Corpus linguistics has had a revolutionary impact on grammar and discourse research. Not only has it opened up entirely new theoretical perspectives and methodological possibilities for both fields, but it has also to a considerable extent erased the boundaries that have traditionally been drawn between them. This book showcases a variety of current corpus-based approaches to the study of grammar and discourse, and makes a case for seeing grammar and discourse as fundamentally inter-related phenomena. The book features contributions from leading experts in cognitive linguistics, construction grammar, critical discourse studies, genre and register analysis, phraseology, language learning and teaching, languages for specific purposes, second language acquisition, sociolinguistics, systemic functional linguistics and text linguistics. An essential reference point for future research, Corpora, Grammar and Discourse has been edited in honour of Susan Hunston, whose own work has consistently pushed at the boundaries of corpus-based research on grammar and discourse for over three decades.

A new, thought-provoking book on the theory of grammar and language processing, based on the analysis of authentic speech produced in real time. Drawing on insights from cognitive psychology, neurology and conversation analysis, the author offers a fascinating, easy-to-follow account of why spoken English is structured the way it is. The traditional product-based approach to grammar is given up in favour of a speaker-based, dynamic perspective that integrates language-structural, neurocognitive and dialogic aspects of speech production.
Based on fresh empirical research Haselow argues that grammatical knowledge rests upon two cognitive principles of linearization called 'microgrammar' and 'macrogrammar', which are shown to interact in various ways. The book discusses a broad range of speech phenomena under an integrated framework, such as the omnipresence of 'unintegrated' constituents (e.g. discourse markers), ellipses, or the allegedly 'fragmented' character of syntax, and explains the mechanisms of processing efficiency that guide syntactic planning.

Teaching & Researching: Speaking is an up-to-date summary of current research and issues in the field of teaching and researching that can then be applied to classroom practice.

This textbook explores functional discourse grammar, a recently developed theory of language structure which analyses utterances at the pragmatic, semantic, morphosyntactic, and phonological level. The book focuses principally on English and provides extensive exercises for students to use and evaluate the theory.

This edited collection is about the application of English grammar and specialises in 'functional' and 'corpus' approaches, approaches which are increasingly recognised as providing significant insights into English language in action. It aims to stimulate interest and understanding of grammar as an applied tool not just for grammarians or language learners, but for all those interested in how language is organized to shape our view of events in the world. As the chapters in this book show, functional and corpus approaches allow us to make observations that would not be amenable through more traditional forms of grammatical analysis. They also illustrate how researchers can fruitfully bring together corpus and functional approaches to reveal how grammar and lexis create and transmit values, identities and ideologies. Research in Critical Discourse Analysis (CDA) has a long tradition of drawing on functional grammar but has only relatively recently begun to draw on corpus linguistics. As such, the book is unusual in presenting work on CDA which draws on corpus linguistics. But not only that, it is also unique in presenting work in CDA which brings together the methodologies of corpus linguistics and functional grammar, demonstrating their combined potential for illuminating ideological perspectives, particularly in media texts. Given this focus and given the increasing value of empirical data, the book will be of interest to those in a range of disciplines including the humanities and media and cultural studies. Chapters comprise both newly commissioned and previously published works that illustrate the two methodological approaches to grammatical analysis and how they can be applied to deepen our understanding of language.

English Grammar: The Basics offers a clear, non-jargonistic introduction to English grammar and its place in society. Rather than taking a prescriptive approach, this book helps the reader become aware of the social implications of choices they make to use standard or non-standard (regional/dialect) forms. Readers will consider: • what grammar is and how it fits into the structure of language; • how grammar functions in the school curriculum, the press, broadcasting and social media, as well as how these outlets reflect and reinforce our attitudes towards grammar; • differences between speech and writing, as well as between formality and informality; • major different approaches to theorising and describing grammar from important grammarians, including Noam Chomsky and Michael Halliday.
This handbook provides an authoritative, critical survey of current research and knowledge in the grammar of the English language. Following an introduction from the editors, the volume's expert contributors explore a range of core topics in English grammar, beginning with issues in grammar writing and methodology. Chapters in part II then examine the various theoretical approaches to grammar, such as cognitive, constructional, and generative approaches, followed by the chapters in part III, which comprehensively cover the different subdomains of grammar, including compounds, phrase structure, clause types, tense and aspect, and information structure. Part IV offers coverage of the relationship between grammar and other fields - lexis, phonology, meaning, and discourse - while the concluding part of the book investigates grammatical change over time, regional variation, and genre and literary variation. The handbook's wide-ranging coverage will appeal to researchers and students of English language and linguistics from undergraduate level upwards.

Leading researchers in the field of spoken discourse and language teaching offer an empirically informed, issues-based discussion of the present state of research into spoken language. They address some of the complex and rewarding opportunities offered by these emerging insights for language education and, specifically, for TESOL. They ask whether new data and evidence that spoken discourse is a distinctive genre will challenge existing language theories and teaching. What could be the practical outcomes for curriculum, teaching approaches, materials and assessment? A stimulating resource for researchers and for professional and student language teachers.

This book offers an in-depth analysis of several features of spoken Indian English that are generally considered as 'typical', but have never before been studied empirically. Drawing on authentic spoken data from the International Corpus of English, Indian component, the book focuses on the domain of discourse organization and examines the form, function and distribution of invariant tags such as isn't it and no/na, non-initial existential there, focus markers only and itself, topicalization and left-dislocation. By focusing on multilingual speakers' interactions, the study demonstrates conclusively that spoken Indian English bears all the hallmarks of a vibrant contact language, testifying to a pan-South Asian 'grammar of culture' which becomes apparent in contact-induced language change in spoken Indian English. The book will be highly relevant for anyone interested in postcolonial varieties of English, contact linguistics, standardization, and discourse-pragmatic sentence structure.

This encyclopaedia of one of the major fields of language studies is a continuously updated source of state-of-the-art information for anyone interested in language use. The IPrA Handbook of Pragmatics provides easy access — for scholars with widely divergent backgrounds but with convergent interests in the use and functioning of language — to the different topics, traditions and methods which together make up the field of pragmatics, broadly conceived as the cognitive, social and cultural study of language and communication,
i.e. the science of language use. The Handbook of Pragmatics is a unique reference work for researchers, which has been expanded and updated continuously with annual installments since 1995. Also available as Online Resource: https://www.benjamins.com/online/hop/

The completely redesigned Grammar of Spoken and Written English is a comprehensive corpus-based reference grammar. GSWE describes the structural characteristics of grammatical constructions in English, as do other reference grammars. But GSWE is unique in that it gives equal attention to describing the patterns of language use for each grammatical feature, based on empirical analyses of grammatical patterns in a 40-million-word corpus of spoken and written registers. Grammar-in-use is characterized by three inter-related kinds of information: frequency of grammatical features in spoken and written registers, frequencies of the most common lexico-grammatical patterns, and analysis of the discourse factors influencing choices among related grammatical features. GSWE includes over 350 tables and figures highlighting the results of corpus-based investigations. Throughout the book, authentic examples illustrate all research findings. The empirical descriptions document the lexico-grammatical features that are especially common in face-to-face-conversation compared to those that are especially common in academic writing. Analyses of fiction and newspaper articles are included as further benchmarks of language use. GSWE contains over 6,000 authentic examples from these four registers, illustrating the range of lexico-grammatical features in real-world speech and writing. In addition, comparisons between British and American English reveal specific regional differences. Now completely redesigned and available in an electronic edition, the Grammar of Spoken and Written English remains a unique and indispensable reference work for researchers, language teachers, and students alike.

This accessible text is split into 2 halves. Initially, Janet Townend takes the reader through the early development and the structure and usage of spoken English. In the second half Jean Walker explains the history and structure of written English, including word formation and grammar. It is unusual to find both aspects of this fascinating area of human activity combined in one volume. These insights form an essential foundation for teachers, student teachers, teacher trainers, and specialists in special needs and literacy. It will be of interest to all who speak and write, and are involved in helping others to do so. Janet Townend trained as a speech and language therapist and Jean Walker as an English teacher. Both are now specialist teachers and trainers in the field of dyslexia, literacy and language.

The Routledge Handbook of Corpus Linguistics provides a timely overview of a dynamic and rapidly growing area with a widely applied methodology. Through the electronic analysis of large bodies of text, corpus linguistics demonstrates and supports linguistic statements and assumptions. In recent years it has seen an ever-widening application in a variety of fields: computational linguistics, discourse analysis, forensic linguistics, pragmatics and translation studies. Bringing together experts in the key areas of development and change, the handbook is structured around six themes which take the reader through building and designing a corpus to using a corpus to study literature and translation. A comprehensive introduction covers the historical development of the field and its growing influence and application in other areas. Structured around five headings for ease of reference, each contribution includes further reading sections with
three to five key texts highlighted and annotated to facilitate further exploration of the topics. The Routledge Handbook of Corpus Linguistics is the ideal resource for advanced undergraduates and postgraduates.

"English Linguistics" is a compact and easy-to-use introduction to English linguistics which is tailored to the needs of students of English at German, Austrian and Swiss universities, contains graded exercises to motivate students to carry out independent research, and bridges the gap between linguistics and the literary and cultural-studies components of the typical BA in English Studies. Bachelor-wissen "English Linguistics" goes beyond the usual introduction in offering accompanying web resources which provide additional material and multi-media illustration.

Jim Miller and Regina Weinert investigate syntactic structure and the organization of discourse in spontaneous spoken language. Using data from English, German, and Russian, they develop a systematic analysis of spoken English and highlight properties that hold across languages. The authors argue that the differences in syntax and the construction of discourse between spontaneous speech and written language bear on various areas of linguistic theory, apart from having obvious implications for syntactic analysis. In particular, they bear on typology, Chomskyan theories of first language acquisition, and the perennial problem of language in education. In current typological practice written and spontaneous spoken texts are often compared; the authors show convincingly that typological research should compare like with like. The consequences for Chomsky, and indeed all, theories of first language acquisition flow from the central fact that children acquire spoken language but learn written language.

This collection reviews 20 years of research into Spoken Discourse by the Birmingham group, allowing, for the first time, a developmental perspective. It combines previously published but unavailable work with new research. Bringing together recent theories of discourse structure, with a new and detailed analytic framework, the book emphasises both historical context and new developments. The articles are comprehensive, ranging from the theoretical to the highly applied. Practical applications include language teaching, literary stylistics and forensic linguistics with examples taken from literature and language classrooms, telephone conversations, disputed witness statements and corpuses of spoken English.

This book investigates the notion of subjectivity from a pragmatic point of view. There have been attempts to reduce the notion of the speaker or subjectivity as a syntactic category, or to seek an explanation for it in semantic terms. However, in order to understand the vast range of subjectivity phenomena, it is more fruitful to examine how the attributes and the experience of the real speaker affect language. The volume provides a theoretical/methodological basis for the study of various aspects of language and discourse and applies these specifically to Japanese spoken discourse, for which the data are added in an appendix.

This fresh analysis of spoken English grammar is based on the observation of naturally-occurring speech, rather than deriving from inappropriate pre-existing written models.

This book brings together contributions from a diverse collection of scholars who explore different ways of combining corpus linguistics and discourse analysis, studying discourse at the prosodic, lexical, and textual levels. Both spoken and written discourse are investigated in a variety of settings, including academia, the workplace, news, and entertainment. Not only does the volume offer a rich sample of English-language discourse from around the world, including international, learner, and non-standard varieties of English, but it also covers a range of topics and methods. This book will be of particular interest to researchers and students specializing in discourse studies, English linguistics, and corpus linguistics.

New Perspectives on Grammar Teaching in Second Language Classrooms brings together various approaches to the contextualized teaching of grammar and communicative skills as integrated components of second language instruction. Its purpose is to show from both theoretical and practical perspectives that grammar teaching can be made productive and useful in ESL and EFL classrooms. In this text:

* First-rate scholars approach the teaching of grammar from multiple complementary perspectives, providing an original, comprehensive treatment of the topic.
* Discourse analysis and research data are used to address such pedagogical areas as grammatical and lexical development in speaking, listening, reading, and writing.
* The communicative perspective on ESL and EFL instruction that is presented provides ways for learners to enhance their production skills, whereas the meaning-based grammar instruction can supplement and strengthen current methodology with a communicative focus. This volume is intended as a foundational text for second language grammar pedagogy courses at the advanced undergraduate and master's levels.

An important contribution to the emerging body of research-based knowledge about English grammar, this volume presents empirical studies along with syntheses and overviews of previous and ongoing work on the teaching and learning of grammar for learners of English as a second/foreign language. It explores a variety of approaches, including form-focused instruction, content and language integration, corpus-based lexicogrammatical approaches, and social perspectives on grammar instruction. Nine chapter authors are Priority Research Grant or Doctoral Dissertation Grant awardees from The International Research Foundation for English Language Education (TIRF), and four overview chapters are written by well-known experts in English language education. Each research chapter addresses issues that motivated the research, the context of the research, data collection and analysis, findings and discussion, and implications for practice, policy, and future research. The TIRF-sponsored research was made possible by a generous gift from Betty Azar. This book honors her contributions to the field and recognizes her generosity in collaborating with TIRF to support research on English grammar. Teaching and Learning English Grammar is the second volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

This book identifies the important differences between speaking and writing. Halliday leads the reader from the development of speech in
infancy, through an account of writing systems, to a comparative treatment of spoken and written language, contrasting the prosodic features and grammatical intricacy of speech with the high lexical density and grammatical metaphor or writing.

A Communicative Grammar of English employs a communicative rather than a structural approach to the learning of English grammar. This edition is divided into three parts: Part One: A guide to the use of this book - looks at the way English grammar varies in different types of English, for example 'formal' and 'informal', 'spoken' and 'written'. Part Two: Grammar in use - the central and largest part of the book, presents grammar through the eyes of the communicator and focuses on the uses of grammar rather than on grammatical structure. Part Three: A-Z in English grammar - provides a useful and alphabetically arranged guide to English grammar. This new edition includes more real examples taken from corpus data. Increased emphasis is given to grammar in spoken language, providing a better balance between written and spoken English. Explanations and examples have been made simpler in order to make the grammar more accessible to students.

In this challenging and at times controversial book, Ronald Carter addresses the discourse of 'English' as a subject of teaching and learning. Among the key topics investigated are: * grammar * correctness and standard English * critical language awareness and literacy * language and creativity * the methodological integration of language and literature in the curriculum * discourse theory and textual interpretation. Investigating English Discourse is a collection of revised, re-edited and newly written papers which contain extensive contrastive analyses of different styles of international English. These range from casual conversation to advertisement, poetry, jokes, metaphor, stories by canonical writers, public notices and children's writing. Ronald Carter highlights key issues for the study and teaching of 'English' for the year 2000 and beyond, focusing in particular on its political and ideological inflections. Investigating English Discourse is of relevance to teachers and students and researchers in the fields of discourse analysis, English as a first, second and foreign language, language and education, applied and literary linguistics.

Covering the major approaches to the use of corpus data, this work gathers together influential readings from leading names in the discipline, including Biber, Widdowson, Sinclair, Carter and McCarthy.

This is the second and concluding volume of the author's magnum opus on intonation, the summation of over forty years of investigation and reflection. The first volume, Intonation and Its Parts: Melody in Spoken English, was published in 1986. Intonation, or speech melody, refers to the rise and fall of the pitch of the voice in speech; it has intimate ties to facial expression and bodily gesture, and conveys, underneath it all, emotions and attitudes. Most of the first volume was devoted to explaining the basic nature, variety, and utility of intonation, using, as in the present volume, hundreds of examples from everyday English speech, presented much in the manner of musical notation. The present volume looks at how intonation varies among speakers and societies in terms of age, sex and region; how it interacts with grammar; and how it has been invoked to explain certain questions of logic. The discussion of variation shows the degree to
which intonation can be conventionalized and yet embody a universal core of feelings and attitudes, renewed with each generation. The remainder of the book demonstrates that no explanation of those apparently more arbitrary phenomena with which intonation interacts is adequate if it ignores that emotive undercurrent. In examining recent proposals for a defining relationship between intonation and grammar or logic, the author shows that such relationships are inferential and based on attitudinal meanings. For example, a given intonation does not mean 'factuality', but rather 'speaker confidence', from which factuality is inferred. In general, the author shows intonation operating independently in its own sphere, but as nevertheless indispensable to interpreting other more arbitrary parts of language.

The Routledge Handbook of English Language and Digital Humanities serves as a reference point for key developments related to the ways in which the digital turn has shaped the study of the English language and of how the resulting methodological approaches have permeated other disciplines. It draws on modern linguistics and discourse analysis for its analytical methods and applies these approaches to the exploration and theorisation of issues within the humanities. Divided into three sections, this handbook covers: sources and corpora; analytical approaches; English language at the interface with other areas of research in the digital humanities. In covering these areas, more traditional approaches and methodologies in the humanities are recast and research challenges are re-framed through the lens of the digital. The essays in this volume highlight the opportunities for new questions to be asked and long-standing questions to be reconsidered when drawing on the digital in humanities research. This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in the English language and digital humanities.

Written by a team led by a world authority in English grammar, English Grammar for Today has established itself as a rich educational experience for both native- and non-native-speaking students. This engaging and stimulating coursebook enables students to learn grammar not just for its own sake, but also for the pleasure of exploring, appreciating and understanding the way language communicates in written text and spoken discourse. Throughout, the emphasis is on using grammar in present-day English. After an introduction placing grammar in its educational and cultural context, the authors present a 'toolkit' for analysing sentences. The second part of the book demonstrates how to apply this toolkit to spoken and written language, using a wide range of real textual materials. Each chapter ends with a set of carefully-designed exercises and tasks to aid understanding, with answers provided at the end of the volume. Now thoroughly revised and updated to meet the needs of today's students, this new edition features: - a new Foreword by the English Association - an additional introductory chapter, 'Getting Started with Grammar', which introduces the subject for those with no prior knowledge - improved and extended diagrams, exercises and answers - up-to-date textual passages and examples Lively and approachable, this indispensable guide is ideal for both students and teachers who are looking for their first serious engagement with - or wishing to rediscover- English grammar.

Salim's Spoken English Book is a recently launched book of Sakha Global Books publication to hold good command over English language. This is an an excellent resource for all students who wish to learn, write and speak English language from zero level. Perfect for self-
David Brazil’s pioneering work on the grammar of spoken discourse ended at A Grammar Of Speech (1995) due to his untimely death. Gerard O’Grady picks up the baton in this book and tests the description of used language against a spoken corpus. He incorporates findings from the last decade of corpus linguistics study, notably concerning phrases and lexical items larger than single orthographic words and ellipsis. He demonstrates the added communicative significance that the incorporation of two systems of intonation (‘Key’ and ‘Termination’) bring to the grammar. O’Grady reviews the literature and covers the theory before moving on to a practical, analytic section. His final chapter reviews the arguments, maps the road ahead and lays out the practical applications of the grammar. The book will be of great interest to researchers in applied linguistics, discourse analysis and also EFL/ESL.

Teaching of English in India has been traditionally grammar based. The teacher teaches a good deal of grammar; assigns exercises in class or as homework and makes a lot of corrections. Such painstaking efforts on the part of the teacher are, of course, helpful in learning the language but does not much help the student to use the language in day-to-day conversation. Leaving aside the traditional method of dealing with grammar as an isolated subject, the present book offers a specific course in spoken English that focuses on the language of interaction and social exchanges. Its main emphasis is on developing communicative ability of the learner.

Second edition of this popular Handbook bringing together stimulating discussions of core English linguistics topics in a single, authoritative volume—includes numerous new and thoroughly updated chapters The second edition of the popular Handbook of English Linguistics brings together stimulating discussions of the core topics in English linguistics in a single, authoritative volume. Written by an international team of experts, the chapters cover syntax, methodology, phonetics and phonology, lexis and morphology, variation, stylistics, and discourse, and also provide discussions of theoretical and descriptive research in the field. The revised edition includes new and updated chapters on English Corpus Linguistics, experimental approaches, complements and adjuncts, English phonology and morphology, lexicography, and more. In-depth yet accessible chapters introduce key areas of English linguistics, discuss relevant research,
and suggest future research directions. An important academic contribution to the field, this book: Presents thirty-two in-depth, yet accessible, chapters that discuss new research findings across the field, written by both established and emerging scholars from around the world Builds upon the very successful first edition, published in 2006 Incorporates new trends in English linguistics, including digital research methods and theoretical advances in all subfields Suggests future research directions The Handbook of English Linguistics, 2nd Edition is an essential reference work for researchers and students working in the field of English language and linguistics.

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