Cultural and Critical-based Approaches to Intercultural Rhetoric—Diane Dethworth Belcher 2013 This volume uniquely explores critical and corpus-based perspectives on intercultural rhetoric. Many chapters examine what is meant by culture and cultural differences, and provide strategies for teaching and pedagogy. The editors have brought together a range of experts in this critical and cultural field. The contents of this book are well situated within a tradition of inquiry that has developed since Kaplan’s famous 1961 article while at the same time exploring new areas of interest with new kinds of research tools like corpus linguistics, which has greatly impacted how intercultural rhetoric is researched. The volume has four parts: Critical and Cultural Perspectives, which features chapters by Ulla Connor and Will Baker; Critical-Analytical Approaches, which explores chapters by Karen You, Ramres Esmaili, and Galilea Gonzalez; Corpus-Based Approaches, which features chapters by Eric Fingal, Amanda Tanner Lopes and Gayle Nelson, and Ivanna Cortes and Jack L. Hardy; and Critical-Shapes, which features chapters by Jeffery Tsongas and the authors. The book accepts the idea that for intercultural communication to flourish, the interaction between Dwight Atkinson and Paul Kei Matsuda that was begun in 2006. In his Afterword, Joel Blincio has called this book “a testament to the enduranc of intercultural rhetoric.”

Cultural and Rhetoric—Ivo Stroeher 2009-07-30 While some scholars have said that there is no such thing as culture and have urged to abandon the concept altogether, the contributors to this volume overcome this impasse by understanding culture and their representations for what they ultimately are—rhetorical constructs. These senior, international scholars explore the complex relationships between culture and rhetoric that are often treated as a single unit. This book serves as an introduction to research from other disciplines on the interaction between language and culture, this volume is an attempt to remedy this problem by providing a sense of the evolution of the field, and an overview of the special linguistic and cultural needs of ESL writers. The increase in the ESL population has, over the last 40 years, been paralleled by a similar growth in research and a greater awareness of the need for writing assessment and other means for responding to writing are also intercultural rhetoric (also known in the past as contrastive rhetoric) has been under fire ever since it first emerged as an area of research and pedagogical interest. In recent years, Ulla Connor has built a steadily more intercultural rhetoric. The book offers a compelling range of theoretical reflections, historical vistas, and empirical insights, and has urged to abandon the concept altogether, the contributors to this volume overcome this impasse by understanding culture and their representations for what they ultimately are—rhetorical constructs. These senior, international scholars explore the complex relationships between culture and rhetoric that are often treated as a single unit. This book serves as an introduction to research from other disciplines on the interaction between language and culture, this volume is an attempt to remedy this problem by providing a sense of the evolution of the field, and an overview of the special linguistic and cultural needs of ESL writers. The increase in the ESL population has, over the last 40 years, been paralleled by a similar growth in research and a greater awareness of the need for writing assessment and other means for responding to writing are also
Cross-linguistic and Cross-cultural Perspectives on Academic Discourse—Eija Suutela-Salmi 2009 This goal of this volume is to examine academic discourse (AD) from cross-linguistic and cross-cultural perspectives. The adjective “Cross-cultural” in the volume title is not just limited to national contexts but also includes a cross-disciplinary perspective. Twelve scientific fields are under scrutiny in the articles. One of the unique aspects of the volume is the inclusion of a variety of foreign languages (English as a lingua franca, Spanish, French, Swedish, Russian, German, Italian, and Norwegian). Besides, in several articles dealing with oral AD, comparisons and parallels are also established with written AD. The research methodologies used in the studies are varied and they offer an overview of the diversity and richness of approaches to AD. All in all, it is hoped that the volume appeals not only to young researchers but also to confirmed scholars interested in cross-linguistic and cross-cultural aspects of AD. It will also be of interest to language teachers or students who are involved with e.g. international students and academic mobility.

Japanese Culture and Communication—Ray T. Donahoe 1998 A textbook for students in Japanese, communication, or international studies, assuming no previous background in Japanese language or culture. Donahoe (Japanese studies, Nagoya Gakuin U., Japan) first surveys the perceptual barriers to communicating between Japan and North America, then examines the Japanese communication style, differences in discourse, and images of the Japanese in the mass media. Annotation copyrighted by Book News, Inc., Portland, OR

Cross-Cultural Pragmatics—Juliane House 2021-09-30 This book provides a cutting-edge introduction to cross-cultural pragmatics, a field encompassing the study of language use across linguae. Cross-Cultural Pragmatics is relevant for a variety of fields, such as pragmatics, applied linguistics, language learning and teaching, translation, intercultural communication and sociolinguistics. Written by two leading scholars in the field, this book offers an accessible overview of cross-cultural pragmatics, by providing insights into the theory and practice of systematically comparing language use in different cultural contexts. The authors provide a groundbreaking, language-anchored, strictly empirical and replicable framework applicable for the study of different datatypes and situations. The framework is illustrated with case studies drawn from a variety of linguae, such English, Chinese, Japanese and German. In these case studies, the reader is provided with contrastive analyses of language use in important contexts such as globalised business, politics and classrooms.

This book is essential reading for both academics and students.

The Routledge Handbook of Language and Culture—Fawaz Sharifian 2014-12-17 The Routledge Handbook of Language and Culture presents the first comprehensive survey of research on the relationship between language and culture. It provides readers with a clear and accessible introduction to both interdisciplinary and multidisciplinary studies of language and culture, and addresses key issues of language and culturally based linguistic research from a variety of perspectives and theoretical frameworks. This Handbook features thirty-three newly commissioned chapters which cover key areas such as cognitive psychology, cognitive linguistics, cognitive anthropology, linguistic anthropology, cultural anthropology, and sociolinguistics. The framework is illustrated with case studies drawn from a variety of linguae, such English, Chinese, Japanese and German. In these case studies, the reader is provided with contrastive analyses of language use in important contexts such as globalised business, politics and classrooms.

The Routledge Handbook of Language and Culture provides a vital resource for scholars and students working in this area.

Research Cultures of Learning—Linian Jin 2013-01-02 This edited book examines cultures of learning from the perspectives of education, applied linguistics and language learning. The concept can be used to explore socio-cultural features of language learning and use contexts in educational institutions, and cultural practices of pedagogic activities and classroom interaction.

Second Language Needs Analysis—Michael Long 2005-11-03 No language teaching program should be designed without a thorough analysis of the students’ needs. The studies in this volume explore Needs Analysis in the public, vocational and academic sectors, in contexts ranging from service encounters in coffee shops to foreign language needs assessment in the U.S. military. In each chapter, the authors explicitly discuss the methodology they employed, and in some cases also offer research findings on that methodology. Several studies are task-based, making the collection of special interest to those involved in task-based language teaching. Contributions include work on English and other languages in both second and foreign language settings, as well as a comprehensive overview of methodological issues in Needs Analysis by the editor.

Making a Rhetoric of Sustainability—Donnie Johnson Sacley 2009

Contrastive Pragmatics—Wieslaw Oleksy 1989-01-01 This volume deals with a variety of pragmatic issues involved in cross-language and interlanguage studies as well as second-language acquisition and cross-cultural studies. Part I contains papers dealing with general issues stemming from contrastive work, for example, the question of tertium comparationis and its place in the development of contrastive studies as well as the applicability of generalizations proposed by speech-act theorists in contrasting concrete languages and cultures. The second part tackles a number of pragmatic issues involved in second-language learners’ written productions, classroom discourse, as well as more general questions pertaining to pragmatic errors and learners’ interlanguage. An index of terms and an index of names complete the volume.

Who is the Author?—Jina Vanasila 2000

The Development of Second Language Proficiency—Ontario Institute for Studies in Education 1990-03-30 This text presents the findings of a major investigation of second language proficiency in various groups of school-aged learners. It offers a frank appraisal of the research from an outside panel of experts. The theoretical and practical implications of the study are the subject of a lively debate focused on three main research issues: the nature of second language proficiency, the impact of classroom treatment on second language learning, and the role of social and individual factors in bilingual development. This original collection of articles will be of interest to all those concerned with policy and practice in second language education.

Topic and Comment Development in ESL Compositions—Kaurina Mikkinen 1995 Yhteensotettu

Metaphor, Cognition and Culture—Zsuzsa A. Maaey 2005

Visions for Education—2005

Re-visioning Higher Education on the Internet—Dorven Stacie-Messerling 2003

Feminism And Linguistic Theory—Deborah Cameron 1985-01-16 An introduction to theories about language in attempts to understand and transform women’s lives. This evolving body of work encompasses linguistics, anthropology, literary and cultural theory, psychoanalysis and postmodern philosophy.

The CATESOL Journal—2003

Research Genres—John M. Swales 2004-11 This book provides a rich and accessible account of genre studies by a world-renowned applied linguist. The hardback edition discusses today’s research world, its various configurations of genres, and the role of English within the genres. Theoretical and methodological issues are explored, with a special emphasis on various metaphors of genre. The book is full of carefully worded detail and each chapter ends with suggestions for pedagogical practice. The volume closes with evaluations of contrastive rhetoric, applied corpus linguistics, and critical approaches to EAP. Research Genres provides a rich and scholarly account of this key area.