Contrastive Analysis Carl James 1980

Contrastive AnalysisRoutledge

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 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 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 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 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 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.

Includes articles about translations of the works of specific authors and also more general topics pertaining to literary translation.

This book provides an account of classroom observation in a historical and educational perspective. Drawing on extracts from classic studies in this field, Dick Allwright reviews the development of research and experiment since the 1970's. The book thus not only provides a background to recent research, but also identifies areas for future development. Stress is laid on the link to be made between practice and research and it is argued that policy-making. either at classroom or institutional level, is heavily dependent on descriptive accounts of classroom reality.

Contrastive Linguistics is the first book written by a linguist from mainland China on the histories and principles of comparing and contrasting Chinese and Western languages, specifically English. From Wilhelm von Humboldt's initial study in comparative linguistics to the present day, traditional scholarship in contrastive linguistics has taken a Western perspective and shown how foreign languages relate to the Indo-European language family. However, such a view has a limited scope, and there is an alternative history to contrastive linguistics. This book is an attempt by Professor Wenguo Pan to redress the balance in contrastive linguistics, comparing Western languages to Chinese, rather than vice versa. He provides a survey of contrastive linguistics in China throughout the past century, and aims to open a window for the world to see what the new generations of Chinese linguists are doing in this exciting field, and to start a dialogue between scholars of different backgrounds and linguistic traditions. Contrastive Linguistics looks at the history of this discipline both in Europe and in China. Professor Pan presents a survey of the historical, philosophical and methodological foundations of the discipline, but also examines its scope in relation to general, comparative, anthropological and applied linguistics. This book will be of interest to academics interested in a new perspective on contrastive linguistics or Chinese linguistics.

What is contrastive analysis? - The psychological basic of contrastive analysis - The linguistic components of contrastive analysis - Microlinguistic contrastive analysis - Macrolinguistics and contrastive analysis - Pedagogical exploitation of contrastive analysis - Some issues of contention.

In February 2006 the first international conference on Multilingualism and Applied Comparative Linguistics (MACL) was held in Brussels, Belgium. The aim of the MACL conference was to bring together scholars from various branches of applied linguistics with a shared interest in cross-linguistic and cross-cultural communication. The conference thus fostered an exchange of knowledge and expertise among researchers from various disciplines, including educational linguistics, cultural linguistics, terminography, translation studies and studies of specialised languages. The present book is the second of two volumes containing a selection from the approximately 120 papers that were presented at that three-day event. The book comprises five chapters, reflecting different research perspectives on cross-linguistic and cross-cultural communication. The first chapter covers research articles on metaphors and planned languages. The second chapter comprises articles dealing with language attitudes, language proficiency and language practices in cross-linguistic and cross-cultural, communicative contexts. Chapter three features articles in the field of discourse-analysis research. In the fourth chapter research is presented that pertains to terminology and specialised languages. Finally, chapter five deals with translation studies.

Language Awareness in the Classroom addresses the central educational question of the impact that explicit language knowledge has on learning and language learning. A substantial Introduction defines the issues and key concepts and relates them to contemporary educational policy and practice in Europe and internationally. The papers are organised into four thematic sections: the extent and nature of language awareness in teacher education; school-based language awareness programmes; tertiary education initiatives and modes of evaluation of language awareness programmes.

The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. The series considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language.

The practice of comparing languages has a long tradition characterized by a cyclic pattern of interest. Its meeting with corpus linguistics in the 1990s has led to a new sub-discipline of corpus-based contrastive studies. The present volume tackles two main challenges that had not yet been fully addressed in the literature, namely an empirical assessment of the nature of the data commonly used in cross-linguistic studies (e.g. translation data versus comparable data), and the development of advanced methods and statistical techniques suitably adapted to contrastive research settings. The papers collected in this volume endeavour to find out what (new) types of data are most useful for what kind of contrastive questions, and which advanced statistical techniques are most suited to deal with the multidimensionality of contrastive research questions. Answers to these questions are provided through the contrastive analysis of various language pairs or groups, and a wide variety of phenomena situated at almost all linguistic levels. In sum, this book provides an update on new methodological and theoretical insights in empirical contrastive linguistics and will stimulate further research within this field.

This book brings together a collection of articles characterized by two main themes: the contrastive study of parallel phenomena in two or more languages, and an essentially functional approach in which language is regarded, first and foremost, as a rich and complex communication system, inextricably embedded in sociocultural and psychological contexts of use. The majority of the studies reported are empirical in nature, many making use of corpora or other textual materials in the language(s) under investigation. The book begins with an introductory section in which the editors provide surveys of the state of the art in both functional and contrastive linguistics. The other five sections of the volume are devoted to (i) a cognitive perspective on form and function, (ii) information structure, (iii) collocations and formulaic language, (iv) language learning, and (v) discourse and culture.

This volume will give readers insight into how genres are characterised by the patterns of frequency and distribution of linguistic features across a number of European languages. The material presented in this book will also stimulate further corpus-based contrastive research including more languages, more genres and different types of corpora. This is the first special issue of the Yearbook of Corpus Linguistics

and Pragmatics, a publication that addresses the interface between the two disciplines and offers a platform to scholars who combine both methodologies to present rigorous and interdisciplinary findings about language in real use. Corpus linguistics and Pragmatics have traditionally represented two paths of scientific thought, parallel but often mutually exclusive and excluding. Corpus Linguistics can offer a meticulous methodology based on mathematics and statistics, while Pragmatics is characterized by its effort in the interpretation of intended meaning in real language.

Contrastive Linguistics is the first book written by a linguist from mainland China on the histories and principles of comparing and contrasting Chinese and Western languages, specifically English. From Wilhelm von Humboldt's initial study in comparative linguistics to the present day, traditional scholarship in contrastive linguistics has taken a Western perspective and shown how foreign languages relate to the Indo-European language family. However, such a view has a limited scope, and there is an alternative history to contrastive linguistics. This book is an attempt by Professor Wenguo Pan to redress the balance in contrastive linguistics, comparing Western languages to Chinese, rather than vice versa. He provides a survey of contrastive linguistics in China throughtout the past century, and aims to open a window for the world to see what the new generations of Chinese linguists are doing in this exciting field, and to start a dialogue between scholars of different backgrounds and linguistic traditions. Contrastive Linguistics looks at the history of this discipline both in Europe and in China. Professor Pan presents a survey of the historical, philosophical and methodological foundations of the discipline, but also examines its scope in relation to general, comparative, anthropological and applied linguistics. This book will be of interest to academics interested in a new perspective on contrastive linguistics or Chinese linguistics.

Contrastive Linguistics, roughly defined as a subdiscipline of linguistics which is concerned with the comparison of two or more (subsystems of) languages, has long been associated primarily with language teaching. Apart from this applied aspect, however, it also has a strong theoretical purpose, contributing to our understanding of language typology and language universals. Issues in theoretical CL, which also feature in this volume, are the choice of model, the notions of equivalence and contrast, and directionality of descriptions. Languages used for illustration in this volume include English, German, Danish, and Polish.

The intuition that translations are somehow different from texts that are not translations has been around for many years, but most of the common linguistic frameworks are not comprehensive enough to account for the wealth and complexity of linguistic phenomena that make a translation a special kind of text. The present book provides a novel methodology for investigating the specific linguistic properties of translations. As this methodology is both corpus-based and driven by a functional theory of language, it is powerful enough to account for the multi-dimensional nature of cross-linguistic variation in translations and cross-lingually comparable texts.

The proposed book titled A Psychological Approach to Translation is in fact a study that contains six parts. The first part describes the phenomena and events that motivated the researcher to think up and implement a semi-descriptive/ semi-experimental research, the problems that translation students and teachers encounter along translation courses and the specifically observed causes of failure in translating, the primary and secondary purposes of the study, and finally, the reasons for the process of delimiting the study so that the main direction and goal of the research could be stated and illustrated. The second part is a rather extensive and careful survey of many past and current linguistic and sociolinguistic theories and approaches pertaining to translation as both product and process with abundant clear-cut examples and explanations. Next, part three is another careful survey of theories and problems, this time psycholinguistic and purely psychological, pertaining to human learning as a conditioned behavior together with several arguments and exemplifications presented in support of the main assumption in the study: the impact of systematic extensive reading in TL on one's translating ability. This part also reveals the fact that the existing psycholinguistic literature seriously suffers from the lack of adequate scientific explanations for the phenomenon of translating as a psychological behavior. Next, part four provides a description of step-by-step development, instrumentation, and implementation of the study based on the conventions of a regular research method. It also includes information about the selection of data, the subjects and their selection criteria, the type of the test they were given, and the kind of statistical analysis used to translate the results into figures (quantification). The fifth part, fundamentally designed and intended to sum up the significant points discussed throughout the work, also indicates some pedagogical implications and constructive suggestions for future translator training programs recommending more extensive and more scientific studies of both longitudinal and cross-sectional types with factorial designs to investigate the effects of several independent variables at the same time and further contribute to the enrichment of the modern faculty known as Translation Studies. Finally, part six constitutes a quick reference (handbook) for both translators and translation students to read or review some basic concepts in translation theory as well as the practical steps they should take in the act of translating. These steps are considered to be truly indispensible guidelines for the beginner who would often feel quite handicapped wondering what to do when faced with the task of translating a text for the first time. Their overall plan and logical order are based on the actual methods and techniques of translating learned and adopted from practical teaching experience by the author and followed by him to this day. The book closes with a comprehensive bibliography, introducing a good number of both classic and new books on linguistics, language teaching and testing, psychology, translation studies, and other related subjects, which can profitably be used as authentic sources of reference in additional or supplementary studies.

Contrastive Linguistics is an expanding field, as witnessed by the publication in recent years of an increasing number of monographs, collected volumes and journal articles. The present volume, which comprises an introduction and ten chapters dealing with lexical contrasts between English and other languages, shows advances within the well-established lexical work in the field. Each of the chapters takes lexical items as its starting point and compares English with one or more languages. The languages represented are Spanish, Lithuanian, Swedish, German, Norwegian and Czech. Furthermore, they emphasise the link between lexis and grammar, not only within the same language, but also across languages. Finally, several studies represent one of the more recent developments of contrastive linguistics, namely a growing focus on genre and register comparisons. The book should appeal to both established scholars and advanced students with an interest in lexis, genre, corpus linguistics and/or contrastive linguistics.

This book challenges entrenched literary views that promote the impracticality of linguistic, stylistic and functional approaches to the analysis and translation of irony. It considers these scientific fields of enquiry as the building blocks on which ironic devices in English and Arabic are grounded, and according to which the appropriateness of the methods of

translation in the literature is assessed in a quest to pin down an interactive model for the interpretation and translation of irony. The book ventures into contrastive linguistic and stylistic analyses of irony in Arabic and English from literary, linguistic and discourse perspectives. It sheds light on the interpretation and the linguistic realisation of irony in Arabic and English through an interdisciplinary approach, and, consequently, identifies similarities and discrepancies in the form and function of ironic devices between these languages. As such, it will appeal to professional translators, instructors and students of translation, as well as language learners, language teachers and researchers in cross-cultural and inter-pragmatic disciplines.

The book addresses different areas of corpus-based translation studies, including corpus-based study of translation features, translator's style, norms of translation, translation practice, translator training and interpreting. It begins by tracing the development of corpus-based translation studies and introducing the compilation of different types of corpora for translation research. The use of corpora in different research areas is then discussed in detail, and the implications and limitations of corpus-based translation studies are addressed. Featuring the use of figures, tables, illustrations and case studies, as well as discussion of methodological issues, the book offers a practical guide to corpus-based translation. It will be of interest to postgraduate students and professionals who are interested in translation studies, interpreting studies or computer-aided translation.

The Routledge Language Family Series is aimed at undergraduates and postgraduates of linguistics and language, or those with an interest in historical linguistics, linguistics anthropology and language development. With close to 100 million speakers, Tai-Kadai constitutes one of the world's major language families. The Tai-Kadai Languages provides a unique, comprehensive, single-volume tome covering much needed grammatical descriptions in the area. It presents an important overview of Thai that includes extensive cross-referencing to other sections of the volume and sign-posting to sources in the bibliography. The volume also includes much new material on Lao and other Tai-Kadai languages, several of which are described here for the first time. Much-needed and highly useful, The Tai-Kadai Languages is a key work for professionals and students in linguistics, as well as anthropologists and area studies specialists. ANTHONY V. N. DILLER is Foundation Director of the National Thai Studies Centre, at the Australian National University. JEROLD A. EDMONDSON is Professor of Linguistics at the University of Texas Arlington and a member of the Academy of Distinguished Scholars. YONGXIAN LUO is Senior Lecturer in the Asia Institute at the University of Melbourne and a member of the Australian Linguistic Society.

How hearers arrive at intended meaning, which elements encode processing instructions in certain languages, how procedural meaning and prosody interact, how diverse types of utterances are interpreted, how epistemic vigilance mechanisms work, which linguistic elements assist those mechanisms, how a critical attitude to information and informers develops when a second language is learnt, or why some perlocutionary effects originate are some of the varied issues that have intrigued pragmatists, and relevance theorists in particular, and continue to fuel research. In this collection readers will discover new proposals based on the cognitive framework put forward by Dan Sperber and Deirdre Wilson three decades ago. Their gripping, insightful and stimulating discussions, combined in some cases with meticulous and in-depth analyses, show the directions relevance theory has recently followed. Moreover, this collection also unveils fruitful and promising interactions with areas like morphology, prosody, language typology, interlanguage pragmatics, machine translation, or rhetoric and argumentation, and avenues for future research.

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

This volume deals with a variety of pragmatic issues involved in cross-language and interlanguage studies as well as second-language acquisition and cross-cultural studies. Part I contains papers dealing with general issues stemming from contrastive work, for example, the question of tertium comparationis and its place in the development of contrastive studies as well as the applicability of generalizations proposed by speech-act theorists in contrasting concrete languages and cultures. The second part tackles a number of pragmatic issues involved in second-language learners' written productions, classroom discourse, as well as more general questions pertaining to pragmatic errors and learners' interlanguage. An Index of terms and an Index of names complete the volume.

Charles C. Fries (1887-1967) was a major figure in American linguistics and language education during the first half of the 20th century. Theoretical innovation and practical implementation were important threads that ran throughout his work. Fries believed that the attempt to deal with practical problems was a vital part of developing linguistic theory. He spent most of his effort exploring grammar as a tool for communicating meaning. Charles C. Fries was quite influential in the development of linguistics in the United States, and yet in some ways remained outside of the mainstream of the linguistics he helped to develop. The contributors to this volume were asked to present and evaluate some aspect of Fries' work and to show how similar ideas are being used today.

Vol. 1 contains papers delivered at the 2d Karpacz Conference on Contrastive Linguistics, 1971.

Since the publication of the first edition of the handbook Sociolinguistics/Soziolinguistik , the then young discipline has changed and developed considerably. The field has left behind its status as an interdiscipline between sociology and linguistics and is now a worldwide established field. Sociolinguistics continues to contribute to solving practical problems in areas such as language planning and standardization, language policy, as well as in language didactics and speech therapy. Moreover, new topics and areas of application have

arisen from the autonomy of the discipline - these have been systematically and extensively included in the second edition of the handbook. The new overall concept depicts the regional and disciplinary representativity of sociolinguistic research while offering an encyclopedia-like useablitiy for all its readers. This includes theoretical depth and stringency for readers interested in theory, as well as methodical abundance and detail for empirical researchers. The descriptions of methods are so informative and precise that they can directly be used in the preparation of project planning. Similarly, the descriptions in the practice-oriented articles are so precise that users can accurately assess to what extent they can expect a certain sociolinguistic approach to help solve their problems. With an extensive description as its goal, the second edition of the handbook Sociolinguistics/Soziolinguistik takes into account the current standing of the discipline and the modified structure of the field.

Why is a raven like a writing-desk? The concept of similarity lies at the heart of this new book on contrastive analysis. Similarity judgements depend partly on properties of the objects being compared, and partly on what the person judging considers to be relevant to the assessment; similarity thus has both objective and subjective aspects. The author shows how contrastive analysis and translation theory make use of the concept in different ways, and explains how it relates to the problematic notions of equivalence and tertium comparationis. The book then develops a meaning-based contrastive methodology, and outlines one theory of semantic structure which can be used in this methodology. The approach is illustrated with four sample studies covering different kinds of phenomena in some European languages. The final part of the book proposes an extension of the theoretical framework to cover contrastive rhetoric: the aim is to suggest a unified approach linking aspects of semantics, pragmatics and rhetoric. Keywords: similarity, contrastive analysis, functional grammar, semantics, rhetoric, translation.

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language. Language is a sophisticated tool which we use to communicate in a multitude of ways. Updated and expanded in its second edition, this book introduces language and linguistics - presenting language in all its amazing complexity while systematically guiding you through the basics. The reader will emerge with an appreciation of the diversity of the world's languages, as well as a deeper understanding of the structure of human language, the ways it is used, and its broader social and cultural context. Part I is devoted to the nuts and bolts of language study - speech sounds, sound patterns, sentence structure, and meaning - and includes chapters dedicated to the functional aspects of language: discourse, prosody, pragmatics, and language contact. The fourteen language profiles included in Part II reveal the world's linguistic variety while expanding on the similarities and differences between languages. Using knowledge gained from Part I, the reader can explore how language functions when speakers use it in daily interaction. With a step-by-step approach that is reinforced with well-chosen illustrations, case studies, and study questions, readers will gain understanding and analytical skills that will only enrich their ongoing study of language and linguistics.

Through electronic corpora we can observe patterns which we were unaware of before or only vaguely glimpsed. The availability of multilingual corpora has led to a renewal of contrastive studies. We gain new insight into similarities and differences between languages, at the same time as the characteristics of each language are brought into relief. The present book focuses on the work in building and using the English-Norwegian Parallel Corpus and the Oslo Multilingual Corpus. Case studies are reported on lexis, grammar, and discourse. A concluding chapter sums up problems and prospects of corpus-based contrastive studies, including applications in lexicography, translator training, and foreign-language teaching. Though the main focus is on English and Norwegian, the approach should be of interest more generally for corpus-based contrastive research and for language studies in general. Seeing through corpora we can see through language. Qur'anic idiomaticity, in its all aspects, poses a great deal of challenge to Qur'an readers, learners, commentators, and translators. One of the most challenging aspects of Qur'anic idiomaticity is Qur'anic idiomatic phrasal verbs, where significances of proper Arabic verbs are entirely fused with significances of prepositions following them to produce new significances that have nothing to do with the basic significances of those verbs and prepositions. By examining a corpus of ten of the most influential English translations of the Qur'an, this study scrutinizes how some translators of the Qur'an have dealt with the phenomenon of Qur'anic idiomatic phrasal verbs, the difficulties that they have encountered when translating them into English, and the strategies that they have employed in their attempts to overcome the inherent ambiguity of such expressions and provide their functional-pragmatic equivalents for English readership. The study proposes a working model for analysing and assessing the translation of the Qur'anic idiomatic phrasal verbs and provides a number of theory-based recommendations for translators in general and Qur'an translators in particular.

Translation can help improve foreign language teaching and learning - this study shows how. In an increasingly globalised world and in an increasingly multilingual Europe, translation plays an important role. Significant signs of a new revival of translation in language teaching have become visible, as shown by recent literature on applied linguistics. This book contributes to this movement, embracing both a theoretical and an empirical purpose by integrating viewpoints from Applied Linguistics, Translation Studies and Second Language Acquisition. In an attempt to show how the use of translation in foreign language classes can help enhance and further improve reading, writing, speaking and listening skills, this work calls for a re-evaluation and a rehabilitation of the translation activities in the foreign language classes.

Situated at the interface between corpus linguistics and Systemic Functional Linguistics, this volume focuses on conjunctive markers expressing contrast in English and French. The frequency and placement patterns of the markers are analysed using large corpora of texts from two written registers: newspaper editorials and research articles. The corpus study revisits the long-standing but largely unsubstantiated claim that French requires more explicit markers of cohesive conjunction than English and shows that the opposite is in fact the case. Novel insights into the placement preferences of English and French conjunctive markers are provided by a new approach to theme and rheme that attaches more importance to the rheme than previous studies. The study demonstrates the significant benefits of a combined corpus and Systemic Functional Linguistics approach to the cross-linguistic analysis of cohesion.

Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as `Does correctness matter?', `Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

This volume presents new developments in cognitive grammar and explores its descriptive and explanatory potential with respect to a wide range of language phenomena. These include the formation and use of locationals, causative constructions, adjectival and nominal expressions of oriented space, morphological layering, tense and aspect, and extended uses of verbal predicates. There is also a section on the affinities between cognitive grammar an early linguistic theories, both ancient and modern.

Corpus-based Approaches to Contrastive Linguistics and Translation Studies presents readers with up-to-date research in corpus-based

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contrastive linguistics and translation studies, showing the high degree of complementarity between the two fields in terms of research methodology, interests and objectives. Offering theoretical, descriptive and applied perspectives, the articles show how translation and contrastive approaches to grammar, lexis and discourse can be harmoniously combined through the use of monolingual, bilingual and multilingual corpora and how contrastive information needs to inform translation research and vice versa. The notion of contrastive linguistics adopted here is broad; thus, alongside comparisons of Malay/English idioms and the French imparfait and its English equivalents, there are articles comparing different varieties of French, and sign language with spoken language. This collection should be of interest to researchers in corpus linguistics, contrastive linguistics and translation studies. In addition, the section on corpus-based teaching applications will be of great value to teachers of translation and contrastive linguistics.