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Titolo	The Axial Age and its consequences / / edited by Robert N. Bellah and Hans Joas
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Altri autori (Persone)	BellahRobert N <1927-2013.> (Robert Neelly) JoasHans <1948->
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Nota di contenuto	Front matter -- Contents -- Introduction / Bellah, Robert N. / Joas, Hans -- Fundamental Questions -- 1 The Axial Age Debate as Religious Discourse / Joas, Hans -- 2 What Was the Axial Revolution? / Taylor, Charles -- 3 An Evolutionary Approach to Culture / Donald, Merlin -- 4 Embodiment, Transcendence, and Contingency / Jung, Matthias -- 5 The Axial Age in Global History / Wittrock, Björn -- 6 The Buddha's Meditative Trance / Obeyesekere, Gananath -- 7 The Idea of Transcendence / Dalferty, Ingolf U. -- A Comparative Perspective -- 8 Religion, the Axial Age, and Secular Modernity in Bellah's Theory of Religious Evolution / Casanova, José -- 9 Where Do Axial Commitments Reside? / Swidler, Ann -- 10 The Axial Age Theory / Roetz, Heiner -- Destructive Possibilities? -- 11 The Axial Conundrum between Transcendental Visions and Vicissitudes of Their Institutionalizations / Eisenstadt, Shmuel N. -- 12 Axial Religions and the Problem of Violence / Martin, David -- 13 Righteous Rebels / Runciman, W. G. -- Reevaluations -- 14 Rehistoricizing the Axial Age / Arnason, Johann P. -- 15 Cultural Memory and the Myth of the Axial Age / Assmann, Jan

-- Perspectives on the Future -- 16 The Axial Invention of Education and Today's Global Knowledge Culture / Sullivan, William M. -- 17 The Future of Transcendence / Madsen, Richard -- 18 The Heritage of the Axial Age / Bellah, Robert N. -- Bibliography -- Contributors -- Index

Sommario/riassunto

The first classics in human history-the early works of literature, philosophy, and theology to which we have returned throughout the ages-appeared in the middle centuries of the first millennium BCE. The canonical texts of the Hebrew scriptures, the philosophical writings of Plato and Aristotle, the Analects of Confucius and the Daodejing, the Bhagavad Gita and the teachings of the Buddha-all of these works came down to us from the compressed period of history that Karl Jaspers memorably named the Axial Age. In *The Axial Age and Its Consequences*, Robert Bellah and Hans Joas make the bold claim that intellectual sophistication itself was born worldwide during this critical time. Across Eurasia, a new self-reflective attitude toward human existence emerged, and with it an awakening to the concept of transcendence. From Axial Age thinkers we inherited a sense of the world as a place not just to experience but to investigate, envision, and alter through human thought and action. Bellah and Joas have assembled diverse scholars to guide us through this astonishing efflorescence of religious and philosophical creativity. As they explore the varieties of theorizing that arose during the period, they consider how these in turn led to utopian visions that brought with them the possibility of both societal reform and repression. The roots of our continuing discourse on religion, secularization, inequality, education, and the environment all lie in Axial Age developments. Understanding this transitional era, the authors contend, is not just an academic project but a humanistic endeavor.

2. Record Nr.	UNINA9910964620303321
Titolo	How to use corpora in language teaching / / edited by John McH. Sinclair
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Altri autori (Persone)	SinclairJohn <1933-2007.>
Disciplina	418/.00285
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	How to Use Corpora in Language Teaching -- Editorial page -- Title page -- LCC page -- Table of contents -- List of contributors -- Introduction -- Background to this book -- Design and content -- Acknowledgement -- Notes -- References -- The corpus and the teacher -- In the classroom -- Corpora in the classroom -- 1. Introduction -- 2. Bringing corpora to the classroom -- 2.1. Data-driven Learning (DDL) or ``The learner as researcher'' -- 2.2. Language learning as (schema-based) restructuring -- 2.3. Learner and translation corpora for language learners and translation students -- 2.4. Learning LSP with corpora -- 3. Discovery Learning (DL) or ``The learner as traveller'' -- 4. The past, and the future -- 5. Conclusion -- Notes -- References -- Appendix -- In preparation -- What teachers have always wanted to know - and how corpora can help -- Corpora and linguistic description -- Corpus-based studies and ESL / EFL teaching -- Corpus analysis and teachers' language awareness -- TeleNex -- Teachers' questions and corpus evidence -- Synonymous lexical items -- Grammar rules and conflicting evidence -- Rationalization of collocations -- Implications for language teacher

education -- Notes -- References -- Resources - Corpora -- Corpus variety -- Corpus linguistics, language variation, and language teaching -- The linking adverbial though -- Comparing many language features simultaneously -- Conclusion -- Acknowledgements -- Note -- References -- Appendix -- Spoken - general -- Spoken corpus for an ordinary learner -- 1. Introduction -- 2. Authenticity -- 3. Communicative utility -- 4. Formulaic expressions -- 5. Taking the corpus to the classroom -- 6. Hands-on -- 7. Conclusion -- References -- Spoken - an example -- The use of concordancing in the teaching of Portuguese -- Introduction -- Linguistic resources. Resources for corpus-based teaching -- Lexis and text type -- Conclusion -- References -- Learner corpora -- Learner corpora and their potential for language teaching -- 1. Introduction -- 2. Learner corpora -- 2.1. Learner corpora - the state of the art -- 2.2. Potential and limitations of learner corpora -- 2.3. Ways forward -- 3. Learner corpora and language teaching -- 3.1. Learner corpus studies -- 3.2. Learner corpora and pedagogic material -- 3.3. Learner corpora and data-driven learning -- 4. Conclusion -- Notes -- References -- Appendix -- Current learner corpora and learner corpus projects -- Research -- Composition -- The use of adverbial connectors in Hungarian university students' argumentative essays -- 1. Introduction -- 2. A brief overview of issues concerning the teaching of connectors -- 2.1. The significance of connectors -- 2.2. Why are connectors difficult? -- 3. Research questions -- 4. Methods -- 4.1. The participants and the corpus -- 4.2. Terminology and analytical decisions -- 5. Results and discussion -- 5.1. Adverbial connectors in the Hungarian Corpus -- 5.2. The distribution of adverbial connectors in the Hungarian Corpus -- 5.3. The most common types of semantic relationships in the Hungarian Corpus -- 5.4. The span of the relations marked by adverbial connectors -- 5.5. The position of adverbial connectors in the texts produced by Hungarian writers -- 5.6. Register awareness in the use of adverbial connectors in the Hungarian Corpus -- 6. Conclusion -- 7. Implications for teaching -- 7.1. A concordance-based classroom activity on adverbial connectors -- Notes -- References -- Textbooks -- A corpus-driven approach to modal auxiliaries and their didactics -- 1. Introduction -- 2. Modals in spoken British English (BNC analysis) -- 2.1. Frequency analysis -- 2.2. Different meanings analysis -- 2.3. Co-occurrence analysis. 3. Modals in EFL teaching (textbook analysis) -- 3.1. Frequency analysis -- 3.2. Different meanings analysis -- 3.3. Co-occurrence analysis -- 4. Comparison: The use of modals in ``real'' English and in ``school'' English -- 5. Suggestions for the improvement of teaching materials -- 6. Conclusion -- Notes -- References -- Resources - Computing -- Basic processing -- Software for corpus access and analysis -- 1. Starting with the text -- 2. Creating a wordlist -- 3. Adding context -- 3.1. Collocates and collocations -- 4. Wider context -- 5. Lexical frameworks -- 6. More on context -- 6.1. Annotation as context -- 7. Conclusion -- References -- Programming -- Simple Perl programming for corpus work -- 1. Introduction -- 2. When to use Perl -- 3. Step 1: Finding the interpreter and changing access rights -- 4. The Toolbox -- 4.1. Tool no 1: The tokeniser -- 4.2. Tool no 2: The word splitter -- 4.3. Tool no 3: The frequency counter -- 4.4. Tool no 4: A plain concordancer -- 5. Conclusion -- Note -- References -- Network -- Learner oral corpora and network-based language teaching -- Introduction -- 1. The scope of Network-Based Language Teaching (NBLT) -- 2. The scope of Learner Oral Corpora (LOC) -- 3. Strategic foundations of LOC in networked environments -- 4. The digital bridge -- Notes -- References -- Prospects -- New evidence, new priorities,

new attitudes -- Introduction -- 1. Four features of language and language description -- 2. Are they inherent in the language or do they arise in the description? -- 3. New hypotheses -- 4. Implications for teaching and learning -- Conclusion -- Notes -- References -- Notes on contributors -- Index -- The series STUDIES IN CORPUS LINGUISTICS.

Sommario/riassunto

After decades of being overlooked, corpus evidence is becoming an important component of the teaching and learning of languages. Above all, the profession needs guidance in the practicalities of using corpora, interpreting the results and applying them to the problems and opportunities of the classroom. This book is intensely practical, written mainly by a new generation of language teachers who are acknowledged experts in central aspects of the discipline. It offers advice on what to do in the classroom, how to cope with teachers' queries about language, what corpora to use including learner corpora and spoken corpora and how to handle the variability of language; it reports on some current research and explains how the access software is constructed, including an opportunity for the practitioner to write small but useful programs; and it takes a look into the future of corpora in language teaching.