferences held successfully under the same title. Apart from five keynote speakers, over one hundred and fifty participants came from universities, institutions or organizations from mainland China, Spain, New Zealand, as well as Hong Kong and Macao to attend the event, contributing over 130 papers in total. Among the keynote speakers are internationally renowned scholars in translation studies, such as Dr. Roberto Valdeón, professor of English Linguistics at the University of Oviedo, Spain, and the Chief Editor of *Perspective: Studies in Translatology*; Dr. Sun

Yifeng, chair professor of Translation Studies and head of the English Department at the University of Macau; Dr. Tan Zaixi, distinguished professor of Shenzhen University and Chair Professor of Beijing Foreign Studies University, and Professor Emeritus of Hong Kong Baptist University. After careful evaluation and compilation, 90 papers have been selected for this conference proceedings, which was summarized into the following four topics: “Translation and Interpreting Theory and Practice,” “Translation and Cross-cultural Studies,” “Evaluation of Translation and Interpretation,” and “Studies on the Teaching of Translation.” By no means is it difficult to find some interesting and thought-provoking papers under each topic. For example, concerning “Translation and Interpreting Theory and Practice,” “To Translate or not to Translate? That is the Question----On Metaphor Translation in Chinese Political works” (by Dong Yu) explains that in judging whether or not a Chinese metaphor can be translated into English, an indispensable step is to decide whether or not the two cultural connotations can be connected. But this can easily be influenced by subjective factors. Yu has suggested some ways in which subjective factors could be controlled to some extent so that the translator could be more confident in his or her decision. He has also suggested three steps. The first step is to assume that the cultural connotation of the Chinese metaphor can be connected with that of

its English version. For example, the metaphor 雨 in 雨过天晴 could be translated as rain or shine; The second step is to find out whether or not this translated version is acceptable both linguistically and culturally in English. The third step is to consider the systematicity of the metaphor in regard with the context in both the source and target texts. This involves a process of recontextualization. When it comes to “Translation and Cross-cultural Studies”, “On Translation of the English Guide-interpretor from the Perspective of Intercultural Communication” (by Fengxia Liua and Xiaoning Bi), points out that inbound tourism serves as a window through which foreign tourists get to know China, so the interaction between the guide-interpreters and foreign tourists are the typical activity of cultural communication. Foreign-language-speaking guides are usually regarded as “people-to-people ambassadors” or “cultural ambassadors”, who have played an essential role in the international tourist industry. Therefore, they argue that it is extremely important for tourist guides to cultivate their cross-cultural communication awareness, enhance their overall communicative competence, observe and distinguish east-and-west differences with multi-dimensional perspective, transcend cultural barriers and learn to use translation skills. “Studies on the Teaching of Translation” is another interesting topic that has attracted enormous attention, such as “Business Translation

Teaching from the Perspective of Metaphors” (by Dandan Li) which explores application of conceptual metaphor theory in the translation process of business lexicons, business discourse and business English culture so as to provide a new perspective in business English pedagogy. Another study entitled “Cognitive Studies in Translation” (by Xin Huang), analyzes the cognitive studies of translation / interpreting processes over the past three decades, with focus on the issues examined, the findings reached as well as the recent development. She explains that cognitive studies of translation process examine the translation competence, on-line translation behaviors such as how the eye gazes and how the words are typed and the brain activities when doing translation. Special interests are paid to the working memory, problem-solving, the executive function and some linguistic relative factors such as text difficulty. Over the past thirty years, the interest in the field has been gaining considerable momentum and increasing issues have been involved. Finally, she concludes that with the advancement of technologies and interdisciplinary approaches, the black box, the previously unforeseeable cognitive activities of how human process translation, can be unfolded. Considering the importance of integrating theory with practice, the proceedings are therefore compiled in such a way as to be balanced and inclusive in the hope of summarizing current accomplishments as well as

providing certain insights for teaching and further research in the field of translation and interpretation studies.

This book aims to present the results of research in the sphere of business language and culture, as well as the experience of pedagogical staff and practitioners concerned with broadly understood business. The highly complex nature of contemporary business environment, approached from both the theoretical and practical standpoint, does not cease to prove that research into business studies cannot be dissociated from the cultural and linguistic context. The chapters included in this book were contributed by academics and practitioners alike, which offers a balanced approach to the topic and ensures high levels of diversity together with an undeniable homogeneity. They were gathered with a view to show various aspects of business language, perceived both as a medium of communication and as a subject of research and teaching. They are concerned with business culture as well, including business ethics and representations of business in popular culture. Owing to its multidisciplinary approach, the book presents a roadmap towards successful functioning in business settings, highlighting such issues as education for business purposes, the study of language used in business contexts, the aspects of cross-cultural communication, as well as ethical behaviour based upon different values in

multicultural business environments. Given its multifarious character, the book surely appeals not only to academics, but also to the interested laymen and students who wish to expand their knowledge of business studies and related phenomena.

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