
Contrastive Rhetoric Cross Cultural Aspects Of Second Language Writing

Technological Advances and Organizational Behavior
 Issues in Contrastive Rhetoric
 A Sociocognitive Perspective on Business Genres
 Contrastive Rhetoric
 The Handbook of English for Specific Purposes
 Script Effects as the Hidden Drive of the Mind, Cognition, and Culture
 Applied Linguistics for Language Teachers
 Cross Cultural Perspectives On Educational Research
 Contrastive Rhetoric
 Cross-Cultural Women Scholars in Academe
 Writing Across Languages
 Understanding Challenges, Providing Support
 Teaching Creative Writing to Second Language Learners
 Intercultural Rhetoric and Professional Communication: Technological Advances and Organizational Behavior
 The Other Tongue
 Contrastive Rhetoric Revisited and Redefined
 An Applied Linguistic Perspective
 The Rhetoric of the Abstract in English and Spanish Scientific Discourse
 A Guidebook
 Attitudinal Evaluation in Chinese University Students' English Writing
 A Cross-cultural Genre-analytic Approach
 The Handbook of Intercultural Discourse and Communication
 ESL Readers and Writers in Higher Education
 Cross-Cultural Pragmatics
 Contrastive Rhetoric
 A sociocognitive perspective on business genres
 Spoken Discourse
 Investigating Chinese, Italian and English CSR reports
 Sociolinguistics and Language Education
 Culture in Second Language Teaching and Learning
 Written Communication across Cultures
 English Across Cultures
 Discourse Across Languages and Cultures
 Handbook of Research in Second Language Teaching and Learning
 Feminism And Linguistic Theory
 Cross-cultural Aspects of Second-language Writing
 English as a Lingua Franca in Cross-cultural Immigration Domains
 A Model for Analysis
 Linguistics Across Cultures

*Contrastive Rhetoric
 Cross Cultural Aspects
 Of Second Language
 Writing*

Downloaded from
ftp.wtvq.com by guest

ZOE LOVE

*Technological Advances and
 Organizational Behavior* Contrastive
 Rhetoric Cross-Cultural Aspects of Second
 Language Writing
 'Contrastive rhetoric' is the term used to
 describe the observable differences in the
 linguistic and structural aspects of writing
 from culturally different settings. Writing
 Across Languages and Cultures - the
 second volume in the Written
 Communication Annual series - presents
 contrastive, cross-cultural studies in the
 rhetoric of writing. The contributors
 introduce theoretical and methodological

approaches to issues in contrastive
 rhetoric and its relationship to teaching
 and curricula. They consider national
 differences in writing styles, how these
 cultural patterns are transferred to second
 language writing and the criteria applied
 to the writing of non-native speakers.
Issues in Contrastive Rhetoric Springer
 Nature
 This book identifies the many facets of
 culture that influence second language
 learners and teachers. The paperback
 edition identifies the many facets of
 culture that influence second language
 learners and teachers. It addresses the
 impact of culture on learning to interact,
 speak, construct meaning, and write in a
 second language, while staying within the
 sociocultural paradigms specific to a

particular language and its speakers. By
 providing a comprehensive introduction to
 research from other disciplines on the
 interaction between language and culture,
 this volume offers an important
 contribution to the field of second
 language acquisition.
*A Sociocognitive Perspective on Business
 Genres* Praeger
 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.
Contrastive Rhetoric Routledge
 This volume uniquely explores critical and
 corpus-based perspectives on intercultural

rhetoric. Many chapters examine what is meant by "culture" and how that affects research and pedagogy, particularly with regard to new forms of literacy. The contents of this book are well situated within a tradition of inquiry that has developed since Kaplan's famous 1966 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: *Corpus and Critical Perspectives*, which features chapters by Ulla Connor and Will Baker; *Critical-Analytical Approaches*, which features chapters by Xiaoye You, Ramon Escamilla, and Guillaume Gentil; *Corpus-Based Approaches*, which features chapters by Eric Friginal, Amanda Lanier Temples and Gayle Nelson, and Viviana Cortes and Jack A. Hardy; and *Next Steps*, which features a chapter by Suresh Canagarajah and the sequel to the conversation between Dwight Atkinson and Paul Kei Matsuda that was begun in 2008. In his Afterword, Joel Bloch has called this volume "a testament to the endurance of intercultural rhetoric." *The Handbook of English for Specific Purposes* Cambridge University Press Shows how a person's first language and culture influence writing in a second language.

Script Effects as the Hidden Drive of the Mind, Cognition, and Culture Routledge "This book explores the theory and practice of rhetoric and professional communication in intercultural contexts, providing a framework for translating, localizing, and internationalizing communications and information products around the world"--Provided by publisher.

Applied Linguistics for Language Teachers Walter de Gruyter

In the first part of the book, George Kennedy explores analogies to human rhetoric in animal communication, possible rhetorical factors in the origin of human speech, and rhetorical conventions in traditionally oral societies in Australia, the South Pacific, Africa, and the Americas. Topics discussed include forms of reasoning, the function of metaphor, and the forms and uses of formal language. The second part of the book provides an account of rhetoric as understood and practiced in early literate societies in the Near East, China, India, Greece, and Rome, identifying unique or unusual features of Western discourse in comparison to uses elsewhere.

Cross Cultural Perspectives On Educational Research Oxford University Press, USA This book offers up-to-date insights into the long-standing controversy of whether

or not Chinese learners of English adequately express their attitudes in written English. It compares four writing datasets from three groups of student writers (e.g., English-speaking students' English texts, Chinese-speaking students' Chinese texts, and both English and Chinese texts produced by the same group of Chinese-speaking students majoring in English), and applies the appraisal framework, an analytical tool developed in the field of Systemic Functional Linguistics. The book provides a nuanced view of the deployment of attitudinal patterns and the linguistic resources used for attitudinal evaluation in Chinese students' English writing. Accordingly, it offers a valuable resource for all those interested in second language writing, contrastive rhetoric, second language acquisition and systemic functional linguistics.

Contrastive Rhetoric American Univ in Cairo Press

This book explores the cognitive and communicative processes involved in the use of English as a Lingua Franca (ELF) within cross-cultural specialized contexts where non-native speakers of English - i.e. Western experts and non-Western migrants - interact. The book argues that the main communicative difficulties in such contexts are due precisely to the use of ELF, since it develops from the non-native speakers' transfer of their native language structures and socio-cultural schemata into the English they speak. Transfer, in fact, allows non-native speakers to appropriate, or authenticate, those English semantic, syntactic, pragmatic and specialized-discourse structures that are linguistically and conceptually unavailable to them. It follows that there are as many ELF varieties as there are communities of non-native speakers authenticating English. The research questions justifying the ethnographic case studies detailed in this book are: What kind of cognitive frames and communicative strategies do Western experts activate in order to convey their culturally-marked knowledge of specialized discourse - by using their ELF varieties - to non-Westerners with different linguistic and socio-cultural backgrounds? What kind of power asymmetries can be identified when non-Westerners try to communicate their own knowledge by using their respective ELF varieties? Is it possible to ultimately develop a mode of ELF specialized communication that can be shared by both Western experts and non-Western migrants?

Peter Lang

Scientific discourse is increasingly

internationalised, as a result of the great influence that the discourse conventions of the international English-speaking academic community exert on scientific communication worldwide. Contrastive rhetoric studies, however, have shown that the particular configuration of different discourse communities may have an influence on the construction of genres. This book explores rhetorical preferences in the research article abstract genre. The main focus of the study is an investigation of the extent to which there is cross-linguistic variation in terms of the rhetorical strategies used by writers in abstracts to foreground their main knowledge claims and present themselves as qualified discourse community members. From a quantitative and qualitative perspective, the author compares the rhetorical structure and other socio-pragmatic features of abstracts written in English for international scientific journals with those written in Spanish for Spanish journals in the experimental social sciences, and more specifically in the disciplines of phonetics and psychology. In the interpretation of results, the author mainly draws on socio-cultural and contextual factors to account for cross-cultural rhetorical variation.

Cross-Cultural Women Scholars in Academe Springer

This ground-breaking collection features the diverse voices, experiences, and scholarship of cross-cultural women of American Indian, Asian American, Black/African American and Hispanic descent at various levels of academe, actively engaged in the advancement of marginalized groups in the U.S. and abroad through their scholarly work. Intergenerational cross-cultural scholars manifest a literary community that models ways in which women scholars can move beyond traditional institutional, psychological, and professional barriers to practice activism, break unwritten rules, and shatter status quo 'business as usual' practices in the academy. This distinctive volume exemplifies the phenomenon of cross-cultural women scholars conducting research and writing about ways in which they negotiate their professional realities toward professional goal attainment. Each chapter presents rigorous ethnographic research complemented by critical analyses, reflecting ways in which these self-determined scholars transcend barriers associated with the dynamic intersections of race, gender, ethnicity, class and language in higher education. Scholars share strategies for institutional, psychological, and professional barrier

transcendence through various approaches such as educational leadership for equity, the practice of cross-cultural competence, various mentoring interactions, and the creation of and participation in networking groups with other women of color in academe. Students, academics, educational practitioners and individuals seeking exemplars for ethnographic research will find this critical book essential as a means for better informing their scholarship.

Writing Across Languages John Benjamins Publishing

Contrastive Rhetoric Cross-Cultural Aspects of Second Language Writing Cambridge University Press

Understanding Challenges, Providing Support Cambridge University Press

The theory of contrastive rhetoric was first put forth by Robert Kaplan in the mid 1960s to explain the differences in writing and discourse between students who were native speakers of English and their international counterparts. Over the past three decades, contrastive rhetoric theory has been used primarily by linguists in language centers and involved in ESL teaching. As the number of international students in American universities has continued to grow, contrastive rhetoric has become increasingly relevant to all disciplines, and to rhetoric and composition in particular. This volume breaks important new ground in its examination of contrastive rhetoric in the exclusive context of composition. The editor has assembled contributors with varying areas of specialty to demonstrate how the traditional definition of contrastive rhetoric theory can be applied to composition in new and innovative ways and how it can be redefined through the lens of addressing "difference" issues in writing. Thus, the volume as a whole clarifies how the basic principles of contrastive rhetoric theory can help composition instructors to understand writing and rhetorical decisions. With the inclusion of current research on multicultural issues, this collection is appropriate for all instructors in ESL writing, including teachers in rhetoric, composition, and linguistics. It can also be used as an advanced text for students in these areas. Wherever it is employed, it is certain to offer significant new insights into the application of contrastive rhetoric within the composition discipline.

Teaching Creative Writing to Second Language Learners Routledge

This timely and accessible book offers engaging guidance to teachers of second language students on teaching creative writing in their classrooms. Creative

writing is a tool that can inspire second language learners to write more, play with language, and enjoy and improve not only their writing, but also their speaking, listening, and reading skills. Addressing the expectations and perceptions of writing in another language, Thorpe demonstrates how to foster successful creative writing environments and teach and assess creative writing in a way that is tailored to the distinct needs of non-native speakers. Covering key topics such as cultural storytelling, voice, genre, and digital composition, assessment, and more, Thorpe shares successful creative writing instructional practices informed by current research in creative writing and second language education. Each chapter includes insights, advice, and student examples that can help new teachers take their first steps in more reflective second language creative writing classroom. An invaluable resource for instructors of non-native students and an ideal text for pre-service teachers in courses in TESOL, writing instruction, and applied linguistics, this book invites you to use creative writing not only as a successful method for teaching L2 writing, but also as a way to improve student motivation and output, for more effective language learning.

Intercultural Rhetoric and Professional Communication: Technological Advances and Organizational Behavior John Benjamins Publishing

Winner of ABC's award for Distinguished Publication for 2006 This book explores effective written communication across cultures both theoretically and practically. Specifically it conceptualizes cross-cultural genre study and compares English and Chinese business writing collected from Australia, New Zealand and China. It is also one of those inspired by contrastive rhetoric but has contributed innovatively and uniquely by incorporating research findings from genre analysis, in particular, the sociocognitive genre perspective into this cross-cultural study. On the one hand, the endeavor represents an in-depth theoretical exploration by considering not only discourse community and cognitive structuring, but also the deep semantics of genre and intertextuality, while broadening genre study by integrating insights from cross-cultural communication as well as the Chinese perspectives. On the other hand, the book also addresses pragmatic issues. As a particular feature, it solicits professional members' intercultural viewpoints; thus confirming the shared social "stock of knowledge" employed in the culturally defined writing conventions. Last but not least, this book explores the implications

for genre education and training, and develops an appropriate model for cross-cultural genre learning, which encourages learning through legitimate peripheral participation and intercultural learning in business organizations.

The Other Tongue Longman Publishing Group

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 cultures and their representations for what they ultimately are - rhetorical constructs.

These senior, international scholars explore the complex relationships between culture and rhetoric arguing that just as rhetoric is founded in culture, culture is founded in rhetoric. This intersection constitutes the central theme of the first part of the book, while the second is dedicated to the study of figuration as a common ground of rhetoric and anthropology. The book offers a compelling range of theoretical reflections, historical vistas, and empirical investigations, which aim to show how people talk themselves and others into particular modalities of thought and action, and how rhetoric and culture, in this way, are co-emergent. It thus turns a new page in the history of academic discourse by bringing two disciplines - anthropology and rhetoric - together in a way that has never been done before.

Contrastive Rhetoric Revisited and Redefined Springer

The essays in this volume explore the field of contrastive rhetoric--the study of how a person's first language (L1) and culture influence the acquisition of another language. Contrastive rhetoric encourages inquiry into various levels of discourse and text, examining the conventions and rhetorical structures of L1 and their influence on the use of another language. It also studies the cognitive dimensions of transfer in relation to both writing and speech. The four sections of this volume--focusing on writing and translation, diglossia, second language acquisition, and pragmatics--cover a broad spectrum of studies in the field of contrastive rhetoric, with essays by some of its leading scholars from Cyprus, Egypt, Hong Kong, Jordan, Tunisia, Turkey, the United Kingdom, and the United States. The collection will be invaluable to language teachers, students of applied linguistics, and anyone interested in second language acquisition and related issues.

Contributors: Nahwat El Arousy, Reem Bassiouney, Ulla Connor, Mohammed Farghal, Ola Hafez, Martin Harfmann,

Julide Inozu, Georgette Ioup, Mona Kamel Hassan, Miranda Lee, Zuhail Okan, Mona Osman, Andreas Papapavlou, Paul Stevens, Hulya Yumru, Izzedin al-Zou'bi.

An Applied Linguistic Perspective

Cambridge University Press

ESL Readers and Writers in Higher Education describes the challenges ESL students in U.S. postsecondary institutions face when studying in a second language, and offers suggestions for how teachers, advisors, tutors, and institutions might provide support that meets the reading and writing needs of this very important student population. Because the ESL profession as a whole, including what professionals are doing in the classroom, sits under the umbrella of an institutional response to a language-related challenge, some solutions aimed at helping students achieve optimal proficiency lie outside of the classroom. As such, this book is based on the assertion that language development support is not the sole responsibility of language teachers. Everyone on campuses that hosts ESL students bears some responsibility for these students' language development. Chapters are therefore, intentionally adapted to appeal to a wide variety of

readers from classroom teachers, and teachers in training, to admissions officers, academic advisors, and international student advisors.

The Rhetoric of the Abstract in English and Spanish Scientific Discourse Routledge

Winner of ABC's award for Distinguished Publication for 2006 This book explores effective written communication across cultures both theoretically and practically. Specifically it conceptualizes cross-cultural genre study and compares English and Chinese business writing collected from Australia, New Zealand and China. It is also one of those inspired by contrastive rhetoric but has contributed innovatively and uniquely by incorporating research findings from genre analysis, in particular, the sociocognitive genre perspective into this cross-cultural study. On the one hand, the endeavor represents an in-depth theoretical exploration by considering not only discourse community and cognitive structuring, but also the deep semantics of genre and intertextuality, while broadening genre study by integrating insights from cross-cultural communication as well as the Chinese perspectives. On the other hand, the book also addresses pragmatic issues. As a

particular feature, it solicits professional members' intercultural viewpoints; thus confirming the shared social "stock of knowledge" employed in the culturally defined writing conventions. Last but not least, this book explores the implications for genre education and training, and develops an appropriate model for cross-cultural genre learning, which encourages learning through legitimate peripheral participation and intercultural learning in business organizations.

A Guidebook Multilingual Matters

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.