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.

This book describes the most important kinds of texts in English and introduces the methodological techniques used to analyse them. Three analytical approaches are introduced and compared, describing a wide range of texts from the perspectives of register, genre and style. The primary focus of the book is on the analysis of registers. Part 1 introduces an analytical framework for studying registers, genre conventions, and styles. Part 2 provides detailed descriptions of particular text varieties in English, including spoken interpersonal varieties (conversation, university office hours, service encounters), written varieties (newspapers, academic prose, fiction), and emerging electronic varieties (email, internet forums, text messages). Finally, Part 3 introduces advanced analytical approaches using corpora, and discusses theoretical concerns, such as the place of register studies in linguistics, and practical applications of register analysis. Each chapter ends with three types of activities: reflection and review activities, analysis activities, and larger project ideas.

Corpus linguistics is the study of language data on a large scale - the computer-aided analysis of very extensive collections of transcribed utterances or written texts. This textbook outlines the basic methods of corpus linguistics, explains how the discipline of corpus linguistics developed and surveys the major approaches to the use of corpus data. It uses a broad range of examples to show how corpus data has led to methodological and theoretical innovation in linguistics in general. Clear and detailed explanations lay out the key issues of method and theory in contemporary corpus linguistics. A structured and coherent narrative links the historical development of the
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field to current topics in 'mainstream' linguistics. Practical tasks and questions for discussion at the end of each chapter encourage students to test their understanding of what they have read and an extensive glossary provides easy access to definitions of technical terms used in the text.

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 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.

People have a natural propensity to understand language text as a succession of smallish chunks, whether they are reading, writing, speaking or listening. Linguists have found that this propensity can shed light on the nature and structure of language, and there are many studies which attempt to harness the potential of natural chunking. This book explores the role of chunking in the description of discourse, especially spoken discourse. It appears that chunking offers a sound but flexible platform on which can be built a descriptive model which is more open and comprehensive than more familiar approaches to structural description. The model remains linear, in that it avoids hierarchies, and it concentrates on the combinatorial patterns of text. The linear approach turns out to have many advantages, bringing together under one descriptive method a wide variety of different styles of speech and writing. It is complementary to established grammars, but it raises pertinent questions about many of their assumptions.

The Grammar and Lexis of Conversational Informal English in Advanced Textbooks defends the view that the acquisition of conversational English depends highly on the kind of materials available to L2 learners. The need to acquire a proficient competence in English is growing exponentially in an incessantly demanding society, but it is the oral skill, and more specifically the ability to communicate in everyday situations, that learners are calling for. The current learning process, nonetheless, is not particularly effective, as is shown in the data collected by the Eurobarometer and published in June 2012, which shows that only 38% of the Europeans surveyed were able to maintain a conversation in English, although 67% believed it to be the most useful language to learn for personal development. The present study supports the idea expressed in The Common European Framework of Reference for Languages, which states that a language is learnt reactively, following the instructions and carrying out the activities prescribed for them by teachers and by textbooks (2001: 141). Consequently, these materials should reflect the everyday use of informal discourse and allow learners to analyse, understand and interpret the different underlying messages conveyed by means of lexico-syntactic, as well as paralinguistic, elements. The book is divided into seven chapters in which various different linguistic aspects of conversation are dealt with. In the opening chapters, spoken language is presented and approached as a multidimensional entity, particularly as the sum of lexico-syntactic and socio-linguistic elements. The following chapters provide a description of the main characteristics of conversational English based on corpus-informed grammars and publications. The final
chapter analyses twenty ESL textbooks in order to determine how corpus data has influenced the materials designed for the acquisition of conversational discourse."

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.

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.

Based on the analysis of conversations between French and Australian English speakers discussing various topics, including their experiences as non-native speakers in France or Australia, this book combines subjective personal testimonies with an objective linguistic analysis of the expression of opinion in discourse. It offers a new perspective on French and Australian English interactional style by examining the discourse markers think, je pense, je crois and je trouve. It is shown that the prosody, intonation unit position, and the surrounding context of these markers are all fundamental to their function and meaning in interaction. In addition, this book offers the first detailed comparative semantic study of the three comparative French expressions in interaction. The book will appeal to all those interested in linguistics, French and Australian English interactional style, cross-cultural communication, and discourse analysis. Students and teachers of French will be interested in the semantic analysis of the French expressions, the authentic interactional data and the personal testimonies of the participants. "Kerry Mullan's work constitutes a substantial and original contribution to cross-linguistic and cross-cultural comparison. The book's best contribution is indeed in the insightfulness of the contextual analyses of the chosen markers, which renders the claims made about the French and Australian English interactional styles thoroughly convincing." Elise Karkkainen, University of Oulu "The book will not fail to satisfy its readers about many intriguing linguistic differences between French and Australians that may prove to reflect some deeper cultural differences regarding the degree to which speakers can openly express opinions." Hilary Chappell, Ecole des Hautes Etudes en Sciences Sociales, Paris

This book takes the reader on a journey through the structure of everyday spoken English, providing a fresh look at the relation between language and the mind.

This book, a tribute to Angela Downing, consists of twenty papers taking a broadly functional perspective on language, with topics ranging from the general (grammar as an evolutionary product, text comprehension, integrative linguistics) to particular aspects of the grammars of languages (Bulgarian, English, Icelandic, Spanish, Swedish). The more specific papers are sequenced according to Halliday’s division into ideational, textual and interpersonal aspects of the grammar, and cover a wide range of areas, including aspect, argument structure, noun phrase/nominal group structure and nominalisations, pronominal clitics, theme in relation to writing skills, discourse structures and markers, the role of attention in conversation, the functions of topic, phatic communion, subjectification, formulaic language and modality. A recurrent theme in the volume is the use of corpus materials in order to base functional descriptions on authentic productions. Overall, the volume constitutes a panoramic but nevertheless detailed view of some important current trends in functional linguistics.

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.

Using recent corpus research into spoken English the Handbook of Spoken Grammar teaches learners to speak more naturally, using the patterns that native speakers use when speaking English.

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.

In this collection of carefully selected papers connectivity is looked at from the vantage points of language contact, language change, language acquisition, multilingual communication and related domains based on various European and Non-European languages. From typological and multilingual perspectives the focus of investigation is on the grammatical architecture of a number of linguistic devices that interconnect units of text and discourse. The volume is organized along central concepts: A general section deals with connectivity in language change and language acquisition, subdivisions are devoted to pronouns, topics and subjects, the role of finiteness in text and
discourse, coordination and subordination and particles, adverbials and constructions. The editors' preface introduces connectivity as an object of linguistic research.

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 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.

Language users are creatures of habit with a tendency to re-use morphosyntactic material that they have produced or heard before. In other words, linguistic patterns and tokens, once used, persist in discourse. The present book is the first large-scale corpus analysis to explore the determinants of this persistence, drawing on regression analyses of a variety of functional, discourse-functional, cognitive, psycholinguistic, and external factors. The case studies investigated include the alternation between synthetic and analytic comparatives, between the s-genitive and the of-genitive, between gerundial and infinitival complementation, particle placement, and future marker choice in a number of corpora sampling different spoken registers and geographical varieties of English. Providing a probabilistic framework for examining the ways in which persistence - among several other internal and external factors - influences speakers' linguistic choices, the book departs from most writings in the field in that it seeks to bridge several research traditions. While it is concerned, in a classically variationist spirit, with internal and external determinants of grammatical variation in English, it also draws heavily on ideas and evidence developed by psycholinguists and discourse analysts. In seeking to construct a comprehensive model of how speakers make linguistic choices, the study ultimately contributes to a theory of how spoken language works. The book is of interest to graduate students and researchers in variationist sociolinguistics, probabilistic linguistics, psycholinguistics, and computational linguistics.

This book covers a broad range of issues in the studies of text and discourse. It combines a theoretical framework with empirical engagement, and brings together various approaches to these two phenomena from the structural, functional and cognitive perspectives. While this topic has been widely discussed in recent years, such studies have mostly focused on specific language and discourse types. This work, however, presents the analysis of texts from American, British, Azerbaijani, French and Russian discourses across various types and genres, and adopts an exclusive focus on pragmatic and cognitive aspects. The study of these two aspects can help reveal not only global and local (cultural) identities, but also the specific features of their discourse types and genres. As such, the book also pays extensive attention to the role the studies of text and discourse can play in exploring globalization and intercultural communication.

This book reviews some current theories about the internal organization of written and oral discourse. The articles range from the theoretical to the highly practical, from the cognitive frameworks which make coherence in oral conversation to the structural and linguistic devices which create textuality in written language. Contextual issues such as ideology, topicality and topic management, thematicity and academic discourse are explored via a contemporary and authentic sample of written fragments and oral corpora. This accessible book will be useful to advanced undergraduate and postgraduate students and to teachers interested in Language and Linguistics.
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.

Discourse Analysis for Language Teaching gives a practical introduction to the field of discourse analysis and its relevance for language teaching. It begins by answering the question ‘What is discourse analysis?’ and examines how discourse analysts approach spoken and written language. Different models of analysis are outlined and evaluated in terms of their usefulness to language teachers. This is followed by chapters on discourse-oriented approaches to grammar, vocabulary and phonology. The final section looks at spoken and written language in the light of native-speaker and learner data and considers examples of teaching approaches. Discourse Analysis for Language Teaching has a very practical orientation, and the text is interspersed with reader activities with guidance on appropriate responses at the end.

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 books 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.

This grammar reference is written for the advanced student. It combines explanations of English grammar with information on how, when and why we use different structures. It shows the differences between spoken and written grammar and includes frequency information on the most common forms.

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.

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.

The Cambridge Advanced Learner's Dictionary gives the vital support which advanced students need, especially with the essential skills:
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reading, writing, listening and speaking. In the book: * 170,000 words, phrases and examples * New words: so your English stays up-to-date * Colour headwords: so you can find the word you are looking for quickly * Idiom Finder * 200 'Common Learner Error' notes show how to avoid common mistakes * 25,000 collocations show the way words work together * Colour pictures: 16 full page colour pictures On the CD-ROM: * Sound: recordings in British and American English, plus practice tools to help improve pronunciation * UNIQUE! Smart Thesaurus helps you choose the right word * QUICKfind looks up words for you while you are working or reading on screen * UNIQUE! SUPERwrite gives on screen help with grammar, spelling and collocation when you are writing * Hundreds of interactive exercises

This pioneering work provides a comprehensive analysis of general extenders, a new linguistic category.

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.

A practical, insightful exploration of natural spoken English based on 20 varied authentic extracts. Exploring Spoken English is a practical guide to the features of natural spoken English, designed for teachers and advanced learners of English for use in groups and for self-study. The material consists of 20 varied extracts of authentic spoken English drawn from the Cambridge University Press and University of Nottingham corpus of spoken English. Each unit contains an activity for the reader and a line-by-line commentary offering new insights into grammar, vocabulary and discourse patterns in the text. Audio CDs to accompany this book, available to purchase separately, contain all the extracts, some re-recorded for the purposes of clarity.

The " Longman Grammar of Spoken and Written English " is a revolutionary, corpus-based reference grammar of English, based on a groundbreaking research project to analyze the ways in which English grammar is really used. The book looks at four text types "conversation, fiction, news reportage, and academic prose" and reports statistical findings as well as examining the reasons that condition a particular grammatical choice. Encompasses a six-year research project into the ways in which language is really used. Reveals which structures, tenses, and lexical choices occur, and how their distribution differs in different text types. Analyzes natural language in each chapter, based on analysis of the real everyday conversations in the Longman Spoken American Corpus and the British National Corpus. Contains over 350 tables and graphs that show the frequency of constructions across different registers, from conversation to fiction to academic prose. 

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.

In this book Michael McCarthy and Ronald Carter describe the discoursal properties of language and demonstrate what insights this approach can offer to the student and teacher of language. The authors examine the relationship between complete texts, both spoken and written, and the social and cultural contexts in which they function. They argue that the functions of language are often best understood in a discoursal environment and that exploring language in context compels us to revise commonly-held understandings about the forms and meanings of language. In so doing, the authors argue the need for language teachers, syllabus planners and curriculum organisers to give greater attention to language as discourse.

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