

# Contrastive Rhetoric Cross Cultural Aspects Of Second Language Writing

“This book takes the exploration of persuasion in specialised discourses in new directions by providing a detailed cross-genre comparison and using a systematic analytical approach. The research conducted by the co-authors is rigorous, relevant and grounded and the reported outcomes are informative and illuminating.”

--Carmen Pérez-Llantada, University of Zaragoza, Spain

“This volume provides valuable tools for the analysis of persuasive strategies and does so by looking at an aspect that is particularly relevant to the current globalized context of communication: the interplay between intercultural variation in persuasive strategies and different types of specialised discourse.”

--Marina Bondi, University of Modena and Reggio Emilia, Italy

This book examines the concept of persuasion in written texts for specialist audiences in the English and Czech languages. By exploring a corpus of academic research articles, corporate reports, religious sermons and user manuals the authors aim to reveal similarities and differences in rhetorical strategies across cultures and genres. They draw on Biber and Conrad's (2009) model for contextualising interaction in specialised discourses, Bell's (1997) framework for the analysis of participants roles, Swales' (1990) genre analysis approach for considering genre constraints and Hyland's (2005) metadiscourse model for investigating writer-reader

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interaction. The result is a book which will appeal to researchers and students in Discourse Studies, especially those with an interest in genre and rhetorical strategies. Olga Dontcheva-Navratilova is Associate Professor of English Linguistics at Masaryk University, Czechia. Martin Adam is Associate Professor of English Linguistics at Masaryk University, Czechia. Renata Povolná is Associate Professor of English Linguistics at Masaryk University, Czechia. Radek Vogel is Assistant Professor of English Linguistics at Masaryk University, Czechia.

The book addresses issues in the field of teaching academic writing to non-native speakers. This book provides 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 13 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, with each chapter authored by recognized experts in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.

A textbook for students in Japanese, communication, or international studies, assuming no previous background in Japanese language or culture. Donahue (Japanese studies, Nagoya Gakuin U., Japan) first surveys the perceptual barriers to communicating between Japan

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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

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.

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,

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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." This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers. This book identifies the many facets of culture that influence second language learners and teachers. The

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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.

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.

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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.

Encourages the understanding of an expanded function of writing in the field of language education, in theoretical terms and within the framework of classroom practice. little attention has been paid.

This unique monograph provides a theoretical and methodological account on how to do cross-cultural genre analysis with the aids of corpus tools. Cross-cultural genre analysis investigates how discourse communities from different cultural backgrounds use language to realize a particular genre. It can shed light on genre nature as well as cultural specificities. The book suggests five specific approaches in doing cross-cultural genre analysis: Investigating genre context; Approaching genre complexity; Exploring genre nature; Exploring culture specificity; and Focusing on specific communicative functions. Each of these approaches is illustrated and demonstrated in a specific chapter with practical analyses of the

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genre of CSR reports. Covering linguistic analysis of CSR reports in three languages: Chinese, English and Italian, Yu provides insights into implications for both genre theories and CSR communication practice. By applying the cross-cultural perspective in corporate discourse analysis, her book demonstrates how the approach of cross-cultural genre analysis is fruitful and valuable in providing practical insights into the textual practice of CSR reporting in a globalized context. Moreover, in the final parts of the book, Yu illustrates how cross-cultural genre analysis can be applied in the didactic field of writing, translation and cross-cultural studies. This volume is a valuable reference to scholars of genre analysis, corpus-based studies, cross-cultural studies and corporate communication. Moreover, it is also useful for professionals involved in compiling CSR reports. Armed with the knowledge imparted in this book, the reader should be able to analyze other genres from a cross-cultural perspective. In particular, instructions on how to use specific corpus tools are provided in the appendices, which can give scholars basic technical knowledge to approach the field of cross-cultural genre analysis.

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

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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.

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-

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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.

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.

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"This revised second edition productively updates each of the approaches, incorporating the latest research, and adds a new conclusion addressing the future of translation studies. Offering new insights into the nature of translation, language, and cross-cultural communication, the book will interest students and specialists in translation, linguistics, literary theory, philosophy of language, and cultural studies."--BOOK JACKET.

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.

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

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

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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.

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.

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

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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.

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

This volume seeks to answer such questions as: how is conscious experience translated into discourse? How are foregrounding and backgrounding accomplished? What is the function of features like lexical choice and referential choice? And many more.

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

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and ethnography

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.

This collection of articles presents an evaluation of research in the analysis of written text and its application in the teaching of second-language writing skills. The volume presents both linguistic and psychological theories connected to the written text.

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

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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. 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.

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. *ESL Readers and Writers in Higher Education* describes the challenges ESL students in U.S. postsecondary

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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 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

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sociolinguistics offer insights into the historical development, contemporary theory, research, and practice of each topic, and explore the potential future directions of the field show readers how language and culture research can be of practical benefit to applied areas of research and practice, such as intercultural communication and second language teaching and learning. Written by a group of prominent scholars from around the globe, *The Routledge Handbook of Language and Culture* provides a vital resource for scholars and students working in this area.

This book provides an engaging introduction to cross-cultural pragmatics. It is essential reading for both academics and students in pragmatics, applied linguistics, language teaching and translation studies. It offers a corpus-based and empirically-derived framework which allows language use to be systematically contrasted across linguacultures.

Terence Odlin reconsiders a question that many language teachers and educational researchers have addressed: how much influence can a learner's native language have in making the acquisition of a new language easy or difficult? Transfer has long been a controversial issue, but many recent studies support the view that cross-linguistic influences can have an important impact on second language acquisition. Odlin analyzes and interprets research showing many ways in which similarities and differences between languages can influence the acquisition of grammar, vocabulary, and pronunciation. In addition he provides a detailed look at work on other areas important for the study of transfer

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including discourse, individual variation, and sociolinguistic factors. Language teachers, applied linguists, and educational researchers will find this volume highly accessible and extremely valuable to their work.

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

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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.

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. 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,

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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.

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