

## Editorial Welcome

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On behalf of the editorial team, I extend a very warm welcome to this inaugural edition of *Intercultural Promenades: Journal of Modern Languages and International Studies*. Hosted by the School of Languages and International Studies at the University of Central Lancashire (UCLan) in the United Kingdom, *Intercultural Promenades* is an internationally refereed on-line journal which aims to promote and disseminate research spanning the spectrum of Modern Foreign Languages and Area Studies. Specifically, the journal aims to bring together practitioners and researchers whose work falls within areas such as approaches to the teaching and learning of Modern Languages in Higher Education; interpreting and translation; cultural integration and identity; and cultural expression through literature and film. The journal welcomes potential contributions (c. 5,000 words) in any of these areas for future editions.

*Intercultural Promenades* also publishes shorter articles (c. 2,000 words) – “Reflections on Professional Practice” – which may be more practical in nature and which may take the form of teaching tips and research insights in relation to issues within the journal’s remit, together with new ideas, themes, perspectives or opinions that will be of interest to practitioners and researchers in the field. The journal also publishes reviews of conferences, books and other relevant publications (400 – 800 words). All submissions for potential articles should be addressed to the journal’s Co-Editors, while proposals for reviews should be addressed to the journal’s Reviews Editor. Full contact details can be found via the “Editorial Staff” link.

The articles comprising the journal’s opening issue reflect its broad remit. In “Customization in Designing a Course for Interpreter Training”, Katarzyna Weiss uses the recently created MA in Interpreting and Translation at the University of Central Lancashire as a basis on which to explore how far a course of this nature can be tailored to reflect the particular needs of students from a variety of cultural backgrounds while, at the same time,

ensuring that core content is taught to all. Impacts in terms of future curriculum development, intercultural communication and links to employability are also all discussed in relation to the author's experience of teaching on this innovative postgraduate programme.

In a globalised society, the need to communicate effectively across cultural boundaries becomes an increasingly important skill. In "Bridging the gap between Public Service and Business Interpreting: The Way Forward", Summer Mouallem discusses the nuances in the training requirements of these complementary interpreting types. How far memory training, linguistic, cultural and ethical considerations, as well as a general knowledge of the subject at issue "bridge the gap" between these two types of interpreting forms the focus of this article, which also looks at how institutions can consolidate and develop the training needs of both types of interpreter in the future.

In "Voices of Immigrant Adults: Perspectives and Experiences with French as a Second Official Language in 'English-dominant' Canada", Callie Mady examines the influences of the Canadian federal government's "official language bilingualism" on the experiences of adult immigrants' access to FSOL learning opportunities. Using Anderson's notion of "imagined communities" and Bourdieu's concept of socio-cultural and linguistic capital, the article discusses the extent to which the imagined community of a bilingual nation is borne out by reality, where immigration has been responsible for 50% of Canada's population growth over the last 15 years.

In "Breaking Barriers: A Case Study of Culture and Facebook Usage", David Elvis Leeming and Nicky Danino explore the issue of how different cultures interact when using the social networking site Facebook. Based on the experiences of staff and (international and European) students on the BA (Hons) International Business Communication programme at the University of Central Lancashire, the article assesses the role played by social networking sites like Facebook as a teaching and learning tool to improve the linguistic, social and professional skills of students.

In "The Young Hunger Artists: the Portrayal of Eating Disorders by Contemporary Austrian Women Writers", Petra Bagley explores how the eating disorders anorexia nervosa and bulimia are portrayed in the fiction of Austrian women writers Anna Mitgutsch and Helene Flöss. With reference to the socio-cultural background to such eating disorders, the article discusses how the physical symptoms of characters in these works betray deep psychological concerns. As the author observes, "[b]oth weight-gain and weight-loss are a

silent yet visible expression of the hurt within.” In the spirit of “writing the self better”, the article examines how, in these fictional works, writing can be seen as a route to recovery.

In the first in the series of “reflections on professional practice”, Zulfi Qureshi offers “tips” for “surviving the journey” from the perspective of an Early Career Researcher, while the “Student Promenades” section showcases new doctoral research projects within UCLan’s School of Languages and International Studies. And, opening our Reviews section, Kieran O’Driscoll assesses M. Ballard’s edited book *Traductologie et enseignement de traduction à l’Université* (Artois Presses Université, 2009).

We hope that you enjoy reading the content of this inaugural edition of *Intercultural Promenades: Journal of Modern Languages and International Studies* and welcome potential contributions for future editions.