

Contrastive Rhetoric Cross Cultural Aspects Of Second Language Writing

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 by

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WRITING ACROSS LANGUAGES

Addison Wesley Publishing Company
 The 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 teachers who are involved with e.g. international students and

academic mobility.

Culture and Rhetoric SAGE Publications, Incorporated

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.

Teaching Creative Writing to Second Language Learners Cambridge University Press

A collection of 13 original articles, this book is intended to provide a series of discussions about multiple aspects of second language writing, presenting chapters that collectively address a range of issues that are important to new teachers at the post-secondary level. The chapters provide scholarly visions, insight, and interpretation oriented toward explaining the field of teaching academic writing to non-native speakers. The book is designed to provide foundational content-knowledge in this area, each chapter authored by recognized experts in the field. Throughout the chapters, presentation and review of scholarship is presented primarily in the interest of understanding how such knowledge directly or potentially impart teaching, making this a pedagogically relevant book. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.

Contrastive Rhetoric Routledge

This book addresses the transfer of rhetorical knowledge from a first language (L1) to a second language (L1-to-L2 rhetorical transfer), a common cognitive

phenomenon in the L2 writing of students in foreign language learning environments. It investigates L1-to-L2 rhetorical transfer from a cognitive perspective and examines a specific component of L2 writers' agency in this transfer, namely metacognition. The book's ultimate goal is to enhance our understanding of the cognitive mechanism of rhetorical transfer across languages. This goal is in turn connected to the need to determine how L1 rhetorical knowledge can be steered and oriented toward successful L2 writing. To this end, this book proposes a theoretical framework for transfer studies, encompassing the dimensions of text, transfer agency, and L2 essay raters. It facilitates an in-depth exploration of the intricacies involved in L1-to-L2 rhetorical transfer. It then presents empirical studies on this transfer. Embracing a dynamic perspective, this book furthers our understanding of interlingual rhetorical transfer as a conscious or intuitive process for making meaning, one that can be monitored and steered. Moreover, it discusses the pedagogical implications for L2 writing instruction that guides students to use metacognition to transfer L1 rhetorical knowledge during L2 writing.

Attitudinal Evaluation in Chinese University Students' English Writing
University Press of America

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

Writing Across Languages and Cultures
Routledge

Adopting a broad interdisciplinary approach, this book discusses the main

issues in the theory and practice of writing. It aims to provide a general framework in order to consider the complex nature of the subject, including cross-cultural aspects.

THE OTHER TONGUE

Springer Nature

This book undertakes a general framework within which to consider the complex nature of the writing task in English, both as a first, and as a second language. The volume explores varieties of writing, different purposes for learning to write extended text, and cross-cultural variation among second-language writers. The volume overviews textlinguistic research, explores process approaches to writing, discusses writing for professional purposes, and contrastive rhetoric. It proposes a model for text construction as well as a framework for a more general theory of writing. Later chapters, organised around seventy-five themes for writing instruction are devoted to the teaching of writing at the beginning, intermediate, and advanced levels. Writing assessment and other means for responding to writing are also discussed. William Grabe and Robert Kaplan summarise various theoretical strands that have been recently explored by applied linguists and other writing researchers, and draw these strands together into a coherent overview of the nature of written text. Finally they suggest methods for the teaching of writing consistent with the nature, processes and social context of writing.

JAPANESE CULTURE AND COMMUNICATION

Routledge

Shows how a person's first language and culture influence writing in a second language.

Cross-cultural Genre Analysis Springer
The essays and research papers in this collection explore current issues in Language Education, English for Academic Purposes, Contrastive Discourse Analysis, and Language Policy and Planning, and outline promising directions for theory and practice in applied linguistics. The collection also honours the life-long contribution of Robert B. Kaplan to the field.

Contrastive Rhetoric Multilingual Matters
Winner of the BMW Group LIFE Award for Contribution to Intercultural Learning, 2007 The research student population of higher educational institutions continues to expand to include people from an ever-widening range of cultural and educational backgrounds. However, many research

methods courses are still directed at the traditional student population. This book examines aspects of postgraduate research from a cross-cultural perspective, analysing the dilemmas faced by international students when defining a research question, choosing research methods, collecting data, deciding which language to use and writing their theses. Through an exploration of how international students re-examine their beliefs and research practices during their study in the UK, this book challenges the assumptions of all those engaged in educational research, addressing key questions such as: How do our teaching and learning experiences shape our approach to educational research? How do we judge "good" educational research? What does it mean to be critical? The book uses the real-life experiences of international students to illuminate the kinds of challenges they may face. It supports both students and their supervisors, showing students how to approach cultural differences, and supervisors how to deal sensitively with the problems encountered by overseas students in their research.

Written Communication across Cultures
Contrastive Rhetoric

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.

Academic Discourse John Benjamins
Publishing

The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can

situate research on L2 writing in its historical context and provide a state of the art view of past achievements, and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide (i) foundational information on the emergence and subsequent evolution of the field, (ii) state-of-the-art surveys of available theoretical and research (basic and applied) insights, (iii) overviews of research methods in L2 writing research, (iv) critical reflections on future developments, and (iv) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

Exploring the Dynamics of Second Language Writing Springer Nature

This book, addressed to experienced and novice language educators, provides an up-to-date overview of sociolinguistics, reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world. Topics covered include nationalism and popular culture, style and identity, creole languages, critical language awareness, gender and ethnicity, multimodal literacies, classroom discourse, and ideologies and power. Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization, in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms, and the importance of teacher practices that open up spaces of awareness and acceptance of --and access to--the widest possible communicative repertoire for students.

Sociolinguistics and Language Education University of Michigan Press
ELT

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.

THEORY AND PRACTICE OF WRITING

McGraw-Hill Education (UK)

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.

Cross-Linguistic and Cross-Cultural Perspectives on Academic Discourse
Cambridge University Press

Featuring a collection of newly commissioned essays, edited by two leading scholars, this Handbook surveys the key research findings in the field of English for Specific Purposes (ESP). • Provides a state-of-the-art overview of the origins and evolution, current research, and future directions in ESP • Features

newly-commissioned contributions from a global team of leading scholars • Explores the history of ESP and current areas of research, including speaking, reading, writing, technology, and business, legal, and medical English • Considers perspectives on ESP research such as genre, intercultural rhetoric, multimodality, English as a lingua franca and ethnography

Discourse Across Languages and Cultures
Routledge

It is easy to argue that the need for attention to how we navigate rhetorically within and across cultures has never been greater, given ever-increasing global migrations and seemingly instantaneous global communication. Yet, the conceptual basis of 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 extensive and sophisticated case for how a culturally contextualized study of rhetoric in any media can be carried out without static and reductive over-generalizations about culture/s or rhetoric. This volume provides both an eloquent summation and further theoretical expansion of Connor's arguments. Readers who have wondered about the possibility of exploring connections between their students' (or anyone's) culture and discourse style will find many of their questions addressed in this volume; other readers who have not previously raised such questions will very likely begin to see the value of doing so.

Contrasting Languages American Univ in Cairo Press

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.

DIRECTIONS IN APPLIED LINGUISTICS

Walter de Gruyter

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.

Spoken Discourse Routledge
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 - introduces theoretical and methodological approaches to issues in contrastive rhetoric and its relationship to teaching and curricula. It also considers 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.

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