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Nota di contenuto	A PRACTICAL COURSE IN TERMINOLOGY PROCESSING; Title page; Copyright page; Acknowledgements; Table of contents; Chapter One. INTRODUCTION WHAT IS TERMINOLOGY?; 1.1 A new field of enquiry and activity; 1.2 Definition; 1.3 Terminology and related disciplines;

1.3.1 Terminology and Information Science; 1.4 Theoretical premises; 1.5 Requirements of an applied field of study; 1.6 Conflicts between theory and practice; 1.7 The purpose and structure of this book; Chapter Two. THE COGNITIVE DIMENSION; 2.1 A theory of reference; 2.1.1 A model of knowledge; 2.1.2 Subject disciplines 2.1.3 The social norm 2.1.4 Knowledge and reference; 2.1.5 Special subject languages; 2.1.6 Words, terms and standardised terms; 2.2 A theory of concepts; 2.2.1 Concepts: definition; 2.2.2 Characteristics; 2.2.3 Types of concepts; 2.2.4 Structures of concepts; 2.2.4.1. Relationships; 2.2.4.2. Complex relationships; 2.2.5 Subject classification; 2.3 Definitions and alternatives; 2.3.1 Definition of 'definition' in terminology; 2.3.1.1 Scope of definitions; 2.3.2 Methods of definition; 2.3.2.1. Rules of definition; 2.3.3 Definitions in context 2.3.3.1. Definition as part of the semantic specification 2.3.4 The purpose of definitions in terminology; 2.3.4.1. Functional types of definitions; 2.3.4.2. Needs analyses; 2.3.5 Use of existing definitions; 2.3.5.1. The need for terminological definitions; 2.4 Terminological definitions and relationships; 2.4.1 Complementarity of definition and relationships; Chapter Three. THE LINGUISTIC DIMENSION; 3.1 A theory of terms; 3.1.1 The onomasiological approach; 3.1.2 Terms and their forms; 3.1.2.1. Terms in dictionaries; 3.1.2.2. Homonyms, synonyms and variants; 3.1.2.3. Status of terms 3.1.3 Processes of terminologisation 3.2 Term formation: theory and practice; 3.2.1 Motivation for designation; 3.2.1.1. Names and proper nouns; 3.2.2 Patterns of term formation; 3.2.2.1. Use of existing resources; 3.2.2.2. Modification of existing resources; 3.2.2.3. Creation of new lexical entities (neologisms); 3.2.3 Pragmatic aspects of term formation; 3.2.3.1. Trends in secondary term formation; 3.2.3.2. Attitudes to bonvwing; 3.2.4 Technical support for term creation; 3.3 Guidelines for the creation of terms; 3.3.1 International guidelines; 3.3.2 Criteria and rules for naming 3.4 Nomenclatural systems 3.4.1 General principles; 3.4.2 Features of medical nomenclature; 3.4.3 Features of biological nomenclature; 3.4.4 Features of chemical nomenclature; Chapter Four. THE COMMUNICATIVE DIMENSION; 4.1 A model of communication; 4.1.1 The choice of intention; 4.1.2 The selection of knowledge; 4.1.3 The choice of language; 4.2 The functional efficacy of terms; 4.2.1 Lexical expression of economy; 4.2.1 Precision of expression; 4.2.3 Appropriateness of expression; 4.3 Standardisation; 4.3.1 Principles of standardisation; 4.3.2 Installments of standardization 4.3.3 Objectives of standardisation of terminology

Sommario/riassunto

Since the advent of the computer, terminology management can be carried out by almost anyone who has learnt to use a computer. Terminology management has proved to be an efficient tool in international communications in industry, education and international organisations. Software packages are readily available and international corporations often have their own terminology database. Following these developments, translators and terminologists are confronted with a specialised form of information management involving compilation and standardisation of vocabulary, storage, retrieval and updating

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Collana	Uniwersytet ódzki
Soggetti	Social sciences Language studies Language and Literature Studies Education Education, Higher
Lingua di pubblicazione	Polacco
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Sommario/riassunto	The handbook 'PLANNING ENGLISH LANGUAGE LESSONS' provides valuable support for lecturers, students, and practicing teachers. It focuses on designing effective lessons, taking into account teaching goals, student needs, and the diversity of teaching methods. It includes practical tips on setting goals, choosing methods, anticipating lesson problems, designing homework assignments, and creating lesson plans. The publication consists of two parts: worksheets for practical lesson planning and a detailed guide with ready-made solutions and model answers. The tips and advice in the handbook are based on solid theoretical foundations and stem from practical observations of real teaching situations. The handbook is the result of the project "Model Education for Future Teachers of Humanities at the University of ód." This project was co-financed by the European Union from the funds of the European Social Fund under the Operational Program Knowledge Education Development (No. POWR. 03.01.00-IP.08-00-PKN/18).

