

Language Space And Cultural Play Theorising Affec

How do we make culture and how does culture make us? Canadian Cultural Poesis takes a comprehensive approach toward Canadian culture from a variety of provocative perspectives. Centred on the notion of culture as social identity, it offers original essays on cultural issues of urgent concern to Canadians: gender, technology, cultural authenticity, and regionalism. From a broad range of disciplines, contributors consider these issues in the contexts of media, individual and national identity, language, and cultural dissent. Providing an excellent introduction to current debates in Canadian culture, Canadian Cultural Poesis will appeal not only to readers looking for an overview of Canadian culture but also to those interested in cultural studies and interdisciplinarity, as well as scholars in film, art, literature, sociology, communication, and womens studies. This book offers new insights into how we make and are made by Canadian culture, each essay contributing to this poetics, inventing new ways to welcome cultural differences of all kinds fo the Canadian cultural community.

The study of the relationship between natural language and spatial cognition has the potential to yield answers to vexing questions about the nature of the mind, language, and culture. The fifteen original contributions in Language and Space bring together the most important theoretical viewpoints in the areas of psychology, linguistics, anthropology, and neuroscience, providing a much needed synthesis across these diverse domains. Chapters address such questions as: How does the brain represent space, how do we learn to talk about space, and should experimental tests of the relations between space and language be restricted to closed-class linguistic elements or must the role of open-class elements be considered as well?

The 1975 publication of Robin Tolmach Lakoff's Language and Woman's Place, is widely recognized as having inaugurated feminist research on the relationship between language and gender, touching off a remarkable response among language scholars, feminists, and general readers. For the past thirty years, scholars of language and gender have been debating and developing Lakoff's initial observations. Arguing that language is fundamental to gender inequality, Lakoff pointed to two areas in which inequalities can be found: language used about women, such as the asymmetries between seemingly parallel terms like master and mistress, and language used by women, which places women in a double bind between being appropriately feminine and being fully human. Lakoff's central argument that "women's language" expresses powerlessness triggered a controversy that continues to this day. The revised and expanded edition presents the full text of the original first edition, along with an introduction and annotations by Lakoff in which she reflects on the text a quarter century later and expands on some of the most widely discussed issues it raises. The volume also brings together commentaries from twenty-six leading scholars of language, gender, and sexuality, within linguistics, anthropology, modern languages, education, information sciences, and other disciplines. The commentaries discuss the book's contribution to feminist research on language and explore its ongoing relevance for scholarship in the field. This new edition of Language and Woman's Place not only makes available once again the pioneering text of feminist linguistics; just as important, it places the text in the context of contemporary feminist and gender theory for a new generation of readers.

This new edition 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 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.

Language and Space

Exploring Space

Theorizing Affect in the Semiotic Landscape

Truth, Love, Hate and War

Spatial Information Theory

Research and Applications

English as a Global Language

Third edition of leading textbook offering an advanced overview of all major perspectives of research in cross-cultural psychology.

Topis interdisciplinair veldje op de voorgrond, deze volume exploreert de bijdrage van de taalwetenschap aan de cognitieve linguïstiek. De onderwerpen omvatten taal in de kinderopvoeding, taalontwikkeling, taal en cultuur, taal en identiteit, taal en geschiedenis, taal en literatuur, taal en media, taal en technologie, taal en de arbeidsmarkt, taal en de rechtstaat, taal en de media, taal en de politiek, taal en de economie, taal en de cultuur, taal en de geschiedenis, taal en de filosofie, taal en de wetenschap, taal en de kunst, taal en de sport, taal en de muziek, taal en de literatuur, taal en de film, taal en de televisie, taal en de internet, taal en de sociale media, taal en de politieke communicatie, taal en de diplomatie, taal en de internationale recht, taal en de internationale samenwerking, taal en de internationale recht, taal en de internationale samenwerking, taal en de internationale recht, taal en de internationale samenwerking.

Exploring space: Spatial notions in cultural, literary and language studies falls into two volumes and is the result of the 18th PASE (Polish Association for the Study of English) Conference organized by the English Department of Opolo University and held at Kamińsk Śląski in April 2009. The first volume embraces cultural and literary studies and offers papers on narrative fiction, poetry, theatre and drama, and post-colonial studies. The texts and contexts explored are either British, American or Commonwealth. The second volume refers to English language studies and covers papers on lexicography, general linguistics and rhetoric, discourse studies and translation, second language acquisition/foreign language learning, and the methodology of foreign language teaching. The book aims to offer a comprehensive insight into how the category of space can inform original philological research; thus, it may be of interest to those in search of novel applications of space-related concepts, and to those who wish to acquire an update on current developments in English Studies across Poland (from the Preface).

This volume explores decision-making styles, including cooperative, collaborative, avoidant, competitive, and dominate that are commonly modified by the culture. Culture is not a stagnant phenomenon, and many variables need to be considered to accurately evaluation cultural differences in decision-making styles.

Among many cultural factors, the individual ("I" culture) – collectivism ("we" culture) dimension is one of the most important influential factor to be considered when studying culture difference, including decision-making styles.

Space in Language and Cognition

Cultural Models in Language and Thought

A Qualitative Analysis of 10th Grade Classroom Game Discourse

The 8 Forces We Must Master to Truly Transform Our Schools

Applied Linguistics for Language Teachers

Cultural Evolution

Critical Perspectives from India, Pakistan and Bangladesh

Video games are a major source of contact to English language and culture, and the need to develop critical video game competency is high. This text presents reasons for (and defines) video game literacy for the English as a foreign language classroom as well as empirical research which covers problems and potentials of game topics in the classroom. This book offers as a result of the theoretical and empirical research countless ideas for task and material design, teacher education, theoretical and conceptual development of video game literacy and impulses for future empirical research.

This project attempts to tackle several challenges: – to experience the variety of different teaching cultures as a source of innovation rather than as an obstacle; – to adopt a pluridisciplinary approach by introducing references taken from the social sciences in order to develop reflection on the role of languages

Some of the most frequent questions surrounding business negotiations address not only the nature of such negotiations, but also how they should be conducted. The answers given by business people from different cultural backgrounds to these questions are likely to differ from the standard answers found in business manuals. In her book, Milene Mendes de Oliveira investigates how Brazilian and German business people conceptualize and act out business negotiations using English as a Lingua Franca. The frameworks of Cultural Linguistics, English as a Lingua Franca, World Englishes, and Business Discourse offer the theoretical and methodological grounding for the analysis of interviews with high-ranking Brazilian and German business people. Moreover, a side study on e-mail exchanges between Brazilian and German employees of a healthcare company serves as a test case for the results arising from the interviews, and helps understand other facets of authentic intercultural business communication. Offering new insights on English as a Lingua Franca in international business contexts, Business Negotiations in ELF from a Cultural Linguistic Perspective simultaneously provides a detailed cultural-conceptual account of business negotiations from the viewpoint of Brazilian and German business people and a secondary analysis of their pragmatic aspects.

Together with discursive culture on the one hand, this volume explores the contribution which cognitive linguistics can make to the identification and analysis of overt and hidden ideologies. As a theory of language which sees language as the accumulation of the conventionalised conceptualisations of a given linguistic and/or cultural community or sub-group within it, cognitive linguistics is called upon to make its own inroads in the study of ideology. This volume offers theoretical approaches and first discusses the philosophical foundations of cognitive linguistics. The question whether cognitive linguistics is not an ideology itself is not tabooed. The speaker's deictic centre is the anchoring point, not only for spatial, temporal or interactional deixis, but also for cultural and ideological deixis. Cognitive linguistics is also confronted with a severe Marxist critique, but the potential convergence between the two 'philosophies' is highlighted as well. Further the question is raised to what extent the central nervous system and the grammatical system of a language impose sexually biased, and hence ideological representations on cognition. Finally, linguistics itself is seen as a potential bearer of ideological deviations as was the case with the 'politics of linguistics' in Nazi Germany, and even with the quest for the Indo-European homeland in comparative and historical linguistics throughout the 19th century and well into the 20th century.

Bloomsbury World Englishes Volume 2: Ideologies

Space and Time in Languages and Cultures

Creating Cultures of Thinking

Developing Video Game Literacy in the EFL Classroom

How People Learn II

Language and Ideology

Cultures and / of Globalization

Table of contents

Explains and explores the important areas of psychology through a cultural perspective This book addresses key areas of psychology, placing them in cultural perspective via a comprehensive overview of current work integrating culture across the major subfields of psychological science.

Chapters explore the relation of culture to psychological phenomena, starting with introductory and research foundations, and moving to clinical and social principles and applications. It covers the subfields that are of most importance to undergraduates and beginning graduates, such as consciousness, development, cognition, intelligence, personality, research methods, statistics, gender, personality, health, and well-being. Cross-Cultural Psychology: Contemporary Themes and Perspectives, 2nd Edition is richly documented with research findings and examples from many cultures, illuminating the strengths and limitations of North American psychology, while also highlighting the diversity and vitality of this fascinating field. The book offers many new chapters, in addition to fully updated ones from the previous edition. Starting with basic concepts in the subject, the book offers chapters covering ethnocentrism, diversity, evolutionary psychology, and development across cultures. It also examines education, dreams, language and communication issues, sex roles, happiness, attractiveness, and more. Provides a comprehensive overview of current work integrating culture across major subfields of psychological science Offers introductory chapters on topics such as cultural psychology and ethnocentrism, which provide a foundation for more specialized chapters in development, education, cognition, and beyond Features new chapters in areas such as cultural competence, culture and dreams, education across cultures, abnormality across cultures, and evolutionary psychology Presents chapters by some of the leading contributors to the fields of cultural and cross-cultural psychology Cross-Cultural Psychology: Contemporary

Themes and Perspectives, 2nd Edition is an ideal book for undergraduate and graduate courses in cultural or cross-cultural psychology.

This book offers an in-depth look at the important role in educating individuals beyond formal pedagogical environments. This book argues that anywhere can be a space for people to learn from displayed texts, images, and other communicated signs, and consequently a space where teachable cultural moments are created. Following learning trajectories that 'exit through the language classroom' into city streets, public offices, museums and monuments, this volume presents innovative work demonstrating that anyone can learn from the linguistic landscape that surrounds them. Offering a bridge between theoretical research and practical application, chapters consider how we make sense of places by understanding how the landscape is used to express, claim and contest identities and ideologies. In this way, Linguistic Landscapes Beyond the Language Classroom

highlights the unexpected potential of the informal settings for learning and for teachers to expand their students' intercultural experience.

Bloomsbury World Englishes offers a comprehensive and rigorous description of the facts, implications and contentious issues regarding the forms and functions of English in the world. International experts cover a diverse range of varieties and topics, offering a more accurate understanding of English across the globe and the various social contexts in which it plays a significant role. With volumes dedicated to research paradigms, language ideologies and pedagogies, the collection pushes the boundaries of the field to go beyond traditional descriptive paradigms and contribute to moving research agendas forward. Volume 2: Ideologies explores the politics and economics of English, and the impact of language on local societies and cultures. In doing so, chapters discuss how English is often entangled in societal issues, such as inequality, (de-)colonization, racism, oppression and liberation.

Ten Lectures on Language, Culture and Mind

Towards a Politics of Language For Agency and Change

Explorations in Cognitive Diversity

Language, Culture, Identity and Citizenship in College Classrooms and Communities

Language and Woman's Place

10th International Conference, COSIT 2011, Belfast, ME, USA

The Handbook of Language, Gender, and Sexuality

This book constitutes the refereed proceedings of the 10th International Conference on Spatial Information Theory, COSIT 2011, held in Belfast, ME, USA, in September 2011. The 23 revised full papers were carefully reviewed and selected from 55 submissions. They are organized in topical sections on maps and navigation, spatial change, spatial reasoning, spatial cognition and social aspects of space, perception and spatial semantics, and space and language.

David Crystal's classic English as a Global Language considers the history, present status and future of the English language, focusing on its role as the leading international language. English has been deemed the most 'successful' language ever, with 1500 million speakers internationally, presenting a difficult task to those who wish to investigate it in its entirety. However, Crystal explores the subject in a measured but engaging way, always backing up observations with facts and figures. Written in a detailed and fascinating manner, this is a book written by an expert both for specialists in the subject and for general readers interested in the English language.

In diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on the improvement of language education through the use of technology.

A multimodal approach to linguistic landscapes that analyses the affective regimes of different landscape categories.

Addressing Linguistic and Cultural Diversity

Linguistic Diversity

Production Formats and Designed Environments

Traditional Sporting Games and Play: Enhancing Cultural Diversity, Emotional Well-being, Interpersonal Relationships and Intelligent Decisions

Concepts, Methodologies, Tools, and Applications

Linguistic Landscapes Beyond the Language Classroom

Business Negotiations in ELF from a Cultural Linguistic Perspective

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples

of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

What is assessment and how is it a cultural practice? How does failure to account for linguistic and cultural variation among students jeopardize assessment validity? What is required to achieve cultural validity in assessment? This resource for practicing and prospective teachers – as well as others concerned with fair and valid assessment – provides a thorough grounding in relevant theory, research, and practice. The book lays out criteria for culturally valid assessment and recommends specific strategies that teachers can use to design and implement culturally valid classroom assessments. Assessment plays a powerful role in the process of education in the US and has a disproportionately negative impact on students who do not come from mainstream, middle-class backgrounds. Given the significance of testing in education today, cultural validity in assessment is an urgent issue facing educators. This book is essential reading for addressing this important, relevant topic.

The study of mathematical cognition and the ways in which the ideas of space, time and number are encoded in brain circuitry has become a fundamental issue for neuroscience. How such encoding differs across cultures and educational level is of further interest in education and neuropsychology. This rapidly expanding field of research is overdue for an interdisciplinary volume such as this, which deals with the neurological and psychological foundations of human numeric capacity. A uniquely integrative work, this volume provides a much needed compilation of primary source material to researchers from basic neuroscience, psychology, developmental science, neuroimaging, neuropsychology and theoretical biology. The first comprehensive and authoritative volume dealing with neurological and psychological foundations of mathematical cognition Uniquely integrative volume at the frontier of a rapidly expanding interdisciplinary field Features outstanding and truly international scholarship, with chapters written by leading experts in a variety of fields

The book comprises a selection of papers concerning the general theme of cultural conceptualizations in language. The focus of Part 1, which includes four papers, is on Metaphor and Culture, discussing general as well as language-specific metaphoricality. Part 2, which also includes three papers, is on Cultural Models, dealing with phenomena relating to family and home, nation and kinship, blood, and death in different cultures. Six papers in Part 3, which refers to questions of Identity and Cultural Stereotypes, both in general language and in literature, discuss identity in native and migration contexts and take up motifs of journey and migration, as well as social and cultural stereotypes and prejudice in transforming contexts. Three papers in the last Part 4 of the book, Linguistic Concepts, Meanings, and Interaction, focus on the semantic interpretation of the changes and differences which occur in their intra- as well as inter-linguistic contexts.

Immigrant Children in Transcultural Spaces

Cultural Validity in Assessment

Text and Commentaries

Advances in Design For Cross-Cultural Activities

Ethnolinguistics and Cultural Concepts

Cross-Cultural Psychology

Language, Space and Cultural Play

How exactly do linguistic landscapes communicate and what theoretical significance might follow from such an inquiry? This book addresses these questions by taking as its starting point the insight that the individual or organisation that is responsible for the production of a sign may not be physically present at the landscape itself. The information to be conveyed is typically designed as a piece of signage to be employed at the site. Drawing on Goffman's notion of a production format, the book argues that the constructed piece of sign and its intended placement within the landscape combine to constitute an animatory complex. This raises the possibility of a disruption to the sign and its placement in the landscape. The book describes various ways in which the integrity of the animatory complex can be disrupted (e.g. the sign may be moved out of place through vandalism or acts of nature, or the organisation that the sign represents may no longer be in business), identifies different types of animators, and expands on the implications for phenomena such as affect, multivocality, footing and the materiality of language. In doing so, the book also demonstrates the value of bringing in Bakhtin's work on heteroglossia and the dialogicity of communication, integrating the ideas of Bakhtin with those of Goffman.

Grounded in both theory and practice, with implications for both, this book is also children's perspectives on the borders that society erects, and their actual, symbolic, ideational and metaphorical movement across those borders. Based on extensive ethnographic data on children of immigrants (mostly from Mexico, Central America and the Philippines) as they interact with undergraduate students from diverse linguistic, cultural and racial/ethnic backgrounds in the context of an urban play-based after-school program, it probes how children navigate a multilingual space that involves playing with language and literacy in a variety of forms. Immigrant Children in Transcultural Spaces speaks to critical social issues and debates about education, immigration, multilingualism and multiculturalism in an historical moment in which borders are being built up, torn down, debated and recreated, in both real and symbolic terms; raises questions about the values that drive educational practice and decision-making; and suggests alternatives to the status quo. At its heart, it is a book about how love can serve as a driving force to connect people with each other across all kinds of borders, and to motivate children to engage powerfully with learning and life.

A multidisciplinary collaboration exploring the role of cultural knowledge in everyday language and understanding.

In this ground-breaking collection of essays, the authors develop a notion of Linguistic Citizenship, highlighting practices whereby vulnerable speakers themselves exercise control over language, and detailing ways in which alternative voices can be inserted into processes and structures that often alienate those they were designed to support.

Cultural Conceptualizations in Language and Communication

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications

Linguistics Across Cultures

Space, Time and Number in the Brain

Re-Interrogating Civil Society in South Asia

The Routledge Handbook of Language and Culture

The Cambridge Encyclopedia of the English Language

This volume offers novel insights into linguistic diversity in the domains of spatial and temporal reference, searching for uniformity amongst diversity. A number of authors discuss expression of dynamic spatial relations cross-linguistically in a vast range of typologically different languages such as Bezhita, French, Hinuq, Italian, Japanese, Polish, Serbian, and Spanish, among others. The contributions on linguistic expression of time all shed new light on pertinent questions regarding this cognitive domain, such as the hotly debated relationship between cross-linguistic differences in talking about time and universal principles of utterance interpretation, modelling temporal inference through aspectual interactions, as well as the complexity of the acquisition of tense-aspect relations in a second language. The topic of space and time in language and culture is also represented, from a different point of view, in the sister volume Space and Time in Languages and Cultures: Language, Culture, and Cognition (HCP 37) which discusses spatial and temporal constraints in human language, cognition, and culture in order to come closer to a better understanding of the interaction between shared and individual characteristics of language and culture in the way people interact with each other and exchange information about the spatio-temporal context that underlie their cognitive, social, and linguistic foundations.

An original approach to ethnolinguistics, discussing how abstract concepts such as love and hate are expressed across cultures and ethnicities.

Language, Culture, Identity and Citizenship in College Classrooms and Communities examines what takes place in writing classrooms beyond academic analytical and argumentative writing to include forms that engage students in navigating the civic, political, social and cultural spheres they inhabit. It presents a conceptual framework for imagining how writing instructors can institute campus-wide initiatives, such as Writing Across Communities, that attempt to connect the classroom and the campus to the students' various communities of belonging, especially students who have been historically underserved. This framework reflects an emerging perspective—that challenges the argument that the best writing instructors can do is develop the skills and knowledge students need to make a successful transition from their home discourses to academic discourses. Instead, the value inherent in the full repertoire of linguistic, cultural and semiotic resources students use in their varied communities of belonging needs to be acknowledged and students need to be encouraged to call on these to the fullest extent possible in the course of learning what they are being taught in the writing classroom. Pedagogically, this book provides educators with the rhetorical, discursive and literacy tools needed to implement this approach.

Expounds a theory of cultural evolution and shows how it can help us to understand the development of human culture.

The Multilingual Citizen

Volume 1: theoretical cognitive approaches

Searching for the Foundations of Mathematical Thought

The Communicative Linguistic Landscape

Learners, Contexts, and Cultures

Cultural, Developmental and Evolutionary Perspectives in Cognitive Linguistics

Cultural Mediation in Language Learning and Teaching

How do written and other signs shape our educational spaces and practices; and how, in turn, are these written and other signs shaped by the educational spaces and practices they inhabit? Building on enquiries into the linguistic landscapes of public spaces, this volume addresses these questions and thereby further advances the educational turn in linguistic and semiotic landscapes studies. Prompted by social changes associated with migration and superdiversity, as well as imperatives to promote pluri- and multilingualism, the studies collected here speak to the interest of researchers and practitioners in educational linguistics and educational sciences. They confirm the value of combining empirical analyses of linguistic and semiotic educationscapes with action research on mobilising linguistic landscapes as pedagogical resources to promote multilingual equity.

This book explores the ways in which study of culture as the realm of meaning and identity can inform current debates about globalization and thus afford greater understanding of emergent globalities. By drawing on a range of disciplinary and sub-disciplinary expertise from across the social sciences and also promoting areas of cross-disciplinary research, the book contributes to the development of theory on globalization and also provides some significant illustrations of (cultural) globalization in practice through attention to novel empirical sites and issues. These include eminently cultural realms such as music, film and architecture and those that are invested with a strong cultural component, such as migration and education. Contributions emphasise the soft features of globalization and globality and most look to marry theoretical abstraction with everyday aspects of global processes, focusing on those routine and sometimes conscious connections and accommodations that make up daily life in a globalized world. In doing so, the book itself can be seen as a contribution to critical and multidimensional studies of globalization and as engaging in a form of global practice.

Rarely has a book so packed with accurate and well researched factual information been so widely read and popularly acclaimed. This Second Edition of The Cambridge Encyclopedia of the English Language has been fully revised for a new generation of language-lovers. The book is longer and includes extensive new material on world English and Internet English, in addition to completely updated statistics, further reading suggestions and other references. First Edition Hb (1995): 0-521-40179-8 First Edition Pb (1997): 0-521-59655-6 David Crystal is a leading authority on language, and author of many books, including most recently Shakespeare's Words (Penguin, 2002), Language and the Internet (Cambridge, 2001) and Language Death (Cambridge, 2000). An internationally renowned writer, journal editor, lecturer and broadcaster, he received an Order of the British Empire in 1995 for his services to the English language.

Significantly expanded and updated, the second edition of The Handbook of Language, Gender and Sexuality brings together a team of the leading specialists in the field to create a comprehensive overview of key historical themes and issues, along with methodologies and cutting-edge research topics. Examines the dynamic ways that women and men develop and manage gendered identities through their talk, presenting data and case studies from interactions in a range of social contexts and different communities Substantially updated for the second edition, including a new introduction, 24 newly-commissioned chapters, ten updated chapters, and a comprehensive index Includes new chapters on research in non-English speaking countries – from Asia to South America – and cutting-edge topics such as language, gender, and popular culture; language and sexual identities; and language, gender, and socio-phonetics New sections focus on key themes and issues in the field, such as methodological approaches to language and gender, incorporating new chapters on conversation analysis, critical discourse analysis, corpus linguistics, and variation theory Provides unrivalled geographic coverage and an essential resource for a wide range of disciplines, from linguistics, psychology, sociology, and anthropology to communication and gender studies

Linguistic Landscapes and Educational Spaces

Essays on Canadian Culture

Language, Learning, and Love

Canadian Cultural Poesis

Spatial Notions in Cultural, Literary and Language Studies; Volume 1

Contemporary Themes and Perspectives

Discover why and how schools must become places where thinking is valued, visible, and actively promoted As educators, parents, and citizens, we must settle for nothing less than environments that bring out the best in people, take learning to the next level, allow for great discoveries, and propel both the individual and the group forward into a lifetime of learning. This is something all teachers want and all students deserve. In Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools, Ron Ritchhart, author of Making Thinking Visible, explains how creating a culture of thinking is more important to learning than any particular curriculum and he outlines how any school or teacher can accomplish this by leveraging 8 learning forces: expectations, language, time, modeling, opportunities, routines, interactions, and environment. With the techniques and rich classroom vignettes throughout this book, Ritchhart shows that creating a culture of thinking is not about just adhering to a particular set of practices or a general expectation that people should be involved in thinking. A cultured thinking produces the feelings, energy, and even joy that can propel learning forward and motivate us to do what at times can be hard and challenging mental work.

This book offers an overview of the history and development of civil society in three major nations of South Asia – Pakistan, India and Bangladesh – from colonial times to the present. It examines the liberalization of civil society since the 1980s, the needs it created for civil action, the professionalization of civil society organizations, and the extent to which civil society may benefit society at large in the context of local, national and global transformations in the economy, political regime and ideology. The reader will find new insights on the interaction between the liberalization of multifaithed civil societies in the three countries, presenting contrasts such as restrictions put on women's organizations or labour unions and acceptance of religious organizations' activities. The volume looks at forms of transfer of civil society models, representation and democratic legitimacy of civil society as an empowerment complex, government organized NGOs and faith-based organizations, along with the structuring of civil society through legal frames as well as female, religious, and ethnic mobilizations around language and literature. Using wide-ranging empirical data and theoretical analysis, it deals with civil society issues relating to human rights and political challenges, justice, inequality, empowerment, and the role of bureaucracy, women's movements, and ethnic and linguistic minorities. It also presents early responses to the Covid-19 crisis in 2020 which created significant pressure on the states and on civil society. This book will be useful to scholars and researchers of political studies, development studies, sociology, public policy and governance, law and human rights, as also to professionals in think tanks, civil society activists and NGOs.