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But English grammar, like that of any language, is complex, and can only be comprehensively described by giving a good deal of information about regularities and their limitations. Whether this information is classified under formal headings ('the noun phrase', 'the verb phrase', 'clause types', etc.) or in functional terms ('the grammar associated with the ideational function', 'the grammar associated with the interpersonal function', etc.), the facts are the same: the ...

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By working on these problems, students will become equipped to understand and analyze formal and functional grammar in different genres and styles. With usable and accessible activities throughout, Exploring English Grammar is ideal for upper undergraduate and postgraduate students of English language and linguistics.

This engaging textbook bridges the gap between traditional and functional grammar. Starting with a traditional approach, students will develop a firm grasp of traditional tools for analysis and learn how SFG (Systemic Functional Grammar) can be used to enrich the traditional formal approach. Using a problem-solving approach, readers explore how grammatical structures function in different contexts by using a wide variety of thought-provoking and motivating texts including advertisements, cartoons, phone calls and chatroom dialogue. Each chapter focuses on a real world issue or problem that can be investigated linguistically, such as "mis"-translation or problems arising from a communication disorder. By working on these problems, students will become equipped to understand and analyze formal and functional grammar in different genres and styles. With usable and accessible activities throughout, Exploring English Grammar is ideal for upper undergraduate and postgraduate students of English language and linguistics.

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This title will provide a single volume introduction to the field of ELT from an applied linguistics perspective.

A practical step-by-step introduction to the analysis of English grammar, taking an integrated approach to function and structure.

Student academic writing is at the heart of teaching and learning in higher education. Students are assessed largely by what they write, and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education. Teaching Academic Writing is a "toolkit" designed to help higher education lecturers and tutors teach writing to their students. Containing a range of diverse teaching strategies, the book offers both practical activities to help students develop their writing abilities and guidelines to help lecturers and tutors think in more depth about the assessment tasks they set and the feedback they give to students. The authors explore a wide variety of text types, from essays and reflective diaries to research projects and laboratory reports. The book draws on recent research in the fields of academic literacy, second language learning, and linguistics. It is grounded in recent developments such as the increasing diversity of the student body, the use of the Internet, electronic tuition, and issues related to distance learning in an era of increasing globalisation. Written by experienced teachers of writing, language, and linguistics, Teaching Academic Writing will be of interest to anyone involved in teaching academic writing in higher education.

An engaging introduction to the use of game theory to study linguistic meaning. In Meaningful Games, Robin Clark explains in an accessible manner the usefulness of game theory in thinking about a wide range of issues in linguistics. Clark argues that we use grammar strategically to signal our intended meanings: our choices as speaker are conditioned by what choices the hearer will make interpreting what we say. Game theory—according to which the outcome of a decision depends on the choices of others—provides a formal system that allows us to develop theories about the kind of decision making that is crucial to understanding linguistic behavior. Clark argues the only way to understand meaning is to grapple with its social nature—that it is the social that gives content to our mental lives. Game theory gives us a framework for working out these ideas. The resulting theory of use will allow us to account for many aspects of linguistic meaning, and the grammar itself can be simplified. The results are nevertheless precise and subject to empirical testing. Meaningful Games offers an engaging and accessible introduction to game theory and the study of linguistic meaning. No knowledge of mathematics beyond simple algebra is required; formal definitions appear in special boxes outside the main text. The book includes an extended argument in favor of the social basis of meaning; a brief introduction to game theory, with a focus on coordination games and cooperation; discussions of common knowledge and games of partial information; models of games for pronouns and politeness; and the development of a system of social coordination of reference.

This book contains varied practice activities and a wide range of formal and informal text-types for upper-intermediate to advanced students. Exploring Grammar in Writing develops students' understanding of how genre, context and purpose affect grammatical choices in writing. The book provides 20 units of clear explanations, lively grammar practice exercises and writing tasks. Each unit focuses on a different area of writing and its typical language features. Using real written examples from the Cambridge International Corpus, Exploring Grammar in Writing helps learners improve both their grammatical awareness and their writing skills. This edition, with answers, is ideal for self-study.

The study of language in written texts and transcripts of speech is greatly helped by a student's abilityBB to identify and describe those prominent features of the grammar which make one variety of English different from another. A Course Book in English Grammar looks at many of the problems encountered by students and encourages them to find their own answers and to assess hypotheses about grammatical description. There are activities at each step, using authentic written and spoken data. Using 'real' texts avoids the faking of evidence to be found in some traditional grammar books, and interesting problems of analysis that arise in such texts are a source of useful discussion. The book has been thoroughly revised and expanded for this second edition, which contains additional chapters and material. A new opening chapter discusses the concept of 'grammatically correct English' and the differences between descriptive, prescriptive and prescriptive approaches to the writing of grammar books. The book is a systematic description of Standard English, and examples of contemporary spoken dialectal grammar are introduced and analysed to illustrate the differences between standard and nonstandard usage. A Course Book in English Grammar will prove invaluable to all students of English Language.

This stimulating volume provides fresh perspectives on choice, a key notion in systemic functional linguistics. Bringing together a global team of well-established and up-and-coming systemic functional linguists, it shows how the different senses of choice as process and as product are interdependent, and how they operate at all levels of language. Taking an interdisciplinary approach, it covers a range of linguistic viewpoints, informed by evolutionary theory, psychology, sociology and neuroscience, to produce a complex but unifying account of the issues. This book offers a critical examination of choice and is ideal for students and researchers working in all areas of functional linguistics as well as cognitive linguistics, second-language acquisition, neurolinguistics and sociolinguistics.

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