

Article Critique

In the article under analysis, the authors argue that culture is considered an inherent component of the linguistic environment. There are several levels of analyzing how culture relates to semantic, pragmatic, and discourse dimensions. All these levels have been evaluated in order to understand how cultural element is embedded in the language. The article also relates to the analysis of new educational and teaching opportunities for teachers and students.

While discussing the semantic dimension, the author assumes that the cultural paradigm shapes the part of word and phrases in the English language. In order to make the readers understand, Hardy (2004) gives an example of yellow press, in which typical words and phrases are used. In this context, the author also mentions the L2 speakers who often encounter difficulties with understanding these cultural forms.

From a pragmatic perspective, the article focuses on the relevant context, in which the text is delivered. Additionally, other aspects that stand beyond the textual and semantic dimensions should be perceived through intonation, attitude, and situation. The cultural aspects could also be perceived through the culture-bound interaction and communication. In this respect, the ESL learners should pay attention to such cultural trends to be able to understand the context, in which the phase is communicated.

Further, the article touches on many issues, such as rhetoric, as well as peculiarities of cultural development, contrastive responses, and other numerous differences. While exploring this stance, the attention is given to the Chinese culture and pragmatism. When it comes to EIL teaching, the attention is given to different rhetorical points, as well as what techniques the teachers should use to consider the academic process.

While combining the three dimensions – semantic, pragmatic, and discourse, the attention should be given to the linguistic goals and objective pursued by the international

students. In particular, the author argues, “We should consider the intended audience: native speakers, members of the L1 community, people from other languages, or some combination of these possibilities” (p. 22). These points are essential because they identify, clarify, and simplify the issues when it comes to the international ESL learning and teaching.

In general, the article is of great importance for the ESL learning because it contributes to the re-evaluation of standards and approaches to teaching and learning. To begin with, the article emphasizes the importance of cultural basis in shaping the linguistic environment and corresponding teaching techniques in the L2 class. Although the cultural context does not contribute to the equality in understanding the linguistic issues, students could minimize their academic barriers in cognizing new cultural peculiarities in learning the

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