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Academic Writing in a Global Context Theresa M. Lillis 2010 Academic Writing in a Global Context addresses the issue of the pressure on academics worldwide to produce their work in English in scholarly publishing, and why the growth of the use of academic English matters. Drawing on an eight year 'text-ethnographic' study of the experiences of fifty scholars working in Europe, this book discusses these questions at both a macro and micro level – through discussions of knowledge evaluation systems on all levels, and analysis of the progress of a text towards publication. In addition to this, case studies of individual scholars in their local institutions and countries are used to illustrate experiences of using English in the academic world. Academic Writing in a Global Context examines the impact of the growing dominance of English on academic writing for publication globally. The authors explore the ways in which the global status attributed to English is impacting on the lives and practices of multilingual scholars working in contexts where English is not the official language of communication and throws into relief the politics surrounding academic publishing. This book will be of interest to postgraduates and professionals in the fields of World Englishes, language and globalization and English Language Teaching.
Developing Cultural Capability in International Higher Education Sheila Trahar 2010-12-07 By writing as a practitioner researcher who has reflected, extensively and critically, on her own practice, the author here gathers together empirical research, case studies and personal reflections, beliefs and assumptions into an innovative account of cultural capability.
Meaning, Discourse and Society Wolfgang Teubert 2010-03-25 Meaning, Discourse and Society investigates the construction of reality within discourse. When people talk about things such as language, the mind, globalisation or weeds, they are less discussing the outside world than objects they have created collaboratively by talking about them. Wolfgang Teubert shows that meaning cannot be found in mental concepts or neural activity, as implied by the cognitive sciences. He argues instead that meaning is negotiated and knowledge is created by symbolic interaction, thus taking language as a social, rather than a mental, phenomenon. Discourses, Teubert contends, can be viewed as collective minds, enabling the members of discourse communities to make sense of themselves and of the world around them. By taking an active stance in constructing the reality they share, people thus can take part in moulding the world in accordance with their perceived needs.
Teaching Academic Writing Caroline Coffin 2005-07-26 Student academic writing is at the heart of teaching and learning in higher education. Students are assessed largely by what they write, and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education. Teaching Academic Writing is a 'toolkit' designed to help higher education lecturers and tutors teach writing to

their students. Containing a range of diverse teaching strategies, the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in more depth about the assessment tasks they set and the feedback they give to students. The authors explore a wide variety of text types, from essays and reflective diaries to research projects and laboratory reports. The book draws on recent research in the fields of academic literacy, second language learning, and linguistics. It is grounded in recent developments such as the increasing diversity of the student body, the use of the Internet, electronic tuition, and issues related to distance learning in an era of increasing globalisation. Written by experienced teachers of writing, language, and linguistics, Teaching Academic Writing will be of interest to anyone involved in teaching academic writing in higher education.
Medicine and the Seven Deadly Sins in Late Medieval Literature and Culture Virginia Langum 2016-09-16 This book considers how scientists, theologians, priests, and poets approached the relationship of the human body and ethics in the later Middle Ages. Is medicine merely a metaphor for sin? Or can certain kinds of bodies physiologically dispose people to be angry, sad, or greedy? If so, then is it their fault? Virginia Langum offers an account of the medical imagery used to describe feelings and actions in religious and literary contexts, referencing a variety of behavioral discussions within medical contexts. The study draws upon medical and theological writing for its philosophical basis, and upon more popular works of religion, as well as poetry, to show how these themes were articulated, explored, and questioned more widely in medieval culture.
Writing Academic Papers in English Kenneth Eckert 2017-08 There are many books to help Korean students write in English, but few deal with writing at the scholarly level. This is a book which deals with academic research paper writing and is designed primarily for Korean post-secondary writers. This book introduces and explains to the undergraduate or graduate student how to better plan, research, write, and edit an argument paper, thesis, or journal publication in MLA or APA format. While it is tailored to Hanyang University students, the information here is meant to be helpful for a broad audience of writers.
Metaphor Identification in Multiple Languages Susan Nacey 2019-11-28 This volume explores linguistic metaphor identification in a wide variety of languages and language families. The book is an essential read for anyone interested in researching language and metaphor, from students to experienced scholars. Its primary goals are to discuss the challenges involved in applying the Metaphor Identification Procedure Vrije Universiteit (MIPVU) to a range of languages across the globe, and to offer theoretically grounded advice and guidelines enabling researchers to identify metaphors in multiple languages in a valid and replicable way. The volume is intended as a practical guidebook that identifies and discusses procedural challenges of metaphor identification across languages, thus better enabling researchers to reliably identify metaphor in a multitude of languages. Although able to be read independently, this volume – written by metaphor researchers from around the world – is the ideal companion volume for the 2010 Benjamins book A Method for Linguistic Metaphor Identification: From MIP to MIPVU.