UNIVERSITATEA ECOLOGICĂ DIN BUCUREŞTI

Facultatrea de ştiinţele comunicării

Limba Engleza de Specialitate

Suport de curs pentru învăţământul cu frecvenţă redusă

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"Those who know nothing of foreign languages, knows nothing of their own." - Johann Wolfgang von Goethe

1. Obiectivele Cursului

Cursul de limba engleza se axeaza pe fixarea vocabularului specific domeniului publicitar, pe recunoasterea si utilizarea corecta a conceptelor si expresiilor utilizate in limba engleza in situatii de comunicare in acest context. De asemenea, cursul urmareste o parcurgere generala e elementelor gramaticale ale limbii engleza, in vederea imbunatatirii abilitatii de scriere si vorbire in limba tinta. Dezvoltarea celor patru competente cheie in invatarea unei limbi straine-vorbire, scriere, citire, intelegere-reprezinta o prioritate, iar cursurile vor fi organizate astfel incat sa acopere toate aceste aspecte.

2. COMPETENŢE SPECIFICE CURSULUI DE LIMBA ENGLEZĂ

1. Cunoaştere, înţelegere, explicare şi interpretare - dezvoltarea celor 4 competenţe lingvistice: intelegerea textului, redactare (eseuri, comentarii, scrisori etc), comunicare verbala, inţelegere orală; adaptarea noţiunilor dobândite la limbajul specific profilului nefilologic.

2. Instrumental-aplicative - abilităţi analitice de culegere şi procesare a datelor lingvistice şi paralingvistice şi interpretarea lor din perspectivă culturală şi interculturală; - elaborarea unor fişe de lucru personale; - elaborarea de portofolii cu tematică dată; - e-learning.

3. Atitudinale - valorificarea optimă şi creativă a competenţelor de cunoaştere şi înţelegere a structurilor predate; - cultivarea creativităţii în aplicarea competenţelor lingvistice dobândite; - promovarea unor atitudini educaţionale centrate pe valori şi principii în practicile finanţelor internaţionale;. - manifestarea unei atitudini deschise faţă de colaborarea cu alţi factori externi (comunitatea locală, instituţii europene etc.); - participarea la formarea proprie a carierei în concordanţă cu specializarea urmată.

3. ABILITĂŢI DOBÂNDITE DE STUDENT DUPĂ PARCURGEREA CURSULUI PRACTIC DE LIMBA ENGLEZĂ
Cursul urmăreşte să sporească abilităţile cursanţilor de a comunica în limba engleză furnizând următoarele: - cunoştinţe de vocabular axate pe o anumită topică (banca, bursa de mărfuri, cursul valutar, banii etc); - la sfârşitul cursului cursanţii vor putea citi fără dificultăţi de pronunţie şi înţelegere un articol de ziar în limba engleză accesibil. Întreg suportul de curs este bazat texte extrase din presa britanică; - în ceea

ce priveşte scrisul, orice cursant va putea în final să redacteze în limba engleză o scrisoareformala sau informala în şi din limba engleză; - nivel european B1 sau B2.

UNITATEA DE ÎNVĂŢARE 1: Curs Introductiv

Competenţele specifice disciplinei (subsumate prezentei teme/unităţi de învăţare) –

-Dezvoltarea celor patru competenţe lingvistice: înţelegerea textului, redactare (comentarii, scrisori, eseuri etc.), comunicare verbală, înţelegere orală;

 - Elaborarea unor fişe de lucru personale, elaborarea unor portofolii cu tematică dată; - Cultivarea creativităţii în aplicara competenţelor lingvistice dobândite;

 - Adaptarea noţiunilor dobândite la limbajul specific profilul nefilologie (financiar-bancar); - Valorificarea optimă şi creativă a competenţelor lingvistice dobândite; -

Realizarea de interacţiuni în comunicarea orală sau scrisă în limba engleză.

 3.Timpul alocat Timpul alocat parcurgerii temei în cadrul cursului practic de limba engleză: 2h 4.Conţinutul temei 1 Exploatarea limbii engleze pe baza textelor didactice din bibliografia obligatorie (propuse pe grade de dificultate).

Exploatarea limbii se va face prin intermediul discuţiilor, dezbaterilor, lucrului în grup şi individual precum şi a exerciţiilor.

UNITATEA DE ÎNVĂŢARE 2: Rolul Limbii in comunicare

2.Competenţele specifice disciplinei (subsumate prezentei teme/unităţi de învăţare)

- Dezvoltarea celor patru competenţe lingvistice: înţelegerea textului, redactare (comentarii, scrisori, eseuri etc.), comunicare verbală, înţelegere orală;

- Elaborarea unor fişe de lucru personale, elaborarea unor portofolii cu tematică dată; - Cultivarea creativităţii în aplicara competenţelor lingvistice dobândite;

- Adaptarea noţiunilor dobândite la limbajul specific profilul nefilologie (media- PR); - Valorificarea optimă şi creativă a competenţelor 17 lingvistice dobândite;

- Realizarea de interacţiuni în comunicarea orală sau scrisă în limba engleză.

3.Timpul alocat Timpul alocat parcurgerii temei în cadrul cursului practic de limba engleză: 2h 4.Conţinutul temei 2: Exploatarea limbii engleze pe baza textelor didactice din bibliografia obligatorie (propuse pe grade de dificultate).

 Exploatarea limbii se va face prin intermediul discuţiilor, dezbaterilor, lucrului în grup şi individual precum şi a exerciţiilor.

Sample Text:

The Role of Language in Communication The role of language is crucial in this process of

relationships.

Language shapes reality, and it limits what ideas and concepts are available in a particular situation. In all aspects of our lives we engage with, resist, reframe with, the meanings available through language, to give meaning to every aspect of our lives. Ideas and understandings available through language shape our practice in a variety of ways in everyday interactions.

It has been well known since the beginning of time that men and women are on different wavelengths when it comes to communicating. The differences between the communication styles of men and women go far beyond mere socialization, and appear to be inherent in the basic make up of each sex (Lee, Shaw). For males, conversation is the way you negotiate your status in the group and keep people from pushing you around; you use talk to preserve your independence. Females, on the other hand, use conversation to negotiate closeness and intimacy; talk is the essence of intimacy, so being best friends means sitting and talking (Lee, Shaw). For boys, activities, doing things together, are central. Just sitting and talking is not an essential part of friendship. They're friends with the boys they do things with.

In respect to the language used by male and females, they differ, sometimes unnoticeably. Women use more polite speech and fewer profanities. They use intensifiers and are likely to turn statements into questions (Lee, Shaw).

Communication, whether verbal or sexual, is a vital aspect in a healthy relationship. The lines of communication must always be open and ever flowing. We must accept the fact that women and men do communicate in a variety of different ways, and learn to adjust to find peace in our relationships. The issue of communication and power is something that can cause many arguments between couples. If the reason behind communication isn't for the sole purpose of wanting to share, learn and listen to each other, misunderstanding and resentment will be the outcome. Communication in any relationship; male-female, male-male or female-female, will vary and accepting and recognizing our differences is an essential part of understanding our partner.

Read Full Essay

UNITATEA DE ÎNVĂȚARE 2.1 : Limba Engleza in context multicultural

Competențele specifice disciplinei (subsumate prezentei teme/unități de învățare)

 - Dezvoltarea celor patru competențe lingvistice: înțelegerea textului, redactare (comentarii, scrisori, eseuri etc.), comunicare verbală, înțelegere orală;

- Elaborarea unor fișe de lucru personale, elaborarea unor portofolii cu tematică dată; - Cultivarea creativității în aplicara competențelor lingvistice dobândite;

- Adaptarea noţiunilor dobândite la limbajul specific profilul nefilologie (media- PR);

 - Valorificarea optimă şi creativă a competenţelor lingvistice dobândite;

- Realizarea de interacţiuni în comunicarea orală sau scrisă în limba engleză.

3. Timpul alocat parcurgerii temei în cadrul cursului practic de limba engleză: 2h

4.Conţinutul temei 2.1: Exploatarea limbii engleze pe baza textelor didactice din bibliografia obligatorie (propuse pe grade de dificultate).

Exploatarea limbii se va face prin intermediul discuţiilor, dezbaterilor, lucrului în grup şi individual precum şi a exerciţiilor.

Sample Text:

Since the world economy requires language variety for communication among people with different mother tongues, the English language has gained importance in business and economic spheres (Pennycook 1994; Phillipson 1992; Tollefson 1991).1 Moreover, as societies have become globalised, English has been increasingly used by non-native speakers as well as native speakers of the language. Kachru and Nelson (1996) illustrated the spread of English historically and geographically by categorising three major types of English use in the world: (1) the Inner Circle where native English speakers learn English as their first language; (2) the Outer Circle countries where English is taught in the colonial context such as in Asia and Africa; and (3) the Expanding Circle countries where English is taught as an international/foreign language. However, such categories may disappear or need to be modified as societies evolve. For example, Yano (2009) argues that since many schools in Asia and Africa use English as the medium of instruction, those second-language speakers in the Outer Circle may become functionally native speakers. In addition, people in the Expanding Circle localise English to fit it best for their own needs, and new varieties of English are created in 'de-Anglo-American' contexts (Honna 2000, 11; Yano 2009, 248). *Email: yamadam@ipfw.edu ISSN 0143-4632 print/ISSN 1747-7557 online # 2010 Taylor & Francis DOI: 10.1080/01434632.2010.502967 http://www.informaworld.com 492 M. Yamada Consequently, the English language has diversified its statuses and further become prominent in multicultural settings. Honna (2000, 9), a pioneer of English uses in Asian contexts, defines English as 'a multinational language and therefore a multicultural language'. He explains that English is now used in non-AngloAmerican cultural contexts and is 'a working language for intranational and international communication in many parts of the region' (Honna 2000, 11). While native speakers of English often think that they own the language, English also belongs to non-native speakers who create varieties of it. By the same token, nonnative speakers may also believe that English is the language of the Inner Circle, more specifically, the property of the USA and Great Britain (Honna 1995; Matsuda 2002). Thus, many English as a Foreign Language (EFL) learners possibly think that they should speak English in the same way native speakers do. Perhaps this false perception leads to feelings of shame (Honna 1995) about non-native varieties of English used by speakers in the Outer and Expanding Circles. This shame may, in turn, result in non-native speakers avoiding acknowledgement of the

values of these varieties, particularly in multicultural contexts. Therefore, it is necessary to recognise varieties of English and understand 'the possibility of appropriating English in order to create new meanings and identities rather than simply modelling the Inner Circle varieties' (Kubota 1998, 304). If varieties of English exist, then, what types of 'new meanings and identities' will be constructed and expressed in EFL textbooks? The purpose of this article is to examine how English-speaking communities were constructed and represented in EFL textbooks in order to suggest new directions for incorporating multicultural perspectives in the EFL textbooks. In the content analysis of EFL textbooks used in Japanese junior high schools, which countries were introduced and how Japan's domestic diversity was constructed in those textbooks were investigated. Previous studies of the Japanese EFL textbook representations (Hino 1988; Matsuda 2002; Yamada 2006) reported that Japanese cultural content was most commonly included in the EFL textbooks. Focusing on the Japanese context within EFL textbooks, this case study re-examined and extended the analysis to Japanese EFL textbooks published from the 1980s to the 2000s. Thus, this study identified how varieties of countries were represented within English-speaking contexts and who could be identified as using the language in those contexts. To further understand representations of individuals within the text, the discussion of global race and ethnic relations will suggest how those textbooks construct the meaning of domestic diversity. Finally, I will present that the idea of English as a multicultural language helps both EFL learners and teachers to develop a broader view of the changing world and gives them an opportunity to extend their interests associated with learning about cultures and languages.

UNITATEA DE ÎNVĂŢARE 3: Notiuni de gramatica a limbii engleze

Competenţele specifice disciplinei (subsumate prezentei teme/unităţi de învăţare)

1. Prezentarea timpurilor verbale din limba engleza
2. Elaborarea unor fise de lucru cu exercitii de consolidare a notiunilor gramatical proaspat dobandite. Adaptarea noţiunilor dobândite la limbajul specific profilul nefilologie (media- PR);

- Valorificarea optimă şi creativă a competenţelor lingvistice dobândite;

- Realizarea de interacţiuni în comunicarea orală sau scrisă în limba engleză.

3. Adaptarea noţiunilor dobândite la limbajul specific profilul nefilologie (media- PR);
4. Valorificarea optimă şi creativă a competenţelor lingvistice dobândite;
5. Realizarea de interacţiuni în comunicarea orală sau scrisă în limba engleză.

UNITATEA DE ÎNVĂŢARE 4: Prezentare articol in limba engleza

Competenţele specifice disciplinei (subsumate prezentei teme/unităţi de învăţare)

-1. Dezvoltarea conceptului de „public speaking"

-2. Elaborarea unor fişe de lucru personale, elaborarea unor portofolii cu tematică dată;

-3. Cultivarea creativităţii în aplicara competenţelor lingvistice dobândite;

- 4. Adaptarea noţiunilor dobândite la limbajul specific profilul nefilologie (media, PR);

- Valorificarea optimă şi creativă a competenţelor lingvistice dobândite;

- Realizarea de interacţiuni în comunicarea orală sau scrisă în limba engleză.

5.Timpul alocat Timpul alocat parcurgerii temei în cadrul cursului practic de limba engleză:2 h.

Sample text:

1. How to review a journal paper, or give other scientific/technical presentation
Often the first exercise is reviewing a paper in classroom, so this is discussed first • The second part covers planning, making, and delivering a presentation in general • Checklists and outline templates are included
 How to review a journal article
 When you review a journal article you must answer these questions: – What is this about – Why is the topic important – What was done – Key result (or "what happened?") . Implications on practice OR on research activities – What was left unanswered (according to authors) . … and this is the real test of your understanding: – Your critique of the article
Typical problems • Using terms that were not defined, audience can not understand – Include definitions of uncommon technical terms • Understanding details, but not the WHY – What was the motivation or significance • Technicalities with presentation – We will discuss this, soon • Inability to answer questions
Why critique is not easy • Things that are obviously wrong – In a good journal you will not find this, because the articles have been critically reviewed and screened • … or missing – Notice things you would need for practical application, or that you would have liked to see – Far-fetched or dishonest motivation – Otherwise noting missing details requires more expertise than just understanding the given details • … or could have been done better in another way – Top level expertise needed in subject area
Critical reviews are only done in projects that include reading many articles, from MS project onwards • … in a "review this one article" exercise, critique is of little importance
Prepare for questions • When you present a review, expect questions when you are done. • Can you prepare answers? Can you make "backup slides" perhaps from another source? – These are not part of your "main presentation" and not included in its timing. The backup slides are a reserve that uses the time reserved for questions.
How to prepare and deliver a Scientific or Technical presentation
My goal is to share how to plan, make, and deliver Scientific or Technical presentations • Planning, making and delivering are each discussed, with checklists and/or DO vs. DON'T lists • Keeping it simple, no technical trickery is included
The elements of "introduction" • Issue – what is this about • Significance – why is this important • Approach – what was done • (Expected) results – what happened • Conclusions (effects on decisions or actions) – what did we learn Example: This section of talk • Issue: preparing and delivering presentations • Significance: be a good presenter • Approach: checklists and guidance • Results: you have a template to follow • Conclusions: Use this in planning, making a presentation and delivering it
Outline • Planning a presentation • Making slides • Delivering your presentation
 Checklist for planning • Who is the audience? What are they interested in? – Scientific level? – Detail or only the 'big picture' – Fast pace or explain a lot per slide? • How much time do I have? – 20 slides can take an hour • Format & PDF usually works\technicalities – Follow format instructions – Avoid failure, such as PowerPoint version problems

Planning the content • What is the key thing you want to tell? – This section of talk: an organized way to presenting – Split the task to planning, making the presentation, and delivering it

Your presentation has a purpose • Guide audience to the key result or point • This gives the direction to follow. Keep your focus ! Do not include slides you don't need or want to show "If you don't know where you are going, you may end up someplace else … " (Yogi Berra)

Fill in the rest…

Which are the benefits?: You have the standard structure of science and technology reporting. You have split your work to smaller steps or tasks

Outline • Planning a presentation • Making slides • Delivering your presentation

Some rules for slides :technical trickery can fail, short, –not too many words, readable, large font size

Figures on slides • If you don't want the audience to see the figure, don't show it ! – Unless you want to irritate them • Make it LARGE, put LARGE numbers on the scales

Practice timing in advance for it is important to not go over time. You can ask audience to hold their questions until the end. DON'T learn by heart or read aloud when presenting – watch the audience's reactions to go faster or explain more.

Check presentation equipment • If you don't know how something works, ask the chairman or organizer – don't leave this till middle of the presentation

First thing on stage is greeting • Professor X, students of xxx Technology, it gives me great pleasure that you have invited me to present here. • Make eye contact, introduce yourself (just in a few words, even if the chair gave an introduction)

You can be excited • Without being hyperactive • If you are bored with your topic, the audience will also be unhappy

Use the microphone • They often give trouble… • Some need to be held to your chin to work • Watch the audience, you can ask if they hear you

While presenting AVOID odd gestures: hopping around, hands in pockets, talking to your laptop,

Follow your own presentation. If you need the same slide twice, copy it ! (Don't go forward and backward.) • If you don't want to show a slide, leave it out ! • If it would require too much explanation, leave it out! (you can give a reference, put slide in backup reserve at end of presentation) • If you are asked a question, repeat it with the microphone

Stay in control • If a question would require too long an answer, say you can discuss after the presentation • Be polite even if someone asks a silly question, or an impolite question – The chairperson or lecturer should step in if someone is unprofessional

At the end, remind of key points • This is the "conclusions" part • And thank the audience • Remind that they can now ask questions

You can have backup slides • Not part of timed presentation, but part of time reserved for questions – You can prepare to use also this time effectively • Prepare to answer some expected questions! – Leave extra detail to backup, someone can ask about such details – Think of questions to expect ! Prepare answers ! Some answers will not need slides, some will.

Present to the audience loudly and clearly!

UNITATEA DE ÎNVĂŢARE 5: Engleza in comunicare

Competenţele specifice disciplinei (subsumate prezentei teme/unităţi de învăţare):

1. Prezentarea conceptelor de introductori si conectori in economia discursului, precum si a rolului lor.
2. Exploatarea limbii engleze pe baza textelor didactice din bibliografia obligatorie (propuse pe grade de dificultate). Exploatarea limbii se va face prin intermediul discuţiilor, dezbaterilor, lucrului în grup şi individual precum şi a exerciţiilor.
3. 5.Timpul alocat Timpul alocat parcurgerii temei în cadrul cursului practic de limba engleză:2 h.

Sample text:

Communication underpins how we, as human beings, function and operate in just about every area of our lives − the appropriate use of language and communication is the basis for success in virtually every domain of human activity, from politics, to business, to all areas of work, even to personal and family life.

The English language is the dominant language of international communication and with increasing globalisation, it is important to have a refined understanding of the nature and structure of English and how we communicate with each other. An understanding of the various dimensions of language and communication will give you the ability to communicate more effectively in this complex, globalised world.

We try to to understand the many complex and fascinating ways in which language and communication work in the world, and also improve our own abilities and skills in communication and daily discourse.

UNITATEA DE ÎNVĂŢARE 6: Limba Engleza in PR

Sample Text:

THE IMPORTANCE OF GETTING LANGUAGE RIGHT IN INTERNATIONAL PR (EXTRACT FROM THE HEADING ARTICLE WRITTEN BY RUSSEL GOLDSMITH FROM INFLUENCE)

Last month I attended the Globalization and Localization Association's (GALA) annual conference, which took place in the beautiful city of Seville. There were over 400 attendees representing Language Service Providers from all over the world, most of whom spoke numerous languages, and me, whose linguistic talents comprise of a 'B' in my French O'Level (that's like a GSCE for younger readers). It was quite an embarrassing situation to be in, but probably typical of many Brits abroad and an important issue when it comes to our kids' education.

In July last year, the APPG for Modern Languages published its Manifesto for Languages calling for all political parties to make a general election manifesto commitment to improve the UK's linguistic skills base. At the time, Baroness Coussins, Chair of that particular APPG, said that the UK economy was losing around £50 billion a year in lost contracts because of lack of language skills in the workforce.

Given the fact that we're now just a week away from the election, I did a quick search for the word 'language' in the Labour and Conservative party manifestos. The only reference the Tories made was stating that they will require secondary school pupils to take a GSCE in a language. However, the word didn't even appear in Labour's document at all.

It's no surprise therefore, to hear many examples that show a naivety around the importance of language in the English-speaking PR industries both here in the UK and in the US, given the global nature of communications and our ability to access information instantly from anywhere in the world.

Getting the language right when communicating internationally can make a huge difference to the success of your PR campaign. After all, according to Common Sense Advisory, 85% of international consumers prefer native language webpages when researching prepurchase, which impacts your SEO strategy too.

There are a number of challenges faced by PRs when planning an international campaign. Gary Muddyman, CEO of Conversis, the translation agency I recently joined as Director of the Corporate team, puts linguistic and cultural challenges at the top of his list and says that 'literal translation is often not enough,' and that 'we need to engage the international audience in a way the source copy does for your domestic market.' Muddyman believes that the influence of local resources with local knowledge is vital.

This is probably best summed up by a recent experience that London-based PR Consultant, Karolina Davison shared with me. Davison describes herself as having one foot in the UK and the other in Scandinavia – she's Swedish, but has lived and worked in the US for many years as well. Recently, a client with a significant global presence asked her to translate and distribute a press release to the Swedish media. Instructions from the US HQ were simple and non-negotiable: 'Translate, but do not change the legally-approved content in any way.' However, since the press release was a corporate announcement and not specific to the Nordics, Davison said she soon realised that her odds of securing coverage would be limited if she wasn't able to rewrite it. Her view is that 'translation can be a wasted exercise if not combined with localisation'. In Davison's experience from working in the US, it is completely acceptable to use poetic adjectives to describe a company's mission and the habits of its clients. However, in Sweden, she said that you stay close to the facts and refrain from using 'flowery' words or 'lofty' exaggerations. When American consumers are 'passionate' about a product, Swedes are 'appreciative', even though the direct Swedish translation would be 'passionerade.' She therefore believes that it comes down to adhering to cultural subtleties and argues that 'it is not uncommon for entire company descriptions, i.e. 'boiler plates', to need a complete make-over in order to make sense and be taken seriously in a foreign country.'

Heidi Lorenzen of translation software provider Cloudworks summed up localisation in a blog I read whilst researching for this post. She wrote that it goes well beyond word-for-word translation and takes into account the nuances of regional audiences and customs to get the tone, phrases, and even images correct so that materials read naturally in each target audience's own language, and do not convey unintended messages. Research and knowledge of your target market may reveal cultural differences and beliefs that can have a big impact on how marketing messages are perceived.'

This aligns with Muddyman's view that 'competent translation is just the starting point'. His second challenge for International PRs is that of the tightly-controlled brand, managed centrally, versus local influence and adaptation.

The issue of local nuances and cultures is perfectly summed up by a case study that Jon Meakin, International PR Director of Grayling shared with me. Meakin's view is that 'The

challenges of understanding and adapting to cultural nuances are even greater than that of language.' Last year Grayling ran a pan-European Christmas campaign for a global client with a US HQ, which he feels illustrates this perfectly. Meakin said that 'Churchill described Britain and Americas as 'two nations divided by a common language' and the first issue was our US client's insistence on referring to the Christmas period as the Holiday season. That and an assumption that 'Europe' is a homogenous entity, rather than a federation of 50 or so separate countries. While there are undoubtedly similarities between European nations – and we were able to identify five or six Christmas shopper archetypes that apply almost universally – there are many differences, and when you start to explore the different ways in which Christmas is celebrated you quickly realise that a template approach just won't work.' To make his point, Meakin uses the example that in Spain, gifts are not exchanged until Twelfth Night and that the same is true of Russia, although not *all* of Russia. He says that 'it's wonderfully complex' and stresses that the key lesson is to 'resist the temptation to 'command and control''.

Whilst Meakin agrees to set a framework, he believes that if you follow his advice and 'allow individual markets the freedom to move within the parameters you set', you will 'celebrate the differences and reap the rewards.'

This concept of the English and Americans sharing a 'common language' was highlighted in Curzon PR's recent blog post following the opening of their New York office, highlighting small differences in spelling such as 'colour' and 'color', or that whole sectors of the [PR] industry go by different names in these two countries, with 'food and drink PR' known as 'food and beverage PR' in the USA.

I thought I'd stress the point further by coming up with two versions of the same (rather silly) sentence, both written in 'English':

'The sidewalk outside the drugstore, on the opposite side of the cross walk from the gas station was covered in trash that had fallen out of the dumpster. There was an old soccer ball, used diaper, a ripped pair of pants, and some half eaten cookies.'

or

'The pavement outside the chemist, on the opposite side of the zebra crossing from the petrol station was covered in rubbish that had fallen out of the skip. There was an old football, used nappy, a ripped pair of trousers and some half eaten biscuits.'

Davison probably puts it better than me though by stating that 'You don't have to be bilingual to be faced with a localisation dilemma. Any English-speaking person who has worked with an American client knows that US-produced content often needs to be modified to suit the UK market. Sometimes it takes a lot more than just changing the z's to s's for the key messages to make sense. The more culturally distinct the country is from the territory where the copy originated, the more work it will require.' In the case of her US client looking for coverage in Sweden, she ended up writing a pitch to make up for the cultural shortcomings of the press release she was provided and to spend more time than usual selling it in over the phone. She said that the end-result was 'decent' but not nearly as good as it could have been had she been allowed to rework the copy. The experience furthered her belief that 'brands should be bold and invest the extra cost up front to make sure that their collateral is appropriately localised before sharing it globally,' also making the point that 'a misrepresented image of a company in the media can do more harm than good.'

A further challenge highlighted by Muddyman is that 'every stage in the communication process available to potential customers needs to be localised.' For example, he stresses that

'it's no use if your website is in a local language, if the telephone contact details leads to a Call Centre where there are no language skills.'

Finally, the last challenge to overcome is when you are trying so hard to make your existing copy work in a different territory, you might be better off going back to the original brief, and simply starting the copywriting process again. This is when to consider transcreation, which Conversis defines as taking the values, concepts and key messages of the brand, but recreating them in the different markets by perhaps using more culturally relevant examples to ensure that audiences the world over experience the same emotional reactions to your brand.