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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 lexicographical pragmatic social and contextual criteria going beyond the conventional paradigm 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 illustrate relationships or messages 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 hallidayean grammar corpus linguistics cognitive linguistics socio historical linguistics sociology and theatre semiotics this study contributes thus not only to shakespeare studies but also to literary linguistics and literary criticism

interaction in the language curriculum offers an innovative theory of language education integrating curriculum practice research and teaching it emphasises the interdependence of knowledge and values and stresses the central importance of learning as a social process leo van der Lier argues that moral as well as intellectual and practical principles must underlie curriculum development and everyday teaching captured in his triple focus on awareness autonomy and authenticity in addition to its rich grounding in language education practice the book draws support for his position from diverse sources in sociology philosophy and cognitive science from the work of Bourdieu Giddens Wittgenstein Peirce Vygotsky Bakhtin and Dewey in the current broadening context of language education this study makes an important contribution to research it presents a coherent philosophical theory as well as considering practical issues in implementation of a new language curriculum as such it will be of great benefit to teachers applied linguists and educationalists generally

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