Language Form and Language Function - Frederick J. Newmeyer - 2000
The two basic approaches to linguistics are the formalist and the functionalist approaches. In this engaging monograph, Frederick J. Newmeyer, a formalist, argues that both approaches are valid. However, because formal and functional linguists have avoided direct confrontation, they remain unaware of the compatibility of their results. One of the author's goals is to make each side accessible to the other. While remaining an ardent formalist, Newmeyer stresses the limitations of a narrow formalist outlook that refuses to consider that anything of interest might have been discovered in the course of functionalist-oriented research. He argues that the basic principles of generative grammar, in interaction with principles in other linguistic domains, provide compelling accounts of phenomena that functionalists have used to try to refute the generative approach.

Form and Function in Language Research - Johannes Helmbrrecht - 2009
Language description enriches linguistic theory and linguistic theory sharpens language description. Based on evidence from the world's languages, functional-typological linguistics has established a number of thorough generalizations about the nature of.

Form and Structure - Ruiqiai Hasan - 2014-03
Using the theoretical framework of systemic functional linguistics, the chapters of this book explore the nature of language, the relations of meaning and society, of form and meaning, and of grammar and lexis.

Form-Function Mapping in Content-Based Language Teaching - Magdalena Walenta - 2019-01-22
This book presents a form-function mapping (FFM) model for balancing language and content gains within content-based language teaching (CBLT). It includes a theoretical part, which outlines the FFM model and, hypothesized to facilitate interlanguage restructuring, thus helping CBLT learners in their struggle with L2 morpho-syntax. The empirical section presents the results of a quantitative–qualitative study conducted among adult L1 Polish learners of English in a CBLT context. It then goes on to translate the findings, which reveal that the FFM model has a positive and significant influence on interlanguage restructuring as well as a favorable reception among CBLT learners, into a set of pedagogical guidelines for practitioners.

Essays on Language Function and Language Type - Joan L. Bybee - 1997-01-01
In their subject matter and in their theoretical orientation all the papers in this volume reflect the powerful influence of T. Givón. Most of them deal with questions of morphosyntactictypology, pragmatics, and grammaticalization theory. Many of them are directly based on extensive fieldwork on local languages of the Americas, Africa, Asia, and the Pacific. Others are based on statistical analyses of extensive written and spoken corpora of texts.

Language Development - Lois Bloom - 1968
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The Encyclopaedia Britannica - Hugh Chisholm - 1911
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The Structure of English - Jeanette S. DeCarrico - 2000
Covering the spectrum of grammatical structures, The Structure of English teaches why grammatical structures are important and how to use them through literary illustrations and clear explanations of grammar's effective use and communicative function. It is directed at future English teachers, as well as the new ESL/EFL teacher. With
Bilinguality and Bilingualism - Hamers Josiane F - 2000-02-17

Presents state-of-the-art knowledge about languages in contact from individual bilingualism (or bilinguality) to constructed example sentences. Rather, when major points of grammar are presented, the structures are illustrated with rich, “real world” contexts excerpted from literature (mostly American), including novels, short stories, poems, essays, and drama. Exercises in the companion workbook are likewise based on naturally occurring stretches of discourse. Though informed by modern linguistic theory, explanations are framed in more traditional terminology and are designed to help build students’ confidence in using English grammar by deepening their understanding of its forms and functions. For advanced ESL students and graduate TESOL and certificate programs.

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Common European Framework of Reference for Languages: Learning, Teaching, assessment - Council of Europe - 2020-05-05

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains: ► an explanation of the key aspects of the CEFR for teaching and learning; ► a complete set of updated CEFR descriptors that replace the 2001 set with: - modality-inclusive and gender-neutral descriptors; - detailed addition of listening and reading; - a new Pre-A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence; ► a short report on the four-year development, validation and consultation processes. The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to: ► promote and support the learning and teaching of modern languages; ► enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy; ► protect linguistic and cultural diversity in Europe; and ► promote the right to quality education for all.

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Language Function - Ellyn Arwood - 2011-05-15

Literacy teaching tends to take a structural approach to language, focusing on auditory products or skills such as sounds, morphemes, words, sentences, and vocabulary. However, new research suggests that the majority of English speakers actually think and learn in visual concepts, and that there is a cultural and linguistic mismatch between auditory teaching methods and the way students think and learn. This has important implications for all educators including those who work with students with neurogenic disabilities, such as autism spectrum disorders and ADHD. In her new book, Dr. Ellyn Lucas Arwood outlines a revolutionary four-tiered model of how a learner acquires language, and suggests ways to impose visual language functions onto an auditory language like English in order to improve learning for both neurotypical learners and those with neurogenic disabilities. Dr. Arwood provides tried-and-tested intervention strategies that work with all levels of ability, giving readers the knowledge and confidence to teach learners to become more literate in a way that raises learners' abilities to think and problem solve. This book takes a fresh look at how language and literacy interact, and will be of interest to educators and special educators, speech and language pathologists, and other professionals who support language learning and development.

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Syntactic Structures - Noam Chomsky - 2020-05-29

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Simultaneity in Signed Languages - Myriam Vermeerbergen - 2007-01-01

Signed language users can draw on a range of articulators when expressing linguistic messages, including the hands, torso, eye gaze, and mouth. Sometimes these articulators work in tandem to produce one lexical item while in other instances they operate to convey different types of information simultaneously. Over the past fifteen years, there has been a growing interest in the issue of simultaneity in signed languages. However, this book is the first to offer a comprehensive treatment of this topic, presenting a collection of papers dealing with different
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Event Structures in Linguistic Form and Interpretation - Johannes Dilling - 2013-12-06
This volume addresses the problem of how language expresses conceptual information on event structures and how such information can be reconstructed in the interpretation process. The papers present important new insights into recent semantic and syntactic research on the topic. The volume deals with the following problems in detail: event structure and syntactic construction, event structure and modification, event structure and plurality, event structure and temporal relation, event structure and situation aspect, and event structure and language ontology. Importantly, the topic is discussed not only on the basis of English and German but on the basis of other languages including Mandarin, Japanese, Korean, Indonesian, and Igbo as well. This volume thus provides solid evidence towards clarifying the empirical use of event based analyses.

Voice - Barbara A. Fox - 1994-01-01
The volume's central concern is grammatical voice, traditionally known as diathesis, and its classical manifestations: Active, Middle, and Passive. While numerous problems in the meaning, syntax, and morphology of these categories in Indo-European remain unsolved, their counterparts in more exotic languages have raised still further questions. What discourse functions and diachronic events unite 'voice' as a recognizable phenomenon across languages? How are they typically grammaticalized? What stages do children go through in learning them? How does 'voice' link up with ergativity and with other categories and constructions such as the Inverse and the Antipassive? The authors in this volume have different perspectives on these problems: they discuss voice, e.g., from a typological-universal view, in relation to language acquisition and to ergativity, and from diachronic and cross-linguistic perspectives.

The Functional Perspective on Language and Discourse - María de los Ángeles Gómez González - 2014-05-15
Over the last forty years, the functionalist approach to linguistic description and explanation has given rise to several major schools of thought that share two crucial assumptions: (i) form is not independent of meaning/function or language use; and (ii) linguistic description and explanation need to take into account the communicative function of language. This volume offers readers interested in functional linguistics a selected sample of studies that jointly prove the efficacy of the analytical tools and procedures broadly accepted within the functionalist tradition in order to investigate language and discourse, with special focus on key pragmatic/discourse notions such as contextualization, grammaticalisation, reference, politeness, (in-)directness, discourse markers, speech acts, subjective evaluation and sentiment analysis in texts, among others. In addition, this volume offers specific corpus-based techniques for the objective contextualisation of linguistic data, which is crucial given the central role allotted to context in both functional linguistics and pragmatics/discourse analysis.

Linguistic Theory in America - Frederick J. Newmeyer - 2014-06-28
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A Brief English Grammar - Gertrude Buck - 2019-09-13
From the PREFACE.It seems the invariable tendency of any complicated system of linguistic forms, when made a subject of study, to cut it off from the living processes which gave rise to it, and become in the student's mind mere matter, an arbitrary thing-in-itself, dead and meaningless. The danger of this tendency has been abundantly recognized in recent text-books of English grammar and composition, which have attempted by various methods to recall the meaning to the form, to re-connect the word on the page with the thought which created it and the situation which shaped and modified it.Among these attempts the present treatise must be enrolled. It can claim no great originality of conception, since its fundamental postulates of the social function and the organic structure of language have been long familiar to advanced students of philosophy and linguistics. The practical application of these fundamental postulates to the concrete problems of language-teaching is, however, not yet completed. Continued experimentation to this end, in the fields both of grammar and of composition, must be fruitful not only for more vital teaching, but for a sounder pedagogic theory of these subjects.The desire to treat language-form throughout as directly conditioned by language-function, will explain the order of subjects adopted. Since the sentence, whether simple or elaborate, represents the typical act of thought-communication from speaker to hearer, the business of grammar is to define successively every member of the sentence, every word and every inflection, on the basis of its individual contribution to this act of communication. Thus the sentence is both the beginning and the end of grammatical study; and sentence-analysis, in the largest sense of the term, is its entire subject-matter.Since this book is designed for the pupil rather than for the teacher, all suggestions as to the teaching of English grammar have been conveyed rather by implication than by specific recommendation. The text itself is, however, designed to indicate a general method of presentation, variable in detail at the will of the individual teacher. Each chapter, it will be evident, presents not the material for any fixed number of class recitations, but rather a single subject, divisible according to the available time, the capacity of the students, and...
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Focus on Form in Classroom Second Language Acquisition - Jessica Williams - 1998-02-28
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Composing in a second language - Victoria Valentine Cobb - 1989

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Form and Function of Parasyntactic Presentation Structures - Joybrato Mukherjee - 2021-11-08
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Language in Childhood - Hazel Francis - 1975

An Introduction to Critical Discourse Analysis in Education - Rebecca Rogers - 2004-02-26
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Discourse Function & Syntactic Form in Natural Language Generation - Cassandre Creswell - 2004-12-24
Users of natural languages have many word orders with which to encode the same truth-conditioned meaning. They
choose contextually appropriate strings from these many ways with little conscious effort and with effective
communicative results. Previous computational models of when English speakers produce non-canonical word
orders, like topicalization, left-dislocation and clitics, fail. The primary goal of this book is to present a better
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Field, and Form - Christopher S. Butler - 2005-09-22
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Form-Meaning Connections in Second Language Acquisition - Bill VanPatten - 2004-07-21
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Lakoff's central argument that "women's language" expresses powerlessness triggered a controversy that continues to this day. The revised and expanded edition presents the full text of the original first edition, along with an introduction and annotations by Lakoff in which she reflects on the text a quarter century later and expands on some of the most widely discussed issues it raises. The volume also brings together commentaries from twenty-six leading scholars of language, gender, and sexuality, within linguistics, anthropology, modern languages, education, information sciences, and other disciplines. The commentaries discuss the book's contribution to feminist research on language and explore its ongoing relevance for scholarship in the field. This new edition of Language and Woman's Place not only makes available once again the pioneering text of feminist linguistics; just as important, it places the text in the context of contemporary feminist and gender theory for a new generation of readers.

Language and Woman's Place - Robin Tolmach Lakoff - 2004-07-22
The 1975 publication of Robin Tolmach Lakoff's Language and Woman's Place, is widely recognized as having inaugurated feminist research on the relationship between language and gender, touching off a remarkable response among language scholars, feminists, and general readers. For the past thirty years, scholars of language and gender have been debating and developing Lakoff's initial observations. Arguing that language is fundamental to gender inequality, Lakoff pointed to two areas in which inequalities can be found: Language used about women, such as the asymmetries between seemingly parallel terms like master and mistress, and language used by women, which places women in a double bind between being appropriately feminine and being fully human. Lakoff's central argument that "women's language" expresses powerlessness triggered a controversy that continues to this day. The revised and expanded edition presents the full text of the original first edition, along with an introduction and annotations by Lakoff in which she reflects on the text a quarter century later and expands on some of the most widely discussed issues it raises. The volume also brings together commentaries from twenty-six leading scholars of language, gender, and sexuality, within linguistics, anthropology, modern languages, education, information sciences, and other disciplines. The commentaries discuss the book's contribution to feminist research on language and explore its ongoing relevance for scholarship in the field. This new edition of Language and Woman's Place not only makes available once again the pioneering text of feminist linguistics; just as important, it places the text in the context of contemporary feminist and gender theory for a new generation of readers.

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This is a selection of papers from the 14th International Conference on Historical Linguistics held August 9-13, 1999, at the University of British Columbia. From the rich program and the many papers given during this conference, the present twenty-three papers were carefully selected to display the state of current research in the field of historical linguistics.

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From Language to Communication - Donald G. Ellis - 1992
The word "communication" conjures up such diverse images: telephones, computers, television, therapy sessions, intimate relations. Whether a message is fashioned from the grunts of cave men arguing, or reaches you after passing through computers and space, messages use some form of language to establish meaning. This book is organized around the topics that help to institute such meaning. It presents the most current and interesting thinking about language functions to direct us toward the various selective realities we inhabit. The text is designed to introduce students to key topics such as meaning, discourse, coherence, language and mind, history of language, and communication codes. It organizes these issues around a focus on discourse and the structure of texts. There is less concentration on language and social categories like sex or class and more on how communicators use language as a resource to stitch a message together. The volume was written to fill the gap between strategic language used to achieve a goal and formal structures that are the scaffolding upon which we build messages. One of the few works that treats language as the fundamental resource of communication, this book will meet the needs of many in the area of language and discourse.

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Language and Context - Helen Leckie-Tarry - 1995-06-01
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**Grammatical and Semantic Functions of Verbs in the English Language** - Stefan Hinterholzer - 2007-11
Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1, University of Innsbruck (Department of English), course: Language Awareness III, 3 entries in the bibliography, language: English, abstract: The focus of this paper is on the different types and forms of verbs and especially on their semantic and grammatical function. Verbs can convey lexical meaning or solely be used for grammatical constructions without conveying meaning. First of all, their will be given a possible classification of verbs depending on their function either as conveyers of meaning or elements in grammatical constructions. Then, the functions of different verb forms will be looked at. Finally, the verb's role in a sentence and the distinction between phrasal verbs and prepositional verbs will be analyzed. In a more practical part the theory will be applied to texts and proved by that. The analysis of the texts is intended to provide a concrete understanding of the abstract theory that is depicted in the chapters at the beginning.

**On the Economy of Plant Form and Function** - Maria Moors Cabot Foundation for Botanical Research. Symposium - 1986-08-29
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