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Titolo: Teaching Business English in nineteenth-century Italy

Tipologia specifica: articolo

Tutti gli autori: Shvanyukova, Polina

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Abstract (eng):

This article addresses an important gap in existing scholarship on the history of teaching English as a foreign language (EFLT) in Italy. Increasing popularity of English in nineteenth-century Italy stimulated the production of a vast range of didactic materials, addressed specifically to Italian learners. In addition to new grammars, dictionaries and reading books, in the same period also letter-writing guides for learners of English started to circulate widely. Two such guides, Millhouse – Anderson (1873 [1856]) and Cann (1878) will be examined in this study. Fifty-five commercial model letters from each guide will be analysed, in order to investigate practices of teaching business English to nineteenth-century Italian learners. The study shows that translation, in the form of explanatory notes or glosses provided in Italian, was employed as the main teaching method in both guides, while comparison of the choices the two authors made as to what they decided to translate and how they translated these items indicates that they had divergent views on what specific linguistic features characterised the nineteenth-century commercial style of writing in English.

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How is teaching business English different from teaching general English? Teacher and trainer Gabrielle Jones, who won the most recent British Council Teaching English blog award, tells us how to succeed in the business English classroom. Comment below this post if you have further tips. Many teachers of English as a foreign language feel intimidated by the prospect of teaching business English. Business English teaching can be very interesting and rewarding. Although teaching in-company employees requires a variety of skills and techniques, it mostly boils down to good preparation and a professional approach. Read Gabrielle's winning post on practising presentations. Teaching English in Italy will usually provide teachers with a salary that allows them to live comfortably, although accommodation and airfare are usually not included as part of a salary package. Teach in Italy - Hiring. Hiring for teaching jobs in Italy usually begins in early spring, with jobs beginning in September or October. Licensed teachers who want to teach abroad in Italy will need a government-issued teaching qualification in their home country or state, and will generally need at least 2 years of full-time teaching experience. Teach English in Italy, teachers will need a recognized TEFL certificate. English teaching jobs in Italy are competitive, so certification is essential. Previous teaching experience is often, but not always, required. Visas for teachers in Italy. Italy is a popular destination for teaching English in Europe, therefore you may find yourself up against some fierce competition. Don't let this put you off - the demand for English teachers is high. You just need to make sure you're committed to doing the legwork to find your ideal job. One of the first things you need to do is read up on the requirements you must meet in order to get a job teaching English in Italy. While most teachers don't move to Italy with the intention of saving buckets of money, teaching English in Italy will usually provide you with a salary to live comfortably. Salaries will vary depending on the employer and location. In general, Northern cities like Rome and Milan will pay more but the cost of living in the South will be lower. century, immigration has become one of the defining issues in contemporary American politics. For many artists, the challenge of representing immigration has taken on a new urgency, necessitating experimental reimaginings of what an immigration narrative looks like. This course examines contemporary representations of immigration in visual art, literature, film, and new media. All readings will be in English translation. 3. units. explore connections between science and biotech business, synthesize information from different fields, exhibit strong teamwork skills, and communicate information in written and oral forms. This course also provides a gateway for students interested in the two-year Biotech Explorers Program (BEP).