

# Contrastive Rhetoric Cross Cultural Aspects Of Second Language Writing

Right here, we have countless books **contrastive rhetoric cross cultural aspects of second language writing** and collections to check out. We additionally have the funds for variant types and along with type of the books to browse. The welcome book, fiction, history, novel, scientific research, as skillfully as various further sorts of books are readily straightforward here.

As this contrastive rhetoric cross cultural aspects of second language writing, it ends up mammal one of the favored ebook contrastive rhetoric cross cultural aspects of second language writing collections that we have. This is why you remain in the best website to see the amazing books to have.

*Contrastive Rhetoric Revisited and Redefined* - Johann Gilliam Panetta 2000-11

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.

*ESL Readers and Writers in Higher Education* - Norman W. Evans 2015-06-12

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.

*New Trends in Corpora and Language Learning* - Ana Frankenberg-Garcia 2011-01-20

This book provides an up-to-date snapshot of recent research and developments in the use of corpora for language learning and teaching. It is divided into three parts. Part I focusses on innovative uses of corpora by language teachers and learners. These cover the world's first corpus-based TV program for the teaching of English conversation, as well as corpus-based approaches to the teaching of EAP, cultural studies and translation. Part II focuses on new corpus-based tools for LSP learning. Part III illustrates research findings from corpora consisting of language learner data and discusses their implications for language teaching and learning. It will appeal to scholars in both language teaching and learning and corpus and computational linguistics.

*International Encyclopedia of Linguistics* - William Frawley 2003-05

This updated edition contains over 900 articles, which provide a detailed overview of theory and research in

all branches of linguistics. Every known language is covered and each article is followed by a detailed bibliography.

*Contrastive Rhetoric* - Nagwa Kassabgy 2004

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, Zuhul Okan, Mona Osman, Andreas Papapavlou, Paul Stevens, Hulya Yumru, Izzedin al-Zou'bi.

*Contrasting Languages* - Tomasz P. Krzeszowski 1990-01-01

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.

*Language and Literacies* - Teresa O'Brien 1999-01-01

The theme chosen for the 31st BAAL Annual Meeting, held in September 1998 at the University of Manchester, was Language and Literacies. This volume contains selected papers from the Meeting.

*Attitudinal Evaluation in Chinese University Students' English Writing* - Xinghua Liu 2017-09-15

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.

*Culture and Rhetoric* - Ivo Strecker 2009-07-30

While some scholars have said that there is no such thing as culture and have urged to abandon the concept altogether, the contributors to this volume overcome this impasse by understanding 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.

Cross-cultural Genre Analysis - Danni Yu 2021-12-15

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 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.

Culture in Second Language Teaching and Learning - Hinkel 1999-03-13

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.

Academic Discourse - John Flowerdew 2014-06-11

Academic Discourse presents a collection of specially commissioned articles on the theme of academic discourse. Divided into sections covering the main approaches, each begins with a state of the art overview of the approach and continues with exemplificatory empirical studies. Genre analysis, corpus linguistics, contrastive rhetoric and ethnography are comprehensively covered through the analysis of various academic genres: research articles, PhD theses, textbooks, argumentative essays, and business cases. Academic Discourse brings together state-of-the-art analysis and theory in a single volume. It also features: - an introduction which provides a survey and rationale for the material - implications for pedagogy at the end of each chapter- topical review articles with example studies- a glossary The breadth of critical writing, and from a wide geographical spread, makes Academic Discourse a fresh and insightful addition to the field of discourse analysis.

Written Communication Across Cultures - Yunxia Zhu 2005-01-01

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.

Theory and Practice of Writing - William Grabe 2014-09-25

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.

**English as a Lingua Franca in Cross-cultural Immigration Domains** - Maria Grazia Guido 2008

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?

Teaching English in East Asia - Clay H. Williams 2017-03-23

This book investigates the current EFL market in East Asia, focusing on K-12, university, and cram school English education in Japan, China, and Korea. It explores prevailing educational practices by both Asian learners and teachers of English, contrasting them with Western practices, and illuminating why Western pedagogical methods have often encountered tremendous resistance from teachers, administrators, parents, and students in the East Asian classroom context. After establishing this cultural contrast of pedagogical norms, the book presents a series of practical means for adapting Western teaching practices and philosophies to better suit the learning styles of East Asian students and the cultural context and

practical realities of the East Asian classroom, offering both Western teachers working in East Asia and native East Asian teachers realistic plans for turning theory into successful practice. These plans are divided by subsections, focusing on the linguistic subskills being taught: listening/speaking, reading, and writing. Each section includes two contrasting lesson plans to demonstrate how the educational theories and practices promoted by the author can often be implemented by making relatively simple changes to existing practices that incorporate a fuller understanding of how to actively assist students in developing new learning styles and behaviors.

Directions in Applied Linguistics - Paul Bruthiaux 2005

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.

**Discourse Across Languages and Cultures** - Carol Lynn Moder 2004

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.

**Sociolinguistics and Language Education** - Nancy H. Hornberger 2010

This book provides an up-to-date overview of sociolinguistics, including topics of nationalism and popular culture, style and identity, creole languages, critical language awareness, multimodal literacies, classroom discourse, ideologies and power, across language education contexts ranging from the teaching of English as an international language to Indigenous language revitalization.

**Occupying Niches: Interculturality, Cross-culturality and Aculturality in Academic Research** -

Andrzej Łyda 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.

*Contrastive Rhetoric* - Ulla Connor 1996-01-26

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

**Developing Advanced Literacy in First and Second Languages** - Mary J. Schleppegrell 2005-04-11

This book addresses the linguistic challenges faced by diverse populations of students at the secondary and post-secondary levels as they engage in academic tasks requiring advanced levels of reading and writing. It aims to contribute to research and pedagogy on advanced literacy development.

Intercultural Communication - Ron Scollon 2012-01-03

This newly revised edition is both a lively introduction and practical guide to the main concepts and challenges of intercultural communication. Grounded in interactional sociolinguistics and discourse analysis, this work integrates theoretical principles and methodological advice, presenting students, researchers, and practitioners with a comprehensive and unified resource. Features new original theory, expanded treatment of generations, gender and corporate and professional discourse Offers improved organization and added features for student and classroom use, including advice on research projects, questions for discussion, and references at the end of each chapter Extensively revised with newly added material on computer mediated communication, sexuality and globalization

*Contrastive Rhetoric* - Ulla Connor 2008

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

**Discourse Across Languages and Cultures** - Carol Lynn Moder 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.

**Writing Across Languages and Cultures** - Alan Purves (ed)

'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.

**Discourse Markers Across Languages** - Siepmann Dirk 2004-08-02

This book offers a corpus-based comparative study of an almost entirely unexplored set of multi-word lexical items serving pragmatic or text-structuring functions. Part One provides a descriptive account of multi-word discourse markers in written English, French and German, focussing on discussion of interlingual equivalence. Part Two examines the use of multi-word markers by non-native speakers of English and discusses lexicographical and pedagogical implications.

*Computer Applications in Second Language Acquisition* - Carol A. Chapelle 2001-02-22

Exploring computer applications in second language acquisition, this book addresses issues such as effective use of software in language teaching, values and limitations of computer-assisted testing.

**Intercultural Rhetoric in the Writing Classroom** - Ulla Connor 2011

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.

*Spoken Discourse* - Willis Edmondson 1981

International Encyclopedia of the History of Linguistics - 2004

International Encyclopedia of the History of Linguistics - 2004

**Cross-Linguistic and Cross-Cultural Perspectives on Academic Discourse** - Eija Suomela-Salmi 2009-11-19

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.

**The Other Tongue** - Braj B. Kachru 1983

**The Handbook of Intercultural Discourse and Communication** - Christina Bratt Paulston 2014-09-15

The Handbook of Intercultural Discourse and Communication brings together internationally-renowned scholars from a range of fields to survey the theoretical perspectives and applied work, including example analyses, in this burgeoning area of linguistics. Features contributions from established researchers in sociolinguistics and intercultural discourse Explores the theoretical perspectives underlying work in the field Examines the history of the field, work in cross-cultural communication, and features of discourse Establishes the scope of this interdisciplinary field of study Includes coverage on individual linguistic features, such as indirectness and politeness, as well as sample analyses of IDC exchanges

*Teaching and Learning Language and Culture* - Michael Byram 1994-01-01

Offers some theoretical innovations in teaching foreign languages and reports how they have been applied to curriculum development and experimental courses at the upper secondary and college levels.

Approaches language learning as comprising several dimensions, including grammatical competence, change in attitudes, learning about another culture, and reflecting on one's own. Annotation copyright by Book News, Inc., Portland, OR

*Concepts in Composition* - Irene L. Clark 2011-09

A textbook for composition pedagogy courses. It focuses on scholarship in rhetoric and composition that has influenced classroom teaching, in order to foster reflection on how theory impacts practice.

**A History of Modern Translation Knowledge** - Lieven D'hulst 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.

*Bilingual Education in South America* - Anne-Marie De Mejía 2005

This book presents a vision of bilingual education in six South American nations: three Andean countries, Peru, Ecuador, and Colombia, and three 'Southern Cone' countries, Brazil, Argentina and Paraguay. It provides an integrated perspective, including work carried out in majority as well as minority language contexts, referring to developments in the fields of indigeneous, Deaf, and international bilingual and multilingual provision.

**Voices, Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures** - Le-Ha Phan 2011-01-27

Provides insights into the process of knowledge construction in EFL/ESL writing - from classrooms to research sites, from the dilemmas and risks NNEST student writers experience in the pursuit of true agency to the confusions and conflicts academics experience in their own writing practices.

**Handbook of Research in Second Language Teaching and Learning** - Eli Hinkel 2016-11-18

Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.