

Introduction La Linguistique Eila Univ Paris Diderot

Young people around the world are increasingly able to access English language media online for leisure purposes and interact with other users of English. This book examines the extent of these phenomena, their effect on language acquisition and their implications for the teaching of English in the 21st century.

This book addresses the key role of phraseology in second language acquisition and instruction. It is divided into three main sections: "Extracting and Describing Phraseological Units" investigates the role played by native and learner corpora in the extraction and description of multiword units, two initial and crucial steps in informing language pedagogy;" Learning Phraseological Units "deals with the learning aspect, an oft-neglected yet essential dimension of phraseology in second/foreign language pedagogy, this section also addresses issues in new literacies; and "Recording and Exploiting Phraseological Units" focuses on pedagogical tools, notably monolingual and bilingual dictionaries and textbooks. This stimulating collection presents cutting edge research in the field and identifies major avenues for future theoretical and applied work. It is of particular relevance to researchers and teachers interested in the patterned nature of language.

This multidisciplinary volume offers a systematic analysis of translation and interpreting as a means of guaranteeing equality under the law as well as global perspectives in legal translation and interpreting contexts. It offers insights into new research on • language policies and linguistic rights in multilingual communities • the role of the interpreter • accreditation of legal translators and interpreters • translator and interpreter education in multiple countries and

- approaches to terms and tools for legal settings. The authors explore familiar problems with a view to developing new approaches to language justice by learning from researchers, trainers, practitioners and policy makers. By offering multiple methods and perspectives covering diverse contexts (e.g. in Austria, Belgium, England, Estonia, Finland, France, Germany, Hong Kong, Ireland, Norway, Poland), this volume is a welcome contribution to legal translation and interpreting studies scholars and practitioners alike, highlighting settings that have received limited attention, such as the linguistic rights of vulnerable populations, as well as practical solutions to methodological and terminological problems.

The Position of the German Language in the World focuses on the global position of German and the factors which work towards sustaining its use and utility for international communication. From the perspective of the global language constellation, the detailed data analysis of this substantial research project depicts German as an example of a second-rank language. The book also provides a model for analysis and description of international languages other than English. It offers a framework for strengthening the position of languages such as Arabic, Chinese, French, Portuguese, Spanish and others and for countering exaggerated claims about the global monopoly position of English. This comprehensive handbook of the state of the German language in the world was originally published in 2015 by Walter de Gruyter in German and has been critically acclaimed. Suitable for scholars and researchers of the German language, the handbook shows in detail how intricately and thoroughly German and other second-rank languages are tied up with a great number of societies and how these statistics support or weaken the languages' functions and maintenance.

This volume contains ten papers describing various translation experiments using Translog and/or think-aloud methodology. Copenhagen Studies in Language volumes 36 (Looking at Eyes edited by Susanne Gopferich and Arnt Lykke Jakobsen) and 37 are two complementary volumes containing empirical studies by scholars working in the field of translation process research. Contributors include members of the EU Eye-to-IT project Arabic language; terms; lexicology.

A partir d'une réflexion sur les contenus utiles ou espérés des dictionnaires bilingues, ce volume propose dix études contrastives portant sur le français, l'anglais, l'allemand, l'espagnol, le suédois, le turc et le judéo-espagnol. Ces articles traitent de langage quotidien, littéraire ou technique. Ils montrent pourquoi l'utilisateur de dictionnaire bilingue ne peut qu'être insatisfait malgré toute la richesse que certains offrent, tant en équivalents qu'en exemples d'emplois. Que manque-t-il donc aux dictionnaires bilingues ? Essentiellement la part culturelle sans laquelle il n'y a pas de compréhension ni d'expression possible. Les dictionnaires bilingues sont des lieux privilégiés d'interculturalité. Leur développement et leur exploitation constituent des facteurs essentiels d'une construction collective ouverte sur un avenir multilingue.

Professional translators are increasingly dependent on electronic resources, and trainee translators need to develop skills that allow them to make the best use of these resources. The aim of this book is to show how CULT (Corpus Use for Learning to Translate) methodologies can be used to prepare learning materials, and how novice translators can become autonomous users of corpora. Readers interested in translation studies, translator training and corpus linguistics will find the book particularly useful.

Not only does it include practical, technical advice for using and learning to use corpora, but it also addresses important issues such as the balance between training and education and how CULT methodologies reinforce student autonomy and responsibility. Not only is this a good introduction to CULT, but it also incorporates the latest developments in this field, showing the advantages of using these methodologies in competence-based learning.

A multidisciplinary index covering the journal literature of the arts and humanities. It fully covers 1,144 of the world's leading arts and humanities journals, and it indexes individually selected, relevant items from over 6,800 major science and social science journals.

Institutional Translation for International Governance
Enhancing Quality in Multilingual
Legal Communication
Bloomsbury Publishing

Semiotic Theory of Learning asks what learning is and what brings it about, challenging the hegemony of psychological and sociological constructions of learning in order to develop a burgeoning literature in semiotics as an educational foundation. Drawing on theoretical research and its application in empirical studies, the book attempts to avoid the problematization of the distinction between theory and practice in semiotics. It covers topics such as signs, significance and semiosis; the ontology of learning; the limits of learning; ecosemiotics; ecology and sexuality. The book is written by five of the key figures in the semiotics field, each committed to the belief that living is a process of

interaction through acts of signification with a signifying environment. While the authors are agreed on the value of semiotic frameworks, the book aims not to present an entirely coherent line in every respect, but rather to reflect ongoing scholarship and debates in the area. In light of this, the book offers a range of possible interpretations of major semiotic theorists, unsettling assumptions while offering a fresh, and still developing, series of perspectives on learning from academics grounded in semiotics. Semiotic Theory of Learning is a timely and valuable text that will be of great interest to academics, researchers and postgraduates working in the fields of educational studies, semiotics, psychology, philosophy, applied linguistics and media studies.

Includes, 1982-1995: Les Livres du mois, also published separately.

This anthology consists of selected papers presented by European scholars at the 21st LSP-Conference 2017 on Interdisciplinary knowledge-making: challenges for LSP-research, held at NHH Norwegian School of Economics in Bergen, Norway. The multifarious aspects of LSP-research publication cover issues on terms and terminology, LSP-texts from a text linguistic approach, training in LSP-settings and translation of LSPtexts. The volume gives an up-to-date selection of the ongoing research endeavours in specialised communication in subject fields ranging from maritime accidents over healthcare and financial accounting to climate change.

Le développement des espaces d'expression et de partages de connaissances grâce aux nouveaux modes de communication et de diffusion de l'information aboutit

aujourd'hui à une circulation et une production abondante de discours scientifiques dans lesquels le sens et les connaissances se construisent, débattent et se reconstruisent. Le présent ouvrage s'intéresse au discours scientifique et cherche à décrire son énergie lexico-discursive et son potentiel sémiotique au regard des enjeux communicatifs et épistémologiques que soulèvent les sciences.

This book aims to find out whether French, one of the great languages of the world, is in crisis or not. It traces the history and development of language defence in France and examines the sometimes contradictory attitudes of French people to their beloved language. It assesses the necessity for and the usefulness of the many activities in defence of French and suggests what its future might be.

This book presents current discussions on the concept of genre. It introduces innovative, multidisciplinary approaches to contemporary and historical genres, their roles in cultural discourse, how they change, and their relations to each other. The reader is guided into the discussion surrounding this key concept and its history through a general introduction, followed by eighteen chapters that represent a variety of discursive practices as well as analytic methods from several scholarly traditions. This volume will have wide appeal to several academic audiences within the humanities, both in Finland and abroad, and will

especially be of interest to scholars of folklore, language and cultural expression. Peer learning allows a positive use of differences between pupils, turning them into learning opportunities. Yet education professionals often remain unfamiliar with the principles necessary to guarantee its effectiveness. The aim of this book is to help practitioners establish well-structured and effective peer learning projects using a variety of methods. It introduces and defines cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction) – outlining general organisational principles that will help practitioners implement peer learning in either of these forms. The authors consider how to prepare and train learners to undertake their roles effectively, and how to organise and monitor the process of interaction as it is happening. They then look at how these systems actually operate in the classroom, exploring how the organisational principles work in practice and giving many practical examples. Subsequently three successive chapters consider how to structure peer interactions in cooperative learning, same-age peer tutoring and cross-age peer tutoring. Finally, the advantages and problems, and the potential and challenges, of peer learning are examined. The book should be read in stages, with each part being able to be read on its own – thus providing time for reflection. Within each part, readers can choose to focus on cooperative learning or peer tutoring. The

successive focuses on definitions, general principles of implementation and practical issues of implementation should help practitioners build their skills and confidence. Many choices between methods are described, and when teachers are confident in one method they may then consider trying a new method. It is the authors' hope that the book will become a model for peer learning by sharing with readers the skills of other practitioners, and thereby helping all children to develop to their full potential.

I This book evolved from the ARCADE evaluation exercise that started in 1995. The project's goal is to evaluate alignment systems for parallel texts, i. e. , texts accompanied by their translation. Thirteen teams from various places around the world have participated so far and for the first time, some ten to fifteen years after the first alignment techniques were designed, the community has been able to get a clear picture of the behaviour of alignment systems. Several chapters in this book describe the details of competing systems, and the last chapter is devoted to the description of the evaluation protocol and results. The remaining chapters were especially commissioned from researchers who have been major figures in the field in recent years, in an attempt to address a wide range of topics that describe the state of the art in parallel text processing and use. As I recalled in the introduction, the Rosetta stone won eternal fame as the prototype of parallel

texts, but such texts are probably almost as old as the invention of writing. Nowadays, parallel texts are electronic, and they are becoming an increasingly important resource for building the natural language processing tools needed in the "multilingual information society" that is currently emerging at an incredible speed. Applications are numerous, and they are expanding every day: multilingual lexicography and terminology, machine and human translation, cross-language information retrieval, language learning, etc.

This volume provides a state-of-the-art overview of institutional translation issues related to the development of international law and policies for supranational integration and governance. These issues are explored from various angles in selected papers by guest specialists and findings of a large-scale research project led by the editor. Focus is placed on key methodological and policy aspects of legal communication and translation quality in a variety of institutional settings, including several comparative studies of the United Nations and European Union institutions. The first book of its kind on institutional translation with a focus on quality of legal communication, this work offers a unique combination of perspectives drawn together through a multilayered examination of methods (e.g. corpus analysis, comparative law for translation and terminological analysis), skills and working procedures. The chapters are

organized into three sections: (1) contemporary issues and methods; (2) translation quality in law- and policy-making and implementation; and (3) translation and multilingual case-law.

This book investigates the political, social, cultural and economic implications of self-translation in multilingual spaces in Europe. Engaging with the 'power turn' in translation studies contexts, it offers innovative perspectives on the role of self-translators as cultural and ideological mediators. The authors explore the unequal power relations and centre-periphery dichotomies of Europe's minorised languages, literatures and cultures. They recognise that the self-translator's double affiliation as author and translator places them in a privileged position to challenge power, to negotiate the experiences of the subaltern and colonised, and to scrutinise conflicting minorised vs. hegemonic cultural identities. Three main themes are explored in relation to self-translation: hegemony and resistance; self-minorisation and self-censorship; and collaboration, hybridisation and invisibility. This edited collection will appeal to scholars and students working on translation, transnational and postcolonial studies, and multilingual and multicultural identities.

Covering a number of European languages from Portuguese to Hungarian, this volume includes many new studies of translation patterns using parallel corpora

focusing on particular linguistic features, as well as broader-ranging contributions on translation 'universals'.

This book constitutes the refereed proceedings of the Third International Conference on Computational and Corpus-Based Phraseology, Europhras 2019, held in Malaga, Spain, in September 2019. The 31 full papers presented in this book were carefully reviewed and selected from 116 submissions. The papers in this volume cover a number of topics including general corpus-based approaches to phraseology, phraseology in translation and cross-linguistic studies, phraseology in language teaching and learning, phraseology in specialized languages, phraseology in lexicography, cognitive approaches to phraseology, the computational treatment of multiword expressions, and the development, annotation, and exploitation of corpora for phraseological studies.

This book brings together leading professional and academic lexicographers to report on current developments in the deployment of electronic means in the planning, writing, and dissemination of dictionaries. Every major aspect of electronic lexicography is covered by the book including dictionary types (general and specialized dictionaries, monolingual and multilingual dictionaries, collocation dictionaries, sign dictionaries, collaborative dictionaries) in a range of formats (CD-ROM, web-based, handheld), dictionary-writing systems, integration of corpora, The book also addresses the implications of electronic dictionary-making for lexicographic theory and illustrates how the new developments are integrated into innovative dictionary projects like Wiktionary. The perspective of the user is considered throughout the book, including how electronic dictionaries take account of user needs and whether and how

users take advantages of the new features afforded by the electronic medium. This state-of-the-art account of developments in one of the most vibrant areas of reference publishing and language research will appeal to everyone concerned with current lexicography.

Au-delà d'une valorisation scientifique de leurs recherches, les lexicologues, terminologues et traductologues sont animés par une volonté farouche de décrire les langues, d'en connaître mieux les fonctionnements pour les rendre aptes à exprimer la modernité. L'homme ne peut se développer, comprendre le monde, acquérir des connaissances, adhérer à des valeurs universelles et faire partager les siennes propres que si sa langue maternelle est instrumentée pour ce faire. La question de la transmission des connaissances et de l'intercompréhension entre toutes les langues en présence dans les aires linguistiques des chercheurs francophones, hispanophones, lusophones ou anglophones est loin d'être résolue en dépit des innovations méthodologiques et technologiques. En dépassant le cadre de la seule francophonie plurilingue, les Journées scientifiques LTT de Lisbonne avaient pour objectif d'offrir un espace d'échanges pluridisciplinaires entre chercheurs confirmés pour revisiter, dans leurs champs d'investigations respectifs, les théories et paradigmes autour du multilinguisme. Ces actes publient les meilleures communications retenues par le comité scientifique.

In any society, communicative activities are organized into models of conduct that differentiate specific social practices from each other and enable people to communicate with each other in ways distinctive to those practices. The articles in this volume investigate a series of locale-specific models of communicative conduct, or registers of communication, through which persons organize their participation in varied social practices, including practices of politics,

religion, schooling, migration, trade, media, verbal art, and ceremonial ritual. Drawing on research traditions on both sides of the Atlantic, the authors of these articles bring together insights from a variety of scholarly disciplines, including linguistics, anthropology, folklore, literary studies, and philology. They describe register models associated with a great many forms of interpersonal behavior, and, through their own multi-year and multi-disciplinary collaborative efforts, bring register phenomena into focus as features of social life in the lived experience of people in societies around the world.

This handbook gives an overview of language for special purposes (LSP) in scientific, professional and other contexts, with particular focus on teaching and training. It provides insights into research paradigms, theories and methods while also highlighting the practical use of LSPs in concrete discourse situations. The volume is transdisciplinary oriented with a firm basis in the language sciences, including terminology, knowledge transfer, multilingual and cross-cultural exchange.

White field, black seeds - who can sow? Although the riddle from which these words are taken comes from oral tradition, it refers to the ability to write, a skill which in most Nordic countries was not regarded as necessary for everyone. And yet a significant number of ordinary people with no access to formal schooling took up the pen and produced a variety of highly interesting texts: diaries, letters, memoirs, collections of folklore and handwritten newspapers. This collection presents the work of primarily Nordic scholars from fields such as linguistics, history, literature and folklore studies who share an interest in the production, dissemination and reception of written texts by non-privileged people during the long nineteenth century.

The use of language corpora as a resource in linguistics and language-related disciplines is now well-established. One of the many fields where the impact of corpora has been growing in recent years is translation, both at a descriptive and a practical level. The papers in this volume, which grew out of presentations at the conference Cult2k (Bertinoro, Italy, 2000), the second in the series Corpus Use and Learning to Translate, are principally concerned with the use of corpora as resources for the translator and as teaching and learning aids in the context of the translation classroom. This book offers a cross-section of research by some leading scholars in the field, who offer accounts of first-hand experience and theoretical insights into the various ways of building and using appropriate corpora in translation teaching, for the benefit of teachers and learners alike. The various contributions provide a rich source of inspiration for other researchers and practitioners concerned with 'corpora in translator education'. Contributors include Stig Johansson, Tony McEnery, Kirsten Malmkjær, Jennifer Pearson, Lynne Bowker, Krista Varantola, Belinda Maia and a number of other scholars. "A bibliography of print and online materials available in Albanian, Amharic, Arabic, Bengali, Bosnian, Bulgarian, Chinese, Croatian, Czech, Dutch, English, Estonian, Filipino, Finnish, French, German, Greek, Hindi, Hungarian, Icelandic, Indonesian, Italian, Japanese, Korean, Laotian, Latvian, Lithuanian, Norwegian, Polish, Portuguese, Russian, Shona, Slovak, Spanish, Swedish, Thai, Turkish, Turkmen, Uzbek, and Vietnamese concerning information literacy."--Résumé de la notice dérivée.

This text provides an introduction to the history and current state of theories of word meanings. The chapters in this edited volume explore the sociolinguistic implications of orthographic and scriptural practices in a diverse range of communicative contexts, ranging from schoolrooms to

internet discussion boards. The focus is on the way that scriptural practices both index and constitute social hierarchies, identities and relationships and in some cases, become the focus for public language ideological debates. Capitalizing on the now robust body of literature on orthographic choice and debate in sociolinguistics and anthropological linguistics, the volume addresses a number of cross-cutting themes that connect orthographic practices to areas of contemporary interest in sociolinguistics and linguistic anthropology. These themes include: the different social implications of self vs. other representation and the permeability of the personal/social and the public/private; how scriptural practices ("inscription") serve as sites for social discipline; the historical and intertextual frameworks for the meaning potentials of orthographic choice (relating to issues of genre and style); and writing as a broader semiotic field: the visual and esthetic dimensions of texts and metalinguistic "play" in spelling and its ambiguous implications for writer stance.

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