

الترجمة المهنية كحاجة رئيسة في الاقتصاد العالمي : بالإشارة إلى دور قسمي اللغة الإنكليزية والترجمة في محافظة البصرة لتلبية حاجة الأسواق الاستثمارية

المقدمة :

يساعد المترجمون المهنيون على التواصل بين ثقافات الشركات المختلفة وذلك من خلال تحويل اللغة المكتوبة أو اللفظية إلى اللغة المستهدفة. فإذا أرادت هذه الشركات الاستثمارية أن تحقق نجاح مشاريعها في الخارج، فمن الأهمية بمكان أن تكون قادرة على التواصل بشكل فعال مع تلك التي تتعامل معها. ومن هنا يأتي دور الترجمة المهنية لتلعب دورها في هذا المجال.

وبالتالي فإن الحاجة للمترجمين المهنيين تزايدت في الوقت الحاضر ليلعبوا دوراً حيوياً في الاقتصاد العالمي اليوم، ويقدموا خدماتهم في العديد من المجالات الاقتصادية المختلفة. ونتيجة لذلك، على أقسام اللغة الانكليزية والترجمة في البصرة أن تستوعب تلك الحاجة وتدريب طلبتها مهنيا لتلبية حاجة الأسواق الاستثمارية بشكل أمثل.

لذا سيركز هذا البحث على الدور الذي تلعبه أقسام اللغة الانكليزية والترجمة في محافظة البصرة لخلق مترجمين مهنيين في بعض المجالات التي يستطيعون فيها أن يلعبوا دوراً رئيسياً لتحقيق التواصل والتفاهم بين الشركات كالمترجمين في مجال الطب، والمترجمين في مجال التوطين، والمترجمين المتخصصين في مجال الأعمال، والمترجمين الشفويين للمؤتمرات.

أهمية البحث :

ضرورة تركيز أقسام اللغة الانكليزية والترجمة في محافظة البصرة على تدريب طلبتها مهنيا لتلبية حاجة الأسواق الاستثمارية من المترجمين المهنيين.

مشكلة البحث :

ما تزال الترجمة المهنية جزءاً من ممارسة الأعمال التجارية بين الشركات. وبوجودها لم تستطع الجغرافية أن تعيق الاقتصاد العالمي اليوم.

فرضية البحث :

أستند البحث إلى فرضية أن للمترجمين المهنيين دوراً مهماً يلعبونه في الاقتصاد العالمي اليوم، لأنهم يعززون التواصل بين الشركات من خلال نقل المعلومات بدقة من لغة إلى أخرى. وهم بذلك يقدمون خدمات اقتصادية مختلفة وعلى أقسام اللغة والترجمة في محافظة البصرة أن يأخذوا على عاتقهم هذا الأمر ويعملوا بجد لتدريب طلبة هذه الأقسام لتلبية حاجة الأسواق الاستثمارية من هؤلاء المترجمين الذين يستطيعون مواكبة المتغيرات الاقتصادية الهائلة حولهم.

Professional Translation as a Key Need in the Global Economy with Special Reference to the Role of English and Translation Departments in Basra to Meet the Need of Investment Markets

Abstract :

Professional translators help to connect the cultures of different companies by converting written or verbal language into the target language. If these investment projects members want to achieve the success of their work abroad, it is important to be able to communicate effectively with those that deal with them via professional translators.

Therefore, the need for professional translators is increasing at present to play a vital role in the global economy today, and provide services in many different economic fields. As a result, the English language and translation departments in Basra must accommodate this need and train their students (future translators) professionally to meet the needs of the investment projects in a perfect way.

This research will focus on the role played by the English language and translation departments in the province of Basra to create professional translators in some areas where they can play a key role to achieve Intercultural communication and understanding among students/translators and investment projects owners of various cultures, such as medical translators, localization translators, business translators, conference interpreters.

Due to the globalization of English language and the increase in intercultural interactions between non-native speakers, the understanding of other cultures by the English and translation department students/ translators, is of paramount importance for successful communication among the students/translators and investment projects owners from other cultures.

1. Introduction

Intercultural communication is described as a difficult process especially when it results in misunderstandings and a failure to achieve a common understanding among the students/ translators and companies of various cultures.

Due to its difficult nature and extensive applicability nowadays, intercultural encounters have been the subject of much research. The problems in intercultural experiences have motivated many research studies examining the reasons for intercultural misunderstanding and cross-cultural difficulties.

But no studies were carried out on the intercultural competence of English and translation department students in contexts, such as classroom settings, and everyday interactions in ESL (English as a Second Language), EFL (English as a Foreign Language) and TT (Translation Teaching) settings to fulfill the need of the investment projects members in Basra Province . Hence, this study focuses on the cultural comparison between the English and Translation department students/ translators in Basra and the culture of the investment projects owners of various cultures to achieve mutual understanding between both sides.

It is also conducted to address the difficulties of these students in classroom interactions and education settings. Despite the abundance of intercultural communication studies in Basra Province, I underlined the importance of additional studies due to the difficult nature of intercultural interactions. Moreover, no studies were found that examine the intercultural communication experiences of these students/translators with the investment project owners of other cultures in Basra. Therefore, the present study addresses those gaps by examining the interactions of these students/translators when in contact with the investment project members from diverse cultures. It specifically analyzes the difficulties they encountered, the nature of those difficulties, thus shedding light on the relationship between culture and language.

To achieve effective intercultural communication among both the students/translators and investment project owners, the translators should develop intercultural competence; which refers to the skills required to achieve successful intercultural communication between both sides⁽¹⁾. It is identified that there are four skills as part of intercultural competence: personality strength, communication skills, psychological adjustment and cultural awareness. There is no doubt that intercultural competence is an imperative

nowadays and this study will offer some insight into the English and translation students' needs in and attitudes towards intercultural competence.

2. Translator Training

Translator training has undergone considerable changes since the beginning of the nineties, attempting to bridge the gap between the academic and professional worlds of translating. Professional translators have started to look at real translation situations, investigating what makes certain translations more successful than others.

Scholars on translation teaching seem to agree on two things: firstly that there is a difference between translation in foreign-language teaching and translation teaching for professional purposes and secondly that a functional approach to translation should be adopted.

Translation in foreign-language teaching is a means to an end, e.g. to facilitate the understanding of a text or test certain capabilities (i.e. grammar, vocabularies). In foreign-language teaching, translation is therefore used to achieve L2-relevant, and thus completely different, training objectives.

In contrast, translation for professional purposes is an end itself. It is a skill acquired on the basis of L1 and L2 proficiency. It is considered that a certain level of L1/L2 proficiency a prerequisite for the acquisition of transfer (translation) competence. In translator training, the objective of translation is to acquire translation skills.

Since the above translation methods are used in training to achieve different objectives, translation in foreign- language teaching can never be considered as preparation for translation for professional purposes. It is found that learners were not sufficiently aware of translational problems. They did not reflect on the function of the translation, showed a readiness to translate without properly understanding the ST, tended to translate word for word and thus produced hybrid language variations in the TT, SL words and structures appeared in TL. This so called translationese does not only occur in translations of foreign-language learners but is also typical in the work of inexperienced translators.

The above shortcomings on the uncommunicative nature of translation in foreign-language teaching are blamed. This means that the texts to be translated are not authentic and translation takes place in a vacuum, with the translation having no real

communicative function. The problem is put in a nutshell when it is written as the following:

"Students translate a text they do not understand for an addressee they do not know. And the product of their efforts is often marked by a teacher who does not have any practical experience as a translator or any theoretical knowledge in the field of translation studies."

Even though current trends both in language and translator training favour a communicative approach by concentrating on language in communication rather than language as a formal construct, there is a marked difference between the two. In language training the language is the object of study and learners to get as close as possible to native competence, a competence which is then accessed for production. In the case of translation, language is used as a tool and the emphasis is no longer on competence but performance since the translator has to focus on particular instantiations of language use, in specific texts contexts. Unlike in language teaching where the language system in the brain is accessed for production, in translation the language system is accessed via the source text (ST) which is an intrinsic part of translation irrespective of the stance taken as to its importance.

Stressing the communicative aspect of language training, for translation exercises to be useful in language training they must cease to be mere testing devices for certain competencies and approximate translation for professional purposes. This means that authentic texts must be chosen and the communicative situation taken into consideration briefly. As such, translation should become a fifth training objective in foreign –language training, apart from comprehension, speaking, reading and writing, to contribute to competence and intercultural understanding⁽²⁾.

3. Towards Intercultural Communicative Competence

A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT and TT.

Cultural awareness (CA) has emerged over the last few decades as a significant part of conceptualizing the cultural dimension to language teaching. That is, L2 users need to understand L2 communication as a cultural process and to be aware of their own culturally based communicative behaviour and that of others. However, while CA has provided a vital base of knowledge in relation to the cultural aspects of language use and teaching, it is still rooted in a national conception of culture and language. This is problematic given that English is now used as a global lingua franca. Intercultural awareness (ICA) is presented here as an alternative 'non-essentialist' view of culture and language that better accounts for the fluid and dynamic relationship between them. Key components of ICA are discussed along with their relevance to ELT and TT practices and suggestions as to how they can be translated into classroom pedagogy.

As a result of their sociocultural backgrounds and previous educational experiences, both language learners and teachers bring to the classroom certain norms and expectations concerning appropriate teacher and learner roles and the learning-teaching practices they believe to be conducive to language learning. To prevent frustrations and failure due to mismatches between the teachers' and learners' expectations, teachers need to consider to what extent the underlying principles of their chosen methodology will correspond with the set of assumptions that learners bring to the classroom. To prepare teacher trainees for making more socioculturally informed pedagogical decisions, sociocultural awareness raising and scrutiny need to be incorporated into TESOL teacher education⁽³⁾.

4. The Role of Professional Translators in Global Business

Professional translators play an important role in global business. They enhance communication by conveying information accurately from one language to another in different countries across the world. These translators provide different services in specific fields in which they play a key role.

4.1. Medical professional translators

Medical professional translators help promote communication between hospital management and patients. They also help translate patients' journals and hospital information brochures into patients' languages. They will have strong knowledge of medical and conversational terms in both languages, as well as the cultural aspect relating to how the patient receives the information.

4.2. Localization professional translators

Localization involves the complete adaptation of a product for use in a different language and culture. A professional translator possesses a high degree of knowledge regarding the local users of the product. The main goal of them is to adapt the product as if it had been originally manufactured in the country where it will be sold and supported.

4.3. Specialized business professional translators

Specialized business professional translation involves specialist translation in various fields such as, finance, economics, marketing etc. A translator will have sound knowledge of the respective businesses and markets and current events. An example of this type of service is specialized business professional translation in financial markets. This involves the translation of documents such as financial statements, mutual funds reports, regulatory statements and reports etc. into the target language.

4.4. Conference professional interpreters

Conference professional interpreters work in international for a such as WTO, the World Bank etc. where the participants come from around the world. Sometimes, these interpreters are also used as mediators among international businesses that operate in foreign countries. Conference professional interpreters often have the ability to interpret from at least two passive languages to one active language, for example, from Arabic and French into English.

Professional translators and interpreters assist cross-cultural communication among businesses by converting written or verbal language into the target language. Thus, professional interpreters and translators play a vital role in global business⁽⁴⁾.

5. Professional Translation Connects the Global Economy

While English has been periodically crowned as “the language of global business,” professional translation and interpreting services remain a vital part of doing business around the world. For example, as of November 2015, 880,000 British small businesses were expected to expand overseas by 2025. It will be interesting to see how Brexit will affect those plans. But it’s unlikely that the need for translation services will suffer too much. As it is noted in the one of the posts on how Brexit might affect international packaging regulations, “International growth is still key to increased revenues and profitability and companies will always seek to trade with overseas markets. Products

launched beyond home borders will still need to meet the relevant packaging and labeling standards ...". And that means they'll still need to be translated.

Hence professional translation is important, and will remain so for both individuals and businesses in the foreseeable future. When translating for business, it's important to get it right the first time. Choosing qualified human translators is to ensure the outreach efforts. The translation services will help one communicate with customers in the languages they prefer to use, and transcreation and localisation services will ensure the message stay relatable and effective worldwide⁽⁵⁾.

6. The Importance of Intercultural Communication in Basra Province

For the purposes of this study, it is important to define intercultural communication and understand the various implications of the term. There are many definitions for intercultural communication, depending on the way culture and communication are defined⁽⁶⁾. It is defined as "acts of communication undertaken by individuals identified with groups exhibiting intergroup variation in shared social and cultural patterns. These shared patterns, individually expressed, are the major variables in the purpose, the manner, the mode, and the means by which the communicative process is effected".

Intercultural communication⁽⁷⁾, is a "symbolic process in which people from different cultures create shared meanings". It occurs "when large and important cultural differences create dissimilar interpretations and expectations about how to communicate competently"⁽⁸⁾. It is pointed out that intercultural communication is not only between individuals but also between "companies of diverse cultural identifications". In summary, intercultural communication describes the interaction between individuals and companies with different perceptions of communicative behaviour and differences in interpretations.

Studies in intercultural communication examine what happens in intercultural contacts and interactions when the communication process involves culturally diverse people⁽⁹⁾. A common problem in intercultural communication arises "when persons who describe themselves as the same nationality or ethnicity do not share ideas about how to enact their identity and disagree about the norms for interaction"⁽¹⁰⁾.

The study also investigates the importance of intercultural communication in English language and translation teaching in Basra. The outcomes of this research will help EFL and TT teachers in Basra to better understand the current intercultural communication status of these students/translators and their difficulties, and will inform the current

curriculum in Basra. The Educational Ministry of People's Republic of Iraq issued "the Basic Requirement of English and Translation Curriculum Teaching", which did not mention that L2 cultural knowledge should be incorporated in ELT and TT. The majority of the curriculum focused on the improvement of macro skills, such as speaking, listening, reading, writing competence and translating ability. No studies pointed out the use of other cultural knowledge in ELT and TT . The present study was designed with that hypothesis in mind and aimed to identify whether and what kind of intercultural communication should be part of the ELT and TT curriculum at Basra universities.

7. Reasons for the Intercultural Communication Difficulties

The reasons for the intercultural communication difficulties as experienced by the English and Translation department students/translator are: low language proficiency was the most common reason given for this difficulty. "Culture shock" was the second most common problem. The third problem was the students'/translators' lack of motivation in communicating and lack of knowledge about the topic.

Most students/translators recognized that there were many reasons for their difficulties in interacting with individuals and businesses from different cultural backgrounds. They can be broadly divided into two types. Some thought the difficulty of communicating with investment companies from other countries was due to poor language proficiency. Although language ability was considered a significant reason, other students/translators thought most difficulties they encountered were the result of cultural differences and lack of experience and knowledge of other cultures. In the following section, we describe in more detail the difficulties that students/translators faced.

7.1. Language Problems

Many examples of unsuccessful intercultural communication experiences were given when the students/translators attributed some failures of interaction to poor pronunciation by certain non-native speakers. The global spread of English generated the development of many varieties of English. A major challenge in the era of globalization of English is the maintenance of culturally determined varieties of world English in the face of pressures to achieve viable international communication⁽¹¹⁾. Thus, English language proficiency not only means one can understand the English native speakers' speech, but also the varieties of English used by the majority of non-native speakers.

However, successful intercultural communication cannot be reached only by good listening and speaking abilities. Language and culture are "intertwined and are shaping each other" and cannot be separated. When people communicate with others, they do not only select words and form sentences but also make cultural choices. As Beamer & Varner suggest, language can reflect the environment, people's lives, customs, and values people hold. So even if people who have a good language proficiency may misinterpret the cultural signals, leading to confusion and misunderstanding without the support of cultural knowledge⁽¹²⁾. It also suggests that language and translation teaching needs to be integrated with raising intercultural awareness. It is important to say at this point that the classification given in this study between language and cultural problems may not be accurate and there may be some overlap; however, the study distinguished between the two categories to provide a clearer understanding of language and culture and because language includes elements such as dialects and pronunciation.

7.2. Cultural Problems

Culture shock was considered a major reason for communication difficulties. Culture shock is "precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse"⁽¹³⁾. The culture shock experienced by the students/translators results from different understanding of the social interactions, different values in the two cultures, differences in personal interactions, and different lifestyles. Culture shock is an inevitable experience people undergo to different degrees. Effective intercultural communication entails the understanding and acceptance of differences. To achieve that, people should accept the difference of viewpoints and cultural values between them. Nonverbal communications constituted a significant reason for the students'/ translators' difficulties. "Misunderstanding often occurred in the interpretations of nonverbal behaviors because different display rules create very different meanings about the appropriateness and effectiveness of particular interaction sequences"⁽¹⁴⁾. One student gave an example of the cultural differences in interpretations of gestures. When he gave a thumb up to praise an African student because of his good basketball skills, the African student was very angry because that gesture in his culture is insulting.

Cultural difference in politeness and face also contributed to miscommunication. An interesting example was offered about gift giving. The gift rejection can be associated with impoliteness and contempt towards the giver. However, this example suggests that

students would benefit from a greater intercultural awareness and improved intercultural competence thereby deepening their understanding of different cultures.

When asked to describe the feelings experienced in situations of miscommunications, students/translators gave different answers. Such feelings suggest that the lack of intercultural communication knowledge can result in the embarrassment and estrangement for the students/translators.

8. The Researcher's Informal Observations of The Role of English and Translation Departments in Basra Universities to Meet the Need of Investment Project Members

This study discusses the intercultural communication competence of English and translation students/translators who were studying at Universities in Basra Province. The study specifically explores the frequency of interactions between Basra translators and investment project members from other countries; the difficulties they encountered and the reasons they attributed to these difficulties. Research results, derived from observations, reveal that the Basra translators encountered many difficulties when interacting with investment project members from other countries which they ascribed to lack of knowledge of intercultural communication, cultural shock and differences in nonverbal communication and politeness strategies. Findings suggest that intercultural communication skills should be an important component of English language teaching (ELT) and translation teaching (TT) at Basra universities particularly with the rapid globalization of English and its use in international business communication.

With the increase in international trade, the global economy and the globalization of English usage, more and more English and Translation students/translators at Basra universities are seeking to gain intercultural understanding, to achieve individual academic goals, or obtain personal independence. One of the most common reasons for those students wanting to gain intercultural understanding is to improve their English and translation competences and to improve their communicative ability with other individuals and groups (including investment project owners) from other cultures.

One effect of the globalization of the English language is a significant increase in the number of intercultural interactions. More people than ever before are involved in interactions with foreigners and communities are becoming increasingly multilingual and multicultural.

Despite the prominence of these department students at Basra universities, the researcher's informal observations have revealed that these students/trained are not taught and trained well to interact or communicate with investment project owners from other cultural backgrounds.

This phenomenon led the researcher to the present observation which aims to undertake a systematic study of the English and translation students' intercultural behavior and verify the initial observations. In addition, due to the increase in and development of multi-ethnic and multilingual communities world-wide, the study aimed to study the English and Translation department students'/translators' perceptions and interest in intercultural communication with investment project owners from other countries, their communication preferences and the difficulties they encounter in intercultural communication.

Moreover, another motivation for this study was the current limitations in the ELT and TT syllabus to fulfill the need of investment markets in Basra. Previous studies pointed out the importance of intercultural knowledge in ELT and TT, especially with regard to L1 and L2 cultural knowledge but there was no reference to wider intercultural knowledge. The ELT and TT syllabus and teaching practices in Basra in primary and secondary education place emphasis on teaching competence in macro skills (speaking, listening, reading, and writing), and micro skills (vocabulary and grammar) without much emphasis on the development of intercultural skills. The present study also investigates the English and translation department students'/translators' opinions and satisfaction with their English training in Basra and the need for training in intercultural communication skills. It is hypothesized that with the increase in intercultural interactions, and the spread of English and translation usage all over the world, intercultural communication skills are vital for successful communication and should be an important component in ELT and TT to meet the need of investment project members in Basra Province.

This study presents an observation study of the English and Translation department students'/translators' perceptions of intercultural communication at Basra Universities. It specifically focuses on the intercultural communication competence of English and Translation Department students/translators, their intercultural communication experiences and their perceptions about the importance of intercultural communication in ELT and TT to meet the need of the investment project owners in Basra Province. The study

offers recommendations on how intercultural communication can be improved by English and translation departments for future students/translators.

9. Conclusion and Recommendations

-The study examined the status of intercultural communication between the English and translation department students/translators in Basra and investment project owners from other countries and the difficulties they encountered and the reasons for failures in communication. Moreover, it also aimed to assess the importance of intercultural communication as part of ELT and TT to meet the investment project owners in Basra Province.

-The findings suggest that most English and Translation Department students/translators at Basra Universities are inactively engaged in intercultural communications.

-In this study, many of English and translation department students/translators admitted they face difficulties when interacting with other investment project owners from other countries. Although language proficiency was regarded as a significant reason to communication difficulties, the majority of these students/translators admitted cultural differences were the major reason to abort the interaction. When they desired to talk more, most of them found they had limited knowledge of or little interest in the topic, which often resulted in them having little motivation in seeking further interaction. Many communicating difficulties derived from culture shock, differences in politeness or misunderstandings of nonverbal communication. All these communicating difficulties indicated that these students/translators need to improve their intercultural communication knowledge before and when they work with these investment project owners.

-However, many of English and translation department students/translators in this observation have a desire to improve their intercultural communication abilities. They believe intercultural communication is very important to their study/work and as well as those living in Basra Province. Teaching English and Translation at Basra universities has long been directed and shaped by examinations, which focus on grammar and reading. Most Basra students could get a high mark in examinations, while in a real-life situation they are often unable to communicate effectively with foreigners. Intercultural communication is not only necessary to suit the life of a sojourner, but a requirement for success in the multicultural world. Intercultural competence can increase the potential of

- success in international business and trade, enable productive interpersonal contacts and reduce misunderstandings caused by lack of intercultural communication knowledge. Therefore, intercultural communication skills are important and imperative in ELT and TT to meet the need of the investment project owners in Basra Province.
- The difficulties and experiences the Basra students/translators encountered when they interacted with the investment project members from other countries call for some measures for facilitating efficient intercultural communications, especially at these departments at Basra universities. Firstly, Basra students/translators should be equipped with both language and intercultural communication knowledge before working. They need a better preparation to function adequately and survive harmoniously in the situations encountered in the new cultural environment. Moreover, Basra educational institutions should put more emphasis on intercultural communication in ELT and TT to meet the need of the investment project members. Since a lot of intercultural interactions involve the use of English between non-native speakers, intercultural communication knowledge should be a feature of modern ELT and TT at Basra universities. This knowledge should incorporate information about other cultural values, customs, face, politeness and non-verbal features of other countries and world varieties of English. Finally, the local educational institution should take measures to improve the cultural diversity awareness of students/translators, and teachers in order to build a harmonious intercultural environment. It should also create more opportunities for intercultural interaction and exchange among both students/translators and investment project owners from other cultures.
 - Similar studies could be conducted for students/translators in Basra and in a wider range of contexts, such as high school students, postgraduate and undergraduate students to provide deeper insight into intercultural communication difficulties.
 - This research will also be helpful to researchers in social science and those who want to further study the field of intercultural communication and the Basra learners' difficulties in communicating with individuals and groups of various cultures.

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