



## **Maria Pilar Milagros kutató angol nyelvű előadása az NTI és OTNDI szervezésében**

### **Body:**

Kedves Kollégán?k! Kedves Kollégák!  
Kedves Doktoranduszok!

Di Blasio Barbara adjunktus asszony kezdeményezésére, egy rövid ideig Magyarországon vendégeskedő amerikai/spanyol kutató **Maria Pilar Milagros, PhD** (Törökországból a Koç University) "**Disruptions of Borders: Digital Composing Practices in Intercultural Contexts.**" témában előadást tart az érdeklődő kollégáknak **január 18. napján 15 órakor a 'B' épületben.**

Kérjük, hogy aki szeretne részt venni az előadáson az küldje el **regisztrációját** a [diblasio.barbara@pte.hu](mailto:diblasio.barbara@pte.hu) [1] e-mail címre!

### **Abstract**

In that presentation, I examined metaphorical and physical border spaces wherein students should be supported to become members of our global community that will expect them to effectively communicate with members of other cultures. In order to reexamine classroom borders and reconfigure them into more usable spaces, we should examine Pratt's (1991) "contact zones," which she described as "social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power" (p. 33). Pratt's concept is crucial because it can help rhetoric and communication scholars understand how intercultural contexts can become spaces in which negotiations and resistance may coexist with imitation and mimicry as learners/students/writers attempt to learn how to communicate with global audiences while retaining some of their local identity traits. Resistance emerges as a crucial theme in this project, and is informed by postcolonial feminist theorist Chandra Talpade Mohanty's (2003) who defines it as "self-conscious engagement with dominant, normative discourses and representations and in the active creation of oppositional analytic and cultural spaces" (p. 148). This report examines ways in which students may resist, mimic, and/or adapt certain pedagogical and classroom practices (discourses), which they may interpret as an imposition that is at odds with some of their own cultural practices. As Helen Fox (1994) and Victor Villanueva (1993, 2001) -among others- remark, students can learn to adopt the conventions, but run into problems because their underlying cultural assumptions are in some way at odds with these conventions. By understanding those dynamics, this project aims to provide suggestions that may help revise pedagogical practices across contexts.

Szeretettel várunk minden kedves érdeklődőt!

a PTE BTK NTI és a PTE OTNDI munkatársai

Nyelv magyar



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**Forrás webcím:** <https://nevtudphd.pte.hu/content/maria-pilar-milagros-kutato-angol-nyelvu-eloadasa-az-nti-es-otndi-szervezeseben?language=hu>

**Hivatkozások**

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