

Preface

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This third and final issue of Volume XXIV contains seven articles grouped in two broad thematic areas: International Education, and Attitudes in a Social Context.

The issue begins with four articles on various aspects of international education. *Deirdre JOHNSTON* and *Rika HANAMITSU* report the results of an extensive survey conducted in six countries to compare the global exposure and global perceptions of students in regard to several variables, including threat, prosperity and justice. *Henry Amo MENSAH* investigates the management of linguistic diversity both within and outside the classroom in an international multilingual high school in Namibia. *Patrick Ng Chin Leong* and *Patrick Shaou-Whea DODGE* examine the contextual factors of teaching English as a Lingua Franca by comparing the self-reflective narrative accounts of their teaching experience in Japan and China. In a contribution to the literature on World Englishes, *Kimie OSHIMA* offers reflection on the concept of Japanese-style English.

The second thematic section contains three papers from diverse disciplinary perspectives, relating in various ways to attitudes in a social context.

Kara CHAN, Anqi HUANG, Katharina KRÄINER, Sandra DIEHL and *Ralf TERLUTTER* explore the phenomena of work stress and job burnout among practitioners in the journalism, advertising and public relations industry in Hong Kong. They find that job variety and social support from colleagues are perceived as major job resources, while aspects of information communication technology are perceived both as job resources and job demands. Major job demands contributing to work stress are the management of clients' expectations and deadlines, as well as striving for perfection.

Takuya SAKURAI conducts an analysis of discourse framing in the news coverage by *The Wall Street Journal* of the Super 301 international economic policy. The author argues that "framing is a powerful instrument to promote a particular understanding of a trade policy once it is defined in a certain way."

Jen-Yi CHEN examines female college students' attitudes toward non-surgical cosmetic procedures, based on focus group discussions with 74 students majoring in health beauty at a university in Taiwan. The author finds that, on the one hand, cosmetic surgery "is represented as a mechanism of personal transformation", while on the other hand, it "strengthens oppressive and limited models of appearance norms." The study has implications for public education policies as well as for gender research.

As editors of *Intercultural Communication Studies*, we are very happy to offer this forum for discussion of intercultural and global issues in an interdisciplinary journal for the 21st century.