Vocative Constructions in the Language of Shakespeare
- Beatrix Busse 2006-11-08

This study investigates the functions, meanings, and varieties of forms of address in Shakespeare’s dramatic work. New categories of Shakespearean vocatives are developed and the grammar of vocatives is investigated in, above, and below the clause, following morpho-syntactic, semantic, sociocultural, and contextual criteria. Going beyond the conventional paradigms of power and solidarity and with recourse to Shakespearean drama as both text and performance, the study sees vocatives as foregrounded experiential, interpersonal and textual markers. Shakespeare’s vocatives construe, both quantitatively and qualitatively, habitus and identity. They reflect Early Modern, Shakespearean, and intra- or inter-textual contexts. Theoretically and methodologically, the study is interdisciplinary: it draws on approaches from (historical) pragmatics, stylistics, sociolinguistics, narrative, narrative linguistics, sociolinguistics, contextual and literary criteria. This study contributes, thus, not only to Shakespearean studies, but also to literary and literary criticism.

Learning context effects
-Carmen Pérez Vidal 2016

This book deals with the effects of three different learning contexts on adult, but also on adolescent, learners’ language acquisition. The three contexts brought together in the monograph include i) a conventional instructed second language acquisition (ISLA) environment, in which learners receive formal instruction in English as a Foreign Language (EFL); ii) a Study Abroad (SA) context, which learners experience during mobility programmes, when the target language is no longer a foreign but a second language learnt in a naturalistic context; and iii) the immersion classroom, also known as an integrated content and language (ICL) setting, in which learners are taught content subjects through the medium of the target language—more often than not English, used as the lingua franca (ELF). The volume examines how these contexts change language learners’ linguistic performance, and also non-linguistic, that is, how motivation, sense of identity, interculturality, international ethos, and other sociocultural factors develop. To our knowledge, no publication exists which places the three contexts on focus in this monograph along a continuum, as suggested in Pérez-Vidal (2011, 2014), with SA as ‘the most naturalistic’ context on one extreme, ISLA on the other, and ICL somewhere in between, while framing them in an international framework. Concerning target languages, the nine chapters include one on Spanish, as the target language, as the target context in ISLA programmes, data also include English, Irish, French, German, and Spanish in Europe, but also Canada, China, and Australia. While the main bulk of the chapters deal with tertiary level language learners, a language learning population which has received less attention by researchers so far, one chapter deals with adolescent learners. Carmen Pérez Vidal, Anna López, Jennifer Abad and Bárbara Thoma-Müller all served as the organizing committee for the EUROSLA workshop held at the Universitat Pompeu Fabra, Barcelona, on May 2016. It is from this workshop that this monograph was inspired.

Mind the Gap
-Peter Wilson 2014-06-03

We rarely speak or even write in the complete sentences that are often held to be the ideal form of linguistic communication. Language is, in fact, full of gaps, because speakers and writers operate in contexts which allow bits of language to be understood rather than expressed. This book systematically analyses this inherent gappiness of language, known as ellipsis, and provides an account of the different contexts, both linguistic and situational, which allow it or not. Peter Wilson draws on a wide variety of examples of spoken and written English, and both literary and non-literary to present a comprehensive classification of elliptical language that ranges from the conversational fragment and the advertisement to the dialogue of Shakespeare and imagist poetry. Mind the Gap shows how ellipsis is a feature of major structural and stylistic importance to our understanding of spoken and written language, and will be of interest to undergraduate students of linguistics, literature, communication and the interrelations between them.