

1. Record Nr.	UNINA9910461136603321
Autore	Linden An van <1982->
Titolo	Modal adjectives [[electronic resource]] : English deontic and evaluative constructions in synchrony and diachrony // by An Van Linden
Pubbl/distr/stampa	Berlin ; ; Boston, : De Gruyter Mouton, c2012
ISBN	1-280-59682-1 9786613626653 3-11-219170-6 3-11-025294-5
Descrizione fisica	1 online resource (384 p.)
Collana	Topics in English linguistics, , 1434-3452 ; ; 75
Classificazione	HF 303
Disciplina	425/.5
Soggetti	English language - Modality English language - Adjective Modality (Linguistics) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Frontmatter -- Acknowledgements -- Table of contents -- List of tables -- List of figures -- Abbreviations -- Introduction -- Chapter 1. The notion of modality -- Chapter 2. Adjectives in the modal-evaluative domain -- Chapter 3. Data and methods of the diachronic analysis -- Chapter 4. The semantic development of the adjectival matrix -- Chapter 5. The diachrony of the clausal complement patterns -- Chapter 6. The diachrony of the complex constructions: The development of propositional complements -- Chapter 7. Data and methods of the synchronic synthesis and refinement -- Chapter 8. Synchronic constructions: Refinements of the conceptual map -- Chapter 9. Conclusion -- References -- Author index -- Subject index
Sommario/riassunto	The book revisits the notion of deontic modality from the perspective of an understudied category in the modal domain, viz. adjectives. On the basis of synchronic and diachronic corpus studies, it analyses the semantics of English adjectives like essential and appropriate, and uses this to refine traditional definitions of deontic modality, which are mainly based on the study of modal verbs. In a first step, it is shown

that the set of meanings expressed by extrapolation constructions with deontic adjectives is quite different from the set of meanings identified in the literature on modal verbs. Adjectival complement constructions lack the directive meanings of obligation or permission, which are traditionally regarded as the core deontic categories, and they have semantic extensions towards non-modal meanings in the evaluative domain. In a second step, the analysis of adjectives is used to propose an alternative definition of deontic modality, which covers both the meanings of verbs and adjectives, and which can deal with the different extensions towards modal and non-modal categories. This is integrated into a conceptual map, which works both in diachrony, defining pathways of change from premodal to modal to evaluative meaning, and in synchrony, accommodating refinements within each set of meanings. In the process, this study points to the emergence of partially filled constructions, and it offers additional evidence for well-established changes in the history of English, such as the decline of the subjunctive and the rise of the to-infinitive in complement constructions. The book is of particular interest to researchers and graduate students with a focus on mood and modality, and the interface between syntax, semantics and pragmatics, as well as that between synchrony and diachrony.

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2. Record Nr.	UNINA9910765771003321
Autore	Perold Helene
Titolo	Shaping the Future of South Africa's Youth : : Rethinking Post-School Education and Skills Training // Helene Perold, Nico Cloete, Joy Papier
Pubbl/distr/stampa	[s.l.] : , : African Minds, , 2012
ISBN	9781920489465 1920489460
Descrizione fisica	1 online resource (1 p.)
Soggetti	Education, Higher - South Africa Educational change - South Africa
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Why solving ongoing problems with the NQF matters -- The challenges unemployment imposes on youth -- The challenge of youth-to-work transitions: an international perspective -- A statistical overview of further education and training colleges -- Strengthening the capacity of FET Colleges to meet the needs of young people -- Higher education and an expanded post-school educational system -- Trends in training in South Africa -- Key issues in the assessment of South Africa's national skills development strategy -- Opening the doors of learning? Viewing the post-school education and training landscape from a youth perspective.
Sommario/riassunto	South Africa has made huge gains in ensuring universal enrolment for children at school, and in restructuring and recapitalising the FET college sector. However, some three million young people are not in education, employment or training and the country faces serious challenges in providing its youth with the pathways and support they need to transition successfully into a differentiated system of post-school education and training. Across nine evidence-based chapters, 17 authors offer a succinct overview of the different facets of post-school provision in South Africa. These include an analysis of the impact of the national qualifications system on occupational training, the impact of youth unemployment, the capacity of the post-school system to absorb larger numbers of young people, the relationship

between universities and FET colleges, the need for more strategic public and private investment in skills development, and a youth perspective on education and training policy. The authors have a number of recommendations for improving the alignment between schooling, further education and training, and university education - interventions that could shape the future of South Africa's youth.

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