

## College Of Languages Linguistics Literature

This book introduces an approach to understanding and measuring working memory components and functions in second language learning, processing and development. It presents comprehensive, thorough and updated reviews of relevant literatures from cognitive sciences and applied linguistics. Drawing on multidisciplinary research, the book advocates a conceptual framework for integrating working memory theories with second language acquisition theories. An innovative theoretical model is also presented, which illuminates research studies investigating the distinctive roles of phonological and executive working memory as they relate to specific L2 learning domains, skills and processes. Theoretical and methodological implications of this integrative perspective are further elaborated and discussed within the specific realms of L2 task-based performance and language aptitude research.

The teaching of culture and interculturality is today viewed as an integral part of foreign language education. This book presents insights from recent research on the role of culture in second/foreign and heritage language education. It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research. The chapters following the introduction are organised in four parts focusing on: 1) the teacher's role in integrated

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language and culture learning; 2) the interrelationship between culture, identity, and language learning and use; 3) the effect of culture on learner characteristics which impact language learning processes and outcomes; and 4) curriculum development aimed at fostering language and culture learning. The chapters in Parts 1 to 3 present contributions from current research - either in the form of the authors' original studies or comprehensive reviews of relevant essential research - which bears important implications for curricular practice in foreign language and language teacher education. This close link between research, theory and practice is also maintained in the two chapters in Part 4, which present developmental projects based on well-grounded theoretical frameworks.

This book is dedicated to Anna Wierzbicka, one of the most influential and innovative linguists of her generation. Her work spans a number of disciplines, including anthropology, cultural psychology, cognitive science, philosophy and religious studies, as well as her home base of linguistics. She is best known for the Natural Semantic Metalanguage (NSM) approach to meaning—a versatile tool for exploring ‘big questions’ concerning the diversity and universals of people’s experience in the world. In this volume, Anna Wierzbicka’s former students, old and current colleagues, ‘kindred spirits’ and ‘sparring partners’ engage with her ideas and diverse body of work. These authors cover topics from the grammar of action verbs to cross-cultural pragmatics, and over 30 languages from around the world are represented. The chapters in Part 1

focus on the NSM approach and cover four themes: lexico-grammatical semantics, cultural keywords, semantics of nouns, and emotion. In Part 2, the contributors connect with a meaning-based approach from their own intellectual perspectives, including syntax, anthropology, cognitive linguistics and sociolinguistics. The deep humanistic perspective, wide-ranging themes and interdisciplinary nature of Wierzbicka's research are reflected in the contributions. The common thread running through all chapters is the primacy of meaning to the understanding of language and culture.

This book addresses recent developments in medical and language education. In both fields, there have been methodological shifts towards 'task-based' and 'problem-based learning'. In addition, both fields have broadened their focus on clinical expertise and linguistic skills to address issues of cultural competence. English in Medical Education responds to these changes by re-imagining the language classroom in medical settings as an arena for the exploration of values and professional identity. The chapters cover topics such as the nature of cultural competence; how to understand spoken discourse in a range of medical settings; the use of tasks and problems in language education for medics; the development of critical skills and the use of literature and visual media in language education for doctors. It will interest everyone teaching English for Medical Purposes. This collection of essays and poems examines various recent literary texts and cultural arenas in North America and the Asia and Pacific regions for what they reveal of the ongoing struggles of indigenous people and people

of colour for justice and autonomy.

This volume provides a comprehensive account of project-based language learning (PBL) which showcases key theoretical approaches, empirical research, technological tools, and research-based frameworks to help further PBL implementation and research. Taking its cue from the conclusions drawn from project-based learning more broadly, which point to the impact of project-based work on learning and development, discourse socialization, subject engagement, and collaborative skills, the book highlights how these discussions might be extended and enhanced within the context of language learning. The volume begins with discussions of philosophical and theoretical models of PBL and is followed by case studies from contributors from a range of learning contexts and geographic regions which demonstrate these models in practice, with a focus on the implementation of technology in such instances. The book also introduces resources for aligning projects with government standards in the classroom but also frameworks for researching and assessing PBL. This comprehensive collection is essential reading for students and researchers in language learning and teaching, language education, curriculum design, and applied linguistics. Peterson's Graduate Programs in the Humanities contains a wealth of information on colleges and universities that offer graduate work in History,

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Humanities, Language & Literature, Linguistic Studies, Philosophy & Ethics, Religious Studies, and Writing. Institutions listed include those in the United States, Canada, and abroad that are accredited by U.S. accrediting agencies. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, degree requirements, entrance requirements, expenses, financial support, faculty research, and unit head and application contact information. Readers will find helpful links to in-depth descriptions that offer additional detailed information about a specific program or department, faculty members and their research, and much more. In addition, there are valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

This undergraduate textbook introduces English literature students to the application of linguistics to literary analysis.

American Journal of Germanic Linguistics and Literatures Translation and Interpreting Bridging East and West : Selected Conference Papers University of

Hawaii Press  
Literary Studies: East and West  
Gender and Culture in Literature and Film  
East and West  
Issues of Perception and Interpretation :  
Selected Conference Papers  
Honolulu [Hi] : College of Languages, Linguistics, and Literature, University of Hawaii and the East-West Center  
Significant Others  
Gender and Culture in Film and Literature, East and West : Selected Conference Papers  
University of Hawaii Press  
Biography  
East and West  
Selected Conference Papers  
East-West Center  
Language, Linguistics, and Leadership  
Essays in Honour of Carol M. K. Eastman  
University of Hawaii Press

Language, Literature and the Learner is an edited volume evolving from three international seminars devoted to the teaching of literature in a second or foreign language. The seminars explicitly addressed the interface between language and literature teaching to investigate the ways in which literature can be used as a resource for language growth at secondary, intermediate and upper-intermediate level. This book presents the reader with a practical classroom-based guide to how the teaching of language and literature, until recently seen as two distinct subjects within the English curriculum, can be used as mutually supportive resources within the classroom. Through essays and case studies it reports on the most recent developments in classroom practice and methodology and suggests

ways in which the curriculum could be reshaped to take advantage of this integrated approach. The text will be essential reading for students undertaking PGCE, TESOL/MA, UCLES, CTEFLA, RSA and Teachers' Diploma courses worldwide. Students of applied linguistics, those on stylistics courses and undergraduates studying English language will welcome it as accessible supplementary reading.

This collection of essays examines various aspects of leadership from several disciplinary perspectives.

This book offers both a scholarly and practical overview of an integrated language and literature approach in the 16-19 English classroom. Providing a comprehensive overview of the identity of the subject, it outlines the pedagogical benefits of studying a unified English at post-16 and provides case studies of innovative classroom practice across a range of topics and text types. Including contributions from practising teachers and higher education practitioners with extensive experience of the post-16 classroom and drawing on a range of literature, this book covers the teaching of topics such as: Mind style in contemporary fiction Comparative poetry analysis Insights from linguistic cohesion Criticality through creative response Written to complement the two other Teaching English 16–19 titles in the NATE series, Teaching English Language and Literature 16–19 is the ideal companion for all practising A-level English teachers, of all levels of experience.

This book documents the changing realities in the fields of linguistics, literature and culture in Asia, resulting from globalization, modernisation and rapid technological development. It consists of sixteen essays by academics and researchers around the world, reflecting on the interface

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between the global and the local, and its impact on the local and regional languages, literatures and cultures of Asia. This scenario, which exemplifies language contact in action, is captured by the book mainly to demonstrate that linguistic negotiations, appropriations and indeed changes are not one-way. As such, their implications on language use, language choice, language policy and planning, literacy and pedagogy, identity, subjectivity and culture need to be closely examined. The uniqueness of this book lies in its attempt to showcase original research in a variety of multicultural settings. Its multi- and cross-disciplinary approach will appeal to a wide spectrum of readers from diverse backgrounds. This book will serve as a useful reference that is both scholarly and informative for researchers as well as academics in the fields of linguistics, literature and culture.

Through a series of writings from international scholars, Gramsci and Educational Thought pays tribute to the educational influence of Antonio Gramsci, considered one of the greatest social thinkers and political theorists of the 20th century. Represents sound social theory and a broad application and reinvention of Gramsci's ideas Covers important areas such as language and education, community education, and social work education Features perspectives from different geographical contexts

A critical and systematic review of existing research located at the crossroads of sociology, social psychology and applied linguistics, Languages and Social Cohesion offers valuable insights for social contexts in which decision makers and researchers grapple with questions of social cohesion in the presence of linguistic diversity. Based on a thematic analysis of 285 studies from 50 countries (references available) this book emphasises the crucial role languages play in understanding social cohesion, and provides a framework of perspectives to aid exploration of these complex



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interlinkages. Through interpreting the literature, the authors established language repertoires as tools that facilitate social networks and access to resources. Furthermore, language norms and allegiances can subjectively shape the way groups use their language resources, which can result in social inclusion, exclusion and mediation between language groups. Education particularly is highlighted as a policy tool that implements linguistic decisions and norms, and steers status, hierarchies and distribution of languages in society. The theory-informed and accessible tools featured can be used to guide and inform further research, workshops or projects that investigate social cohesion and languages. This book is relevant for diverse and intersecting spheres of influence, such as groups, communities, institutions and authorities at local, regional, national and international levels.

This collection of papers inaugurates a new series which will present work from a two-year study at the U. of Hawaii. The research addresses commonalities and differences in topics and methodology, changing values, and the portrayal of the self in different cultures. No index. Annotation copyright B

This book offers a wide range of topics for the scholar interested in the study of English in this unsettling era of disruption in our lives – from linguistics to literature to language teaching and learning. The chapters present snippets of thoughts and critical reflections, findings from action research and other methodologies, and essays on troubling topics for language teachers. The authors are researchers, experienced teachers, and students engaged in exploratory research. The many ideas and suggestions for further reflection and research will inspire teachers and researchers working in many different contexts, both educational and regional. There is something in this book for everybody.

This collection brings together scholarship in theoretical and

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applied linguistics, literary and cultural studies, and second language studies. The contributors here investigate the nature of linguistic, cultural, and cognitive diversity, offering rich insights for theoretical advancement in multiple disciplines. Their theoretical and practical explications on discourse, literature, and linguistic structure contribute to a multifaceted conversation about diversity in language structure and use. From the relationships between eye contact and mindfulness, to the question of the universality of critical thinking, the topics in this volume represent a wide variety of approaches to the study of language. Specific areas in which advances are made here include sociolinguistics, second language pedagogy, and literature studies.

Peterson's Graduate Programs in the Humanities, Arts & Social Sciences 2014 contains comprehensive profiles of more than 11,000 graduate programs in disciplines such as, applied arts & design, area & cultural studies, art & art history, conflict resolution & mediation/peace studies, criminology & forensics, language & literature, psychology & counseling, religious studies, sociology, anthropology, archaeology and more. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, requirements, expenses, financial support, faculty research, and unit head and application contact information. There are helpful links to in-depth descriptions about a specific graduate program or department, faculty members and their research, and more. There are also valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

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This volume provides a large-scale, in-depth analysis of locative structures in Nigerian Pidgin and Ghanaian Pidgin English and compares those structures to locatives in their lexifier, substrate, and adstrate languages. The work draws on new research methods for investigating substrate and adstrate influence in semantics and creole genesis.

Provides guidelines and examples for handling research, outlining, spelling, punctuation, formatting, and documentation.

The only African Languages, Literature, and Linguistics Major composition notebook you'll want to use! Clearly marked on the front cover to help you organize notes for your major. 110 pages - 10% more than many other composition books Letter sized pages - 8.5" x 11" Large size for maximum note taking! Lightweight - don't weigh yourself down between lectures Paperback cover - easy to slip into backpack Simple black minimalist cover design. Buy one or more composition book for your studies today.

This volume begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong, Standard English and Singlish controversies in Singapore, media

portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and anti-immigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

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