

1. Record Nr.	UNINA9910461563003321
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Titolo	Scientific discourse and the rhetoric of globalization [[electronic resource]] : the impact of culture and language // Carmen Perez-Llantada
Pubbl/distr/stampa	London ; ; New York, : Continuum International Pub. Group, 2012
ISBN	1-280-57890-4 9786613608666 1-4411-5983-5
Descrizione fisica	1 online resource (257 p.)
Disciplina	501.4 501/.4
Soggetti	Science - Philosophy Reason Rhetoric Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Halftitle; Seriespage; Title; Copyright; Dedication; Contents; Acknowledgements; Chapter 1. The Role of Science Rhetoric in the Global Village; Setting the Scene; Theoretical and Methodological Orientations; Rationale of the Study and Intended Readership; Structure and Scope of the Volume; Chapter 2. Scientific English in the Postmodern Age; Knowledge Production, Commodification and Globalization; Scientific Research and Knowledge-Intensive Economies; Research Outputs, Ranks and Indexes; Universities and Publicly Funded Research - The Global Milieu Accountability, Transferability and Applicability of KnowledgeThe Case of a Local, National-Based Research Milieu; The Impact of Language and Culture in the International Scientific Landscape; Discoursal Nativization, Hybridization and Glocal Discourses; Chapter 3. Problematizing the Rhetoric of Contemporary Science; Standardization Practices in Scientific Discourse; Scientific Discourse and its Social Framing Context; The Socio-Cognitive Domain of the Rhetoric of

Science; The Textual Features of Contemporary Scientific Discourse; Mapping Intercultural Spaces in Scientific Discourse
Chapter 4. A Contrastive Rhetoric Approach to Science Dissemination
Knowledge Construction and Dissemination: Tracing Convergence and Divergence; The Role of Standardized Lexicogrammar in Scientific Dissemination; Research Telling: Intertextuality and Referentiality; The Discourse Functions of Reflexivity in Language; Research Telling and Selling in Scientific Discourse; Argumentation, Intellectual Styles and Evolving Dialogic Spaces; Chapter 5. Disciplinary Practices and Procedures Within Research Sites; An Ethnographic Approach to Science Dissemination
On the Value and Epistemology of Scientific Knowledge Production
Core/Peripheral Centres and an 'English-Only' Research World; Genre Practices and Disciplinary Enculturation; The Scope of the Anglophone Normative Model; On Deviations from the Anglophone Normative Style; Perceptions and Attitudes as Gate-Keepers of Science Dissemination; Chapter 6. Triangulating Procedures, Practices and Texts in Scientific Discourse; Towards a More Complex Rhetorical Paradigm for Science Dissemination; The Exigencies of Scientific Knowledge Production; The Exigencies of the Globalizing Processes
The Rhetoric of Science and Cultural Collisions: Harmony in Diversity? Science Gate-keeping and the Rhetoric of Contemporary Science; Situated Learning and Advanced Literacy Skills; Chapter 7. ELF and a More Complex Sociolinguistic Landscape; Glocal Discourses in Scientific Communication; The Dynamic Model of Plurilingualism and L2 Multicompetence; From Linguistic Imperialism to Diversification in ELF; Scientific ELF: Threat or Opportunity?; Issues on Language Planning and Areas of Linguistic Intervention; Scientific ELF and Alternative Geolinguistic Spaces; A Note on EAP Pedagogy
Chapter 8. Re-Defining the Rhetoric of Science

Sommario/riassunto

The rhetorical practices involved with the dissemination of scientific discourse are shifting. Addressing these changes, this book places the discourse of science in an increasingly multilingual and multicultural academic area. It contests monolingual assumptions informing scientific discourse, calling attention to emerging glocal discourses that make hybrids of the standard globalized and local academic English norms. English clearly has a hegemonic role as the lingua franca of global academia; this book conducts an intercultural rhetorical and textographic analysis to compare how Anglophone a
