

Contrastive Analysis Carl James

The central concern of this book is the analysis of verbal interaction or discourse. This first six chapters report and evaluate major theoretical advances in the description of discourse. The final chapters demonstrate how the findings of discourse analysis can be used to investigate second-language teaching and first-language acquisition and to analyse literary texts.

Contrastive Analysis Routledge

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.

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.

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.

Provides support for advanced study of translation. Examines the theory and practice of translation from many angles, drawing on a wide range of languages and exploring a variety of sources. Concludes with readings from key figures.

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

The papers in this collection throw fresh light on the relation between language contact and contrastive linguistics. The book focuses equally on the mutual influence of linguistic systems in contact and on the language contrasts that govern the linguistic behaviour of the bilingual speaker.

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. Shows how a person's first language and culture influence writing in a second language.

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

Being equipped to confront issues related to racial and ethnic diversity is a crucial skill for Canadians.

This new edition of *Seeing Ourselves* uses a collection of personal comments and essays, written by students from a wide variety of ethnic backgrounds, to examine what it means to participate in the cultural and ethnic "mosaic" that comprises Canada today. Carl James creates a dialogue with students and readers that probes the meaning of ethnicity, race and culture, both in terms of the meanings individuals bring to these concepts and how they are understood in Canadian society as a whole. The varied perspectives, detailed analyses and careful reflections will be invaluable to anyone seeking to understand the meaning and implications of ethnic diversity in Canadian society today. To facilitate classroom discussion, this edition also includes background information and new, up-to-date statistics on the Canadian population - immigration trends, ethnic composition, religious affiliation and other characteristics of Canadians.

Analyzing language awareness in the classroom, this book examines the subject from both the teacher's and the pupil's perspective. Other books in this series include "Contrastive Analysis", "Discourse and Learning" and "Listening in Language Learning". This accessible textbook is the only introduction to linguistics in which each chapter is written by an expert who teaches courses on that topic, ensuring balanced and uniformly excellent coverage of the full range of modern linguistics. Assuming no prior knowledge the text offers a clear introduction to the traditional topics of structural linguistics (theories of sound, form, meaning, and language change), and in addition provides full coverage of contextual linguistics, including separate chapters on discourse, dialect variation, language and culture, and the politics of language. There are also up-to-date separate chapters on language and the brain, computational linguistics, writing, child language acquisition, and second-language learning. The breadth of the textbook makes it ideal for introductory courses on language and linguistics offered by departments of English, sociology, anthropology, and communications, as well as by linguistics departments.

In contrastive analysis CA, it is assumed that the more similar two languages are, the easier they are; the more different they are, the more difficult they are to learn. On the other hand, in error analysis EA, linguistic errors and/or mistakes

made by either L1 or L2 learners have to be discussed broadly and not only in terms of similar and dissimilar linguistic items. In this book, the author presents such argument where in CA is accounted for from both Lado's and Carl James' perspectives, and then detailed explanation of comparing language's components (sound system, grammatical structures, and lexical system) is presented with illustrations from both Standard Arabic and Standard English Languages. Have done so, then EA is accounted for and presented in terms of five phases: data-collection, errors identification, errors classification, errors explanation, and errors evaluation. The last section is a sample study showing the application of Lado's CA hypothesis. The book is presented in a very simple way for both researchers who want to know the steps for conducting a research in either CA or EA, and for readers who want to introduce themselves to CA and EA.

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.

The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence. Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity, conceptions, beliefs and assumptions inside the learner's mind. As part of the changes, assessment is seen as an important means of enhancing the elearning processes, emphasising the role of reflective self-assessment. The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning, intercultural learning, autobiographical knowledge and teacher development, together with the philosophical underpinnings of foreign language education.

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. Discourse analysis considers how language, both spoken and written, enacts social and cultural perspectives and identities. Assuming no prior knowledge of linguistics, *An Introduction to Discourse Analysis* examines the field and presents James Paul Gee's unique integrated approach which incorporates both a theory of language-in-use and a method of research. *An Introduction to Discourse Analysis* can be used as a stand-alone textbook or ideally used in conjunction with the practical companion title *How to do Discourse Analysis: A Toolkit*. Together they provide the complete resource for students studying discourse analysis. Updated throughout, the fourth edition of this seminal textbook also includes two new chapters: 'What is Discourse?' to further understanding of the topic, as well as a new concluding section. A new companion website www.routledge.com/cw/gee features a frequently asked questions section, additional tasks to support understanding, a glossary and free access to journal articles by James Paul Gee. Clearly structured and written in a highly accessible style, *An Introduction to Discourse Analysis* includes perspectives from a variety of approaches and disciplines, including applied linguistics, education, psychology, anthropology and communication to help students and scholars from a range of backgrounds to formulate their own views on discourse and engage in their own discourse analysis. This is an essential textbook for all advanced undergraduate and postgraduate students of discourse analysis.

What is contrastive analysis? - The psychological basis 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 this important study, Carl James reviews the role that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching. Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy. The book offers a range of examples to support its arguments, enabling readers to grasp the principles and then to pursue their own work in this area. Contrastive Analysis presents a successful theoretical and practical case for the value of CA as a research tool, both for those studying applied linguistics and for teachers needing to adjust their teaching to the state of knowledge of their students.

First published in 1983. Routledge is an imprint of Taylor & Francis, an informa company.

This book provides an accessible and reader-friendly overview of linguistic research. The meaning of complex linguistic concepts is illuminated with the help of engaging stories, analogies, and graphics. The book brings theoretical discussion to life by citing familiar bits of language such as names of popular business establishments, recognizable song lyrics, and famous adages. These examples taken from day-to-day life ultimately help students recognize the language in their own environment as worthy of observation and analysis. Above all, the book is meant to help future teachers in the classroom. It is this goal that largely determines its

scope. The text provides an overview of those studies that have relevance to classroom practice. For instance, the chapter on neurolinguistics covers research into the gestures that accompany speech, and the chapter on semantics places special emphasis on discussing the role of conceptual metaphors in cognition. Each of the book's eleven chapters concludes with a section entitled "Implications for Instruction." These sections engage the reader in exploring the practical significance of linguistic research.

For those who are familiar with the first edition, it will be convenient to have some indication of where the main changes lie. Chapter one has been largely rewritten to give an outline of current approaches to a model of comprehension of spoken language. Chapter two has a new initial section but otherwise remains as it was. Chapter three incorporates a new section on "pause" and how this interacts with rhythm, and rather more on the function of stress. Chapter four has an extended initial section but otherwise remains largely as it was. Chapter five on intonation contains several sections which have been rewritten to varying extents. Chapter six of the first edition has disappeared: in 1977, very little work had been published on "fillers" and it seemed worthwhile incorporating a chapter that sat rather oddly with the phonetic/phonological interests of the rest of the book. Not that there is a great industry of descriptions of the forms and functions of these and similar phenomena there seems no reason to retain this early but admittedly primitive account. The chapter on "paralinguistic vocal features", now chapter six, has some rewriting in the

early part but considerable rewriting in the last sections. The final chapter on "teaching listening comprehension" has grown greatly in length. It still incorporates some material from the original chapter but most of it is completely rewritten.

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. Selection of 24 essays by the dictionary researcher Reinhard Hartmann on 'Interlingual Lexicography', a genre much neglected in the literature, including interdisciplinary approaches to translation equivalence, its analysis in contrastive text linguistics and its treatment in the bilingual dictionary, with particular attention to the user perspective, in English and German.

The fully updated second edition of this critical work includes a new introduction, a wide range of new entries and added specialised further reading for lecturers and more advanced students.

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.

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.

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.

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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.

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.

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