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an Intercultural Approach to Foreign Language Teaching 3.3. Developing Cultural Self-Awareness and Knowledge During Intercultural Activities; 3.4. Conclusions; CHAPTER FOUR. Computer Technology in Developing Intercultural Competence; 4.1. Introduction; 4.2. The Role of Computer Technology in Facilitating the Development of Intercultural Competence; 4.3. ICT in Intercultural Exchanges; 4.4. Polish ? Ukrainian Computer-Mediated Exchange Project; 4.5. Conclusion; CHAPTER FIVE. Interpreting Fiction; 5.1. Ukrainian Folk Tales 5.2. Ukrainian Postmodernism CHAPTER SIX. Ukrainian Customs and Traditions; 6.1. Rites and Beliefs; 6.2. Folk Arts; CHAPTER SEVEN. Cultural Stereotypes and Lifestyle; 7.1. Gender Roles; 7.2. Student Life; CHAPTER EIGHT. Tourism and Migration in Ukraine; 8.1. Tourism Development; 8.2. Migration Policy; CHAPTER NINE. A Glimpse of the Latest Developments in Social Life; 9.1. Adopting European Standards in Education; 9.2. Changes in Cultural Life; CHAPTER TEN. Polish People's Attitudes Towards Religion; 10.1. Introduction; 10.2. Religion in Poland in the Past and at Present 10.3. What Do Polish People Believe in? 10.4. How Tolerant Are Poles of Other Religions?; CHAPTER ELEVEN. Is Poland an Anti-Semitic Country?; 11.1. Introduction; 11.2. Historical Background of Polish Anti-Semitism; 11.3. The Present Situation; CHAPTER TWELVE. Polish Standards of Politeness; 12.1. Introduction; 12.2. The Design of the Questionnaires; 12.3. Participants; 12.4. Results; 12.5. The Questionnaire for Polish People: The Evaluation of Ten Potentially Impolite Instances of Behaviour; 12.6. The Experience of Polish People Regarding Their Interactions with Foreigners; 12.7. Conclusions CHAPTER THIRTEEN. Are Polish Students Dishonest?

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#### Sommario/riassunto

The volume *Developing Intercultural Competence through English: Focus on Ukrainian and Polish Cultures* edited by Anna Nizegorodcew, Yakiv Bystrov and Marcin Kleban offers a valuable result of a joint intercultural project between two universities from the neighbouring countries of Poland and Ukraine. Among the mass of books on intercultural communication the proposed volume distinguishes itself by three features: unusual format combining the work of both scholars and students, the focus on the intracultural approach, and practical designation. It also stresses the increasing awareness in the modern world that teaching/learning English serves the purpose of developing general intercultural competence and not building the knowledge about the English speaking world. [...] The choice of topics [...] indicates an interesting cultural difference - Ukrainian inclination to focus on the characteristic and attractive aspects of their own culture and Polish on the problematic and the difficult.

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