

Contrastive Rhetoric

**Cross-cultural aspects of
second-language writing**

Ulla Connor

C A M B R I D G E
A p p l i e d L i n g u i s t i c s

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Contrastive Rhetoric Cross Cultural Aspects Of Second Language Writing

Eija Suomela-Salmi, Fred Dervin



Contrastive Rhetoric Cross Cultural Aspects Of Second Language Writing:

Contrastive Rhetoric Ulla Connor, 1996-01-26 Shows how a person's first language and culture influence writing in a second language

Contrastive Rhetoric, 1997 *Exploring the Dynamics of Second Language Writing* Barbara Kroll, 2003-04-14 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 vision 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

Cross-linguistic and Cross-cultural Perspectives on Academic Discourse Eija Suomela-Salmi, Fred Dervin, 2009 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

Handbuch interkulturelle Germanistik Alois Wierlacher, Andrea Bogner, 2003-04-10 Interkulturelle Germanistik bezeichnet eine auslandsbezogene germanistische Kulturwissenschaft die ihre Studierenden auf Berufe in der internationalen Zusammenarbeit vorbereitet Das Handbuch wendet sich zudem an lehrende Kulturforscher und Kulturvermittler an Hochschullehrer Deutschlehrer und Kulturpolitiker aus aller Welt In rund neunzig Beiträgen stellt dieses Handbuch konstitutive Aspekte interkultureller Germanistik ihre Arbeitsfelder und Fachkomponenten sowie ihre nationalen Ausprägungen dar Zudem präsentiert es die wichtigsten Rahmenbegriffe wie z.B. Höflichkeit Distanz Toleranz und Tabu

Mehrsprachigkeitstheorie Jörg-Matthias Roche, 2012-04-20 Das Buch versammelt wichtige Aspekte der neuen Erwerbsforschung und benachbarter Disziplinen sowie der Transkulturationstheorien und versucht diese zu einem kohärenten Modell des Spracherwerbs zusammenzufügen das auch für den Sprachunterricht relevant ist Dabei werden tradierte Vorstellungen vom Unterricht wie etwa dessen Strukturbezogenheit und Steuerungsoptimismus neu bewertet und viele

Impulse zur Reflexion tradierter und von den Betroffenen nicht immer als erbaulich empfundener Unterrichtspraktiken geboten. Diese Impulse können aber nur dann ihr Ziel erreichen, wenn sie auf eine Bereitschaft treffen, diese Praktiken nicht nur aus Tradition und vermeintlicher Wirkungserwartung, sondern auf Grund wissenschaftlicher Erkenntnisse zu betrachten. Das Buch versucht daher:

1. Fremdsprachenerwerb als essentielle Aufgabe des Menschen zu verstehen
2. dabei besonders die natürlichen Kommunikationsbedürfnisse und Wissenserwerbsprinzipien zu berücksichtigen

Dieser Ansatz unterscheidet sich demnach von gängigen Perspektiven in mehrfacher Hinsicht:

1. es geht um den Erwerb von Sprache und nicht nur indirekt um die Mechanik oder Logistik der Sprachvermittlung
2. Mehrsprachigkeit wird als anthropologischer Standardfall betrachtet
3. Fremdheit wird als konstitutive Bedingung für Wissen und damit Spracherwerbs behandelt

Damit geht das Buch davon aus, dass jeder Mensch eine Sprache erwerben kann oder erworben hat, nach seiner physiologischen Ausstattung und entsprechend seiner Motivation und seines Lernumfeldes sehr wohl in der Lage ist, eine weitere oder mehrere weitere zu erwerben. Faktoren der Lerndisposition wie Alter, Sprachlerneignung oder auch Lerntradition sind in diesem Kontext zwar wichtige Aufgabenfelder für die Forschung, der jetzige Wissensstand rechtfertigt aber noch keinen Versuch, Lehrpläne oder Unterrichtsmaterialien danach zu strukturieren. Genauso wenig spielen andere externe Faktoren wie die mediale Realisierung eine eigenständige von der kommunikativen Funktion unabhängige Rolle. Auch wird es von außen kaum möglich sein, Fremdheit mechanistisch so zu dosieren, dass sie das richtige Maß für Lerner trifft. Vielmehr wird man mehr erreichen können, wenn man den Blick auf die Funktionen und die Relevanz von Sprache und Wissenserwerb lenkt.

Teaching L2 Composition Dana R. Ferris, John S. Hedgcock, 2023-03-23. This popular comprehensive text helps teachers understand the task of writing L2 writers, the different pedagogical models used in current composition teaching, and reading writing connections. Moving from general themes to specific pedagogical concerns, it includes practice-oriented chapters on the role of genre, task construction, course and lesson design, writing assessment, feedback, error treatment, and classroom language, grammar, vocabulary, style instruction. Each chapter includes Questions for Reflection, Further Reading, and Resources, Reflection, and Review, and Application Activities. An ideal text for L2 teacher preparation courses and in-service writing instructors, the text offers an accessible synthesis of theory and research that enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers. New to the Fourth Edition: Updated with new research, theory, and developments in the field throughout the text. Visually accessible layout and design for improved reader navigability. Expanded attention to technological affordances for writing pedagogy. Stand-alone reference list in each chapter. Support Material with activities and resources from the text also available on the book's webpage at www.routledge.com/9780367436780.

Academic Writing for South Eastern Europe Josef Schmied, 2015-04-02. This contribution introduces the key concepts of academic writing, metalanguage, and genre. Metalanguage is seen to include all writer-reader interaction, esp. stance and engagement markers. The concept of genres in academic writing is discussed as a

core periphery model with the research article in the centre and the conference presentation research monograph handbook article and the chain from BA through MA to PhD thesis as other core genres All concepts are explained and illustrated by examples from the ChemCorpus which can serve as a partial reference corpus to all the other national mini corpora in the SE European academic writing project and beyond A research based approach means that writers do not learn rules but discover patterns and conventions themselves either by testing ideas from textbooks or by exploring their own small corpora even to test whether their linguistic variables are appropriate for their text genre or socio biographical variables They can also use comparisons with similar corpora to position themselves in the spectrum between individual identity and disciplinary convention Through this approach graduates gain skills that should be useful for their own writings at university and even for their professional life afterwards

Handbook of Second and Foreign Language Writing Rosa M. Manchón, Paul Kei Matsuda, 2016-09-12 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

Discourse Across Languages and Cultures Carol Lynn Moder, Aida Martinovic-Zic, 2004-08-31 This volume brings together for the first time research by linguists working in cross linguistic discourse analysis and by second language researchers working in the contrastive rhetoric tradition The collection of articles by prominent authors and younger scholars encompasses a variety of research approaches and treats numerous naturally occurring spoken and written genres including conversations narratives academic expository writing journalism advertising and professional promotional texts Languages examined include English Spanish French Brazilian Portuguese Korean Japanese Chinese Hebrew Urdu Dutch Turkish and Serbo Croatian Taken individually and collectively the articles in this collection draw important conclusions concerning the roles of cognition multilingualism communities of practice and linguistic typology in shaping discourse within and across cultures

Principles and Practices for Teaching English as an International Language Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, 2012-04-23 This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside of inner circle English speaking countries

Research on Composition Peter Smagorinsky, 2006 Covering the period between 1984 and 2003 this authoritative sequel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field

left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today

A History of Modern Translation Knowledge Lieven D'hulst, Yves Gambier, 2018-06-28 A History of Modern Translation Knowledge is the first attempt to map the coming into being of modern thinking about translation It breaks with the well established tradition of viewing history through the reductive lens of schools theories turns or interdisciplinary exchanges It also challenges the artificial distinction between past and present and it sustains that the latter s historical roots go back far beyond the 1970s Translation Studies is but part of a broader set of discourses on translation we propose to label translation knowledge This book concentrates on seven processes that make up the history of modern translation knowledge generating mapping internationalising historicising analysing disseminating and applying knowledge All processes are covered by 58 domain experts and allocated over 55 chapters with cross references This book is indispensable reading for advanced Master and PhD students in Translation Studies who need background information on the history of their field with relevance for Europe the Americas and large parts of Asia It will also interest students and scholars working in cultural and social history

Concepts in Composition Irene L. Clark, 2011-09-01 Concepts in Composition Theory and Practice in the Teaching of Writing is designed to foster reflection on how theory impacts practice enabling prospective teachers to develop their own comprehensive and coherent conception of what writing is or should be and to consider how people learn to write This approach allows readers to assume the dual role of both teacher and student as they enter the conversation of the discipline and become familiar with some of the critical issues New to this second edition are up to date primary source readings a focus on collaborative writing practices and collaborative learning additional assignments and classroom activities an emphasis on new media and information literacy and their impact on the teaching of writing These new directions will inform the content of this revision reflecting significant advancements in the field Each chapter addresses a particular theoretical concept relevant to classroom teaching and includes activities to help readers establish the connection between theoretical concepts and classroom lessons Online resources include overviews classroom handouts exercises a sample syllabus and PowerPoint presentations Bringing together scholars with expertise in particular areas of composition this text will serve as an effective primer for students and educators in the field of composition theory

Cross-linguistic Similarity in Foreign Language Learning Håkan Ringbom, 2006-12-18 This book explores the importance of cross linguistic similarity in foreign language learning While linguists have primarily focussed upon differences between languages learners strive to make use of any similarities to prior linguistic knowledge they can perceive The role of positive transfer is emphasized as well as the

essential differences between comprehension and production In comprehension of related languages cross linguistic similarities are easily perceived while in comprehension of distant languages they are merely assumed Production may be based on previous perception of similarities but frequently similarities are here merely assumed Initially effective learning is based on quick establishment of cross linguistic one to one relations between individual items As learning progresses the learner learns to modify such oversimplified relations The book describes the ways in which transfer affects different areas of language taking account of the differences between learning a language perceived to be similar and a language where few or no cross linguistic similarities can be established

Writing in English for Internationalized Higher Education

Carolina Pelaez-Morales, Kyle McIntosh, 2025-07-18 This book is a user friendly resource designed to help teachers meet the needs of linguistically culturally geographically and educationally diverse students in the contemporary college composition classroom Pelaez Morales and McIntosh acknowledge that writing must be understood in context and address practical ways to support all writers of English regardless of background Chapters cover rhetorical strategies genre analysis feedback and assessment Drawing from a number of theoretical frameworks including intercultural rhetoric L2 writing translingualism and World Englishes the book s practical classroom based suggestions will prepare pre and in service teachers to work in internationalized higher education contexts and to accommodate a range of knowledge and skill levels

Occupying

Niches: Interculturality, Cross-culturality and Aculturality in Academic Research Andrzej Łyda, Krystyna

Warchał, 2013-12-16 This book presents a collection of thematically focused articles addressing culture specific features of academic communication with a particular focus on communication conducted in English as an Additional Language and directed at multicultural audiences It comprises papers arranged in four sections Expert writers Novice writers and readers Conference participants and Non research academic genres The book explicitly addresses and is centred upon the concept of a research niche understood as a space to be captured and populated as a temporary location to move or grow out of in the course of individual professional development from novice to expert and as a space to consciously reach beyond delimited by one s linguistic cultural educational and geopolitical background Here the niche is approached as a frame of reference for discussion of what is culture bound culture sensitive and culture free in the academic community and its practices

The Semiperiphery of Academic Writing K. Bennett, 2014-09-02 With researchers around the world are under increasing pressure to publish in high profile international journals this book explores some of the issues affecting authors on the semiperiphery who often find themselves torn between conflicting academic cultures and discourses

Encyclopedia of Language and Linguistics, 2005-11-24 The first edition of ELL 1993 Ron Asher Editor was hailed as the field s standard reference work for a generation Now the all new second edition matches ELL s comprehensiveness and high quality expanded for a new generation while being the first encyclopedia to really exploit the multimedia potential of linguistics The most authoritative up to date comprehensive and international reference source in its field An entirely new work with new editors new authors

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New Directions for Research in L2 Writing S.

Ransdell,M.-L. Barbier,2012-12-06 GERT RIJLAARSDAM UniversityofAmsterdam Utrecht University the Netherlands Multilingualism is becoming the default in our global world The present day global citizens use different languages in different situations Apart from their mother tongue they learn languages that give them access to other regions nations and worlds In all countries ofthe European Union for instance at least one foreign lan guage is mandatory in secondary schools Most students are taught English as a for eign language the lingua franca in Europe In large parts of the USA students move from Spanish to English schooling In parts of Canada bilingual education is stan dard In Catalonia Spain children learn Catalanian and Spanish in Hong Kong English and Chinese The smaller the world becomes the more languages are used and learned For writing process research this development into multilingualism entails at least two challenges First ofall studying the relation between writing in L1 and L2 provides an opportunity for collaborative studies in different language settings Second the issue ofgeneralization of findings comes to the fore It becomes evident now that we have unjustly neglected this issue in writing process research We for got to ask whether it is feasible to talk about writing processes in general without referring to the language of the written texts and without taking into account the educational and linguistic culture in which these texts originate

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