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This book analyses the various features of specialized discourse in order to assess its degree of specificity and diversification, as compared to general language. Prior to any

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Analysis of such traits, the notion of specialized discourse and its distinctive properties are clarified, also as compared to other features frequently occurring in specialized texts which cannot be considered distinctive. The presence of such properties are accounted for not only

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in linguistic but also in pragmatic terms since the approach is interpretative rather than merely descriptive. The complexity of this discourse calls for a multidimensional analysis, covering both lexis and morpho-syntax as well as textual patterning. Some lexical aspects, morphosyntactic features and

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textual genres are also examined from a diachronic perspective, thus showing how various conventions concerning specialized discourse have developed over the last few centuries.

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This book serves as an introduction to contrastive linguistics - the synchronic study of two or more languages, with the aim of discovering their differences and similarities, especially the former, and applying these discoveries to

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related areas of language study and practice. It discusses the principles and methods, and contrasts English, Chinese, German, and other languages at phonological, lexical, grammatical, textual, and pragmatic levels, focusing more on the useful insights contrastive analysis provides

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into real-world problems in fields such as applied linguistics, translation and translation studies, English or Chinese as a foreign language, and communication than on the discipline itself.

Designed as a contribution to

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Contrastive linguistics, the present volume brings up-to-date the comparison of German with its closest neighbour, Dutch, and other Germanic relatives like English, Afrikaans, and the Scandinavian languages. It takes its inspiration from the idea of a "Germanic Sandwich", i.e. the

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A hypothesis that sets of genetically related languages diverge in systematic ways in diverse domains of the linguistic system. Its contributions set out to test this approach against new phenomena or data from synchronic, diachronic and, for the first time in a Sandwich-related volume,

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psycholinguistic perspectives. With topics ranging from nickname formation to the IPP (aka 'Ersatzinfinitiv'), from the grammaticalisation of the definite article to /s/-retraction, and from the role of verb-second order in the acquisition of L2 English to the

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psycholinguistics of gender, the volume appeals to students and specialists in modern and historical linguistics, psycholinguistics, translation studies, language pedagogy and cognitive science, providing a wealth of fresh insights into the relationships of German with its

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closest relatives while highlighting the potential inherent in the integration of different methodological traditions.

The material in this book reviews work dating back to the vocabulary control movement in the 1930s and also refers to more recent work on the role

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of lexis in language learning. Two chapters describe the main foundations of lexical semantics and relevant research and pedagogical studies in vocabulary and lexicography; and a further chapter discusses recent advances in the field of lexis and discourse analysis. There

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is also a series of specially commissioned articles which investigate the structure and functions of the modern English lexicon in relation to its exploitation for classroom vocabulary teaching.

This monograph presents a view on

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Grammaticalisation radically different from standard views centering around the cline of grammaticality. Grammar is seen as a complex sign system, and, as a consequence, grammatical change always comprises semantic change. What unites morphology, topology (word order), constructional

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Allyssa
syntax and other grammatical subsystems is their paradigmatic organisation. The traditional concept of an inflexional paradigm is generalised as the structuring principle of grammar. Grammatical change involves paradigmatic restructuring, and in the process of grammatical

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change morphological, topological and constructional paradigms often connect to form complex paradigms. The book introduces the concept of connecting grammaticalisation to describe the formation, restructuring and dismantling of such complex paradigms. Drawing primarily on data

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from Germanic, Romance and Slavic languages, the book offers both a broad general discussion of theoretical issues (part one) and three case studies (part two).

There is at present no publication specifically dedicated to analyzing the

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philosophical implications of augmented reality, especially regarding knowledge formation, which constitutes a fundamental trait of knowledge society. That is why this volume includes an analysis of the applications and implications of augmented reality. While applications

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cover diverse fields like psychopathology and education, implications concern issues as diverse as negative knowledge, group cognition, the internet of things, and ontological issues, among others. In this way, it is intended not only to generate answers, but also, to draw

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Attention to new problems that arise with the diffusion of augmented reality. In order to contemplate these problems from diverse perspectives, the authors are from a variety of fields - philosophy, computer sciences, education, psychology, and many more. Accordingly, the volume offers

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varied and interesting contributions which are of interest to professionals from multiple disciplines.

While many professional translators believe the ability to translate is a gift that one either has or does not have, Allison Beeby Lonsdale questions this

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view. In her innovative book, she demonstrates how teachers can guide their students by showing them how insights from communication theory, discourse analysis, pragmatics, and semiotics illuminate the translation process. Challenging long-held assumptions, she establishes a

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A fascinating framework on which to base the structure of a professional prose-translation class. Her original contributions to the question of directionality and to the specific strategies of translating are applicable to not only the teaching of translation from Spanish to English, but to other

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teaching situations and to other pairs of languages as well. She also reviews the latest attempts in translation theory to define and contextualize ideal translator competence, student translator competence, and general translation strategies. Beeby Lonsdale completes her book by applying her

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conclusions to selecting and organizing the content of teaching translation from Spanish to English. She illustrates one or more of the basic translation principles through 29 teaching units, which are prefaced by objectives, tasks, and commentaries for the teacher, and through 48 task

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Allyaya sheets, which show how to present the material to students.

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No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical

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chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of

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methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can

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contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

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