

***Cultural linguistics applied: trends, directions, and implications***

Arne Peters and Neele Mundt (Eds.)

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ALI DABBAGH

Gonbad Kavous University, Gonbad-e-Kavous, Iran

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Since the introduction of the theoretical and analytical frameworks of cultural linguistics (c.f., Sharifian, 2003), different scholars have attempted to apply it to the analysis of language-culture nexus in various contexts. After the publication of the insightful edited volume titled *Applied Cultural Linguistics* (Sharifian & Palmer, 2007), there has been a gap in propelling applied research in this area of inquiry. *Cultural Linguistics Applied* provides a timely contribution to this field as it sheds light upon its possible areas of application for interested researchers and practitioners.

Organized into two main sections and ten chapters, this edited volume offers the readers a journey from providing new trends and directions in cultural linguistics research to the implications of cultural linguistics in language education research and practice. Particularly, the five chapters in section one report studies in the less-researched contexts in the literature of cultural linguistics, including Brazil, Nigeria, Tanzania, Cameroon, Morocco, and France. These chapters also highlight the possibility of utilizing multiple approaches in cultural linguistics research, which makes this volume a turning point in cultural linguistics publications. For example, in chapter one, Ulrike Schröder investigated the verbal and non-verbal co-construction of the Brazilian concept of JEITINHO, defined as “the art of being notably flexible and being able to improvise” (p. 31) in desperate situations, in talk-in-interaction between native Brazilians and residents of Brazil from Germany. This chapter shows that the interface of cultural linguistics and interactional linguistics can be a promising area of investigation in identifying emergent and dynamic cultural conceptualizations.

The multidisciplinary perspective of cultural linguistics research is well-presented in chapters two and five. Highlighting the interface between cultural linguistics and translation studies, Herbert Igboanusi shows that the (mis)conceptions and (mis)interpretations of diseases, including HIV, AIDS, and Ebola, in the context of Nigeria, are rooted in the Nigerian belief system and poor translations from the English language. Also, in chapter five, Stephanie Lerat shows a new insight into speech act research through the combination of cultural linguistics, speech act theory, cognitive sociolinguistics, and intercultural pragmatics perspectives. This

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Trends, Directions and Implications

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chapter deals with the divergence of the cultural schema at work in interpreting the speech act of advising in Canada and France.

One of the innovative chapters of the first section is written by Khalid El asri, who reports on the application of cultural linguistics in film studies. Exploring how culture influences the verbal reactions of native speakers of English and Moroccan Arabic to emotional scenes in a movie, Khalid El asri demonstrated similarities and differences in emotion coding, i.e., cultural emotion schemas, that are rooted in independence and/or interdependence of the participants. Another unprecedented study in this volume is Lozzi Martial Meutem Kamtchueng's chapter, in which the author provides a new vision of lexicography by investigating the lexical sources of cultural metaphors of bribe in Nigeria, Cameroon, and Tanzania comparatively. Her critical analysis unravels differences in power relationships of languages as the cause for disparities of the source domain for the extracted bribe metaphors.

Drawing upon Taylor's (2012) argument that cognitive linguistics re-visioned arbitrariness and culture-specificity of some areas of language education, the second section of *Cultural Linguistics Applied* includes studies that report the implication of cultural linguistics to language pedagogy in the less-studied contexts of Taiwan, Germany, and the United States. Two of these areas, namely idiom retention and the use of collocations in writing, are investigated in chapters six and seven by Ying-hsueh Hu and Larisa Bobrova. In these two chapters, the authors signify the role of providing cultural conceptualization clues to students and adjustment of cultural conceptualization deviations between first and target languages in interpreting English idioms and using English collocations appropriately in writing performance, respectively.

One of the factors that has been ignored in text comprehension is the difference between how the writer(s) and reader(s) of a particular text conceptualize different concepts. In chapter eight, Jennifer Schluer raises the issue that the discrepancies between readers' conceptualizations and those represented in the reading texts might result in misunderstanding. To address this reading problem, Schluer suggests developing students' metacultural competence by enabling them to explicate and negotiate deviating cultural conceptualizations in cooperative interactions.

The last two chapters, however, are far from the tenets of cultural linguistics and focus on the (inter) cultural aspect of language education in terms of assessing intercultural communicative competence through reflective writing (chapter nine) and the representation of cultural stereotypes in English language teaching materials (chapter ten). More specifically, Chiukui Wu, in chapter nine, discusses that "EFL students' reflective writing can offer opportunities for them to gain insight into their personal biases" (p. 251). This intercultural awareness is also addressed by Christie Heike in the closing chapter of this volume. She argues in this chapter that EFL learners' intercultural awareness can be addressed critically via drawing upon learners' experience with familiar cultures when utilizing the currently available ELT materials.

Overall, *Cultural Linguistics Applied* provides researchers with novel ideas on advancing cultural linguistics research in terms of methodology and sources of data in order to identify new cultural conceptualizations. This edited volume can also deepen practitioners' views regarding the implications of cultural linguistics in different areas of language education and equip them with techniques to address this issue in their classes. Despite these merits, the

method section of some chapters, particularly in the first section, could have been written more systematically had they included detailed information on sampling and data analysis procedures. Observing this methodology rigor can address the criticism raised by Shahi (2023), who called for an improvement of “the standards of inquiry” in cultural linguistics research. However, this minor flaw does not detract from the quality of this volume.

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