

INTRODUCTION

This volume presents a variety of reflections on didactic practices, and literary, social and business discourse across cultures and disciplines and provides valuable insights into the impact of culture on academic, social, literary and corporate communication. With an ever-increasing number of cross-cultural interactions both in the world of academia and business communication, understanding the influence of culture on human interactions is critical for effective interpersonal communication to occur.

The underlying premise of the volume, “Cultures permeate discourses and discourses permeate cultures”, is analysed by the authors of the respective papers, in which the notion that cultures provide preferred ways for people to organize and communicate their thoughts and ideas, depends on the forms of discourse and on the face systems they participate in. Consistent with the idea of cultural variation in communication behaviour, the line of inquiry followed by the contributors concerns the differences in discourse styles in a variety of communicative contexts.

The structure of the volume features three leading thematic paths. However, the division of papers into these three parts is to some extent arbitrary, as the theories and practical models provided by many papers spread across all three thematic areas.

The first part of the volume, *Intercultural language teaching: culture, language and discourse*, accommodates papers addressing issues related to second language acquisition and teaching English for specific purposes. Papers in part two, *Discourse practices: doing language across a variety of contexts*, address the use of language in various contexts and for different social practices with specific emphasis on business and social communication. The final section, *Conflict issues: diversity and ethical crises*, encompasses papers pivoting around the potential cognitive foundations for misunderstanding, communication failure and conflict, with the emphasis on translation and literary studies.

The lack of conclusive research towards developing unified approaches to complex problems of communication across cultures suggests many new avenues

for future studies within the field of intercultural communication. Therefore, it is my strong belief that the contributions in this volume will inspire further research in this area, with particular reference to the context of discourse analysis, translation studies and English language teaching.

Last but not least, I would like to express my special gratitude to the editor-in-chief of the Neophilological Quarterly, Professor Franciszek Grucza. Without his counsel and support this volume would never have come into being.

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Warsaw, April 2016