

## Exploring English Grammar From Formal To Functional

Grammar Choices is a different kind of grammar book: It is written for graduate students, including MBA, master's, and doctoral candidates, as well as postdoctoral researchers and faculty. Additionally, it describes the language of advanced academic writing with more than 300 real examples from successful graduate students and from published texts, including corpora. Each of the eight units in Grammar Choices contains: an overview of the grammar topic; a preview test that allows students to assess their control of the target grammar and teachers to diagnose areas of difficulty; an authentic example of graduate-student writing showing the unit grammar in use; clear descriptions of essential grammar structures using the framework of functional grammar, cutting-edge research in applied linguistics, and corpus studies; vocabulary relevant to the grammar point is introduced—for example, common verbs in the passive voice, summary nouns used with this/these, and irregular plural nouns; authentic examples for every grammar point from corpora and published texts; exercises for every grammar point that help writers develop grammatical awareness and use, including completing sentences, writing, revising, paraphrasing, and editing; and a section inviting writers to investigate discipline-specific language use and apply it to an academic genre. Among the changes in the Second Edition are: new sections on parallel form (Unit 2) and possessives (Unit 5) revised and expanded explanations, but particularly regarding verb complementation, complement noun clauses, passive voice, and stance/engagement a restructured Unit 2 and significantly revised/updated Unit 7 new Grammar Awareness tasks in Units 3, 5, and 6 new exercises plus revision/updating of many others self-editing checklists in the Grammar in Your Discipline sections at the end of each unit representation of additional academic disciplines (e.g., engineering, management) in example sentences and texts and in exercises.

This book develops academic writing in higher education. Viewing writing as a complex sociocultural act, it analyses key issues in writing environments and their impact on student writing. Drawing on research, practice and the existing body of knowledge, it also offers practical writing activities that can be used with students in the disciplines.

Gi?i thi?u ph??ng pháp vi?t ti?ng Anh, lý thuy?t và tài li?u ng? pháp, các ?áp án và ghi chép tham kh?o v? ng? pháp ti?ng Anh.

Updated and revised with more examples and expanded discussions, this second edition continues the aim of providing teachers with a solid understanding of the use and function of grammatical structures in American English. The book avoids jargon and presents essential grammatical structures clearly and concisely. Dr. DeCapua approaches grammar from a descriptive rather than a prescriptive standpoint, discussing differences between formal and informal language, and spoken and written English. The text draws examples from a wide variety of authentic materials to illustrate grammatical concepts. The many activities throughout the book engage users in exploring the different elements of grammar and in considering how these elements work together to form meaning. Users are encouraged to tap into their own, often subconscious, knowledge of grammar to consciously apply their knowledge to their own varied teaching settings. The text also emphasizes the importance of understanding grammar from the perspective of English language learners, an approach that allows teachers to better appreciate the difficulties these learners face. Specific areas of difficulties for learners of English are highlighted throughout.

English Grammar Workbook For Dummies, UK Edition is grammar First Aid for anyone wanting to perfect their English and develop the practical skills needed to write and speak correctly. Each chapter focuses on key grammatical principles, with easy-to-follow theory and examples as well as practice questions and explanations. From verbs, prepositions and tenses, to style, expressions and tricky word traps,

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this hands-on workbook is essential for both beginners looking to learn and practise the basics of English grammar, and those who want to brush up skills they already have - quickly, easily, and with confidence.

Focus on Grammar and Meaning explores how to teach grammar effectively to second or foreign language learners aged 5–18. It provides teachers with research insights that will help them to reflect on their classroom practice and enable them to experiment with different ways of teaching grammar. Taking a 'systemic-functional' approach, the authors emphasize the importance of linking language and meaning in teaching. Key research studies on grammar instruction are featured, examples from real classroom practice are examined, and activities are provided to help teachers relate the content to their own teaching context. Additional online resources at [www.oup.com/elt/teacher/fogm](http://www.oup.com/elt/teacher/fogm)

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"The emergence and recognition of English used as a Lingua Franca (ELF) offers new opportunities for investigating language change and language contact. This timely volume explores the use of English in an academic context and between speakers from a range of language backgrounds. Data examined from the one-million-word English as a Lingua Franca in Academic Settings (ELFA) corpus provides an in-depth account of how speakers use and shape the language through dialogue in intellectually and verbally demanding situations. Social and cognitive perspectives are offered on the form and function of the language as used in situ, including its phraseology and lexis, the negotiation of topics, and the co-construction of comprehension. Finally, the book discusses the implications of ELF for the language professions and suggests a way ahead for the future of ELF teaching and research. Exploring ELF is essential reading for practitioners and researchers involved in ELF and EAP"--Provided by publisher.

A practical step-by-step introduction to the analysis of English grammar, this book leaves the reader confident to tackle the challenges analysing grammar may pose. The first textbook to take an integrated approach to function and structure in grammatical analysis, it allows students to build experience, skills and confidence in working with grammar. The innovative, hybrid approach combines an introduction to systemic functional theory with a solid grounding in grammatical structure. The book approaches grammar in an incremental way, enabling students to develop grammatical skill in stages. It is of particular value to those starting to work with functional grammar but it is also relevant for experienced readers who are interested in developing a more systematic approach to grammatical analysis.

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.

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

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.

The Routledge Handbook of English Language Teaching is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

The author attempts to answer the question of why ESL classroom talk is the way it is. Basing her answer on a case study of a school in an ESL community, she argues that classroom talk may be linked in important ways to an operative sociocultural structure of ESL pedagogy over and above the classroom at the institutional level.

The monograph is devoted to the notion of strategic intervention and its application in the foreign language classroom, in

particular with reference to teaching grammar structures. The first four chapters, which are theoretical in nature, address such concepts as form-focused instruction, language learning strategies and strategies-based instruction. The last chapter provides insight into the results of a study investigating the grammar learning strategies employed by advanced learners of English. Additionally, the chapter presents the views of foreign language teachers on the idea of introducing strategy training in the foreign language classroom. The book closes with the discussion concerning the implementation of strategy training and its value in teaching target language grammar.

This interactive guide to the use of online corpora will be invaluable for teachers and students of English. It demonstrates how to use online corpora and text analysis software to understand different aspects of language, and to formulate and test your own research hypotheses, using data from online corpora as evidence.

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This book examines how critical literacy pedagogy has been implemented in a classroom through a year-long collaboration between the author (a researcher) and an EAP teacher. It details the teacher's introduction to functional grammar and accompanying critical literacy approaches to EAP, and her growing critical language and discourse awareness of power and meaning making in the classroom. The book traces her evolving classroom practices and addresses how powerful discourses in social circulation found their way into the classroom via the curriculum materials the students encountered. The main themes of the book are threefold: narrowing the divide between critically-oriented researchers and practitioners; how critical literacy is actually implemented in a teacher's classroom; and how people (students and the teacher) engage in and with the representations and discourses of the everyday world that include neoliberal globalization, racial and cultural identities, and consumerism. It will be of interest to both researchers and practitioners for the ethnographic and pedagogical issues it raises as well as its accessible theoretical frameworks illustrated by relevant classroom interactional data, mediated, multimodal and critical discourse analysis.

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.

Doing Applied Linguistics provides a concise, lively and accessible introduction to the field of applied linguistics for readers who have little or no prior knowledge of the subject. The book explores the basics of the field then goes on to examine in more depth what applied linguists actually do, and the types of research methods that are most frequently used in the field. By reading this book students will find the answers to four sets of basic questions: What is applied linguistics, and what do applied linguists do? Why do it? What is the point of applied linguistics? How and why might I get involved in applied linguistics? How to do it? What kinds of activities are involved in doing applied linguistic research? Written by teachers and researchers in applied linguistics Doing Applied Linguistics is essential reading for all students with interests in this area.

Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as 'Does correctness matter?', 'Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

Fully updated and revised, this fourth edition of Halliday's Introduction to Functional Grammar explains the principles of systemic functional grammar, enabling the reader to understand and apply them in any context. Halliday's innovative approach of engaging with grammar through discourse has become a worldwide phenomenon in linguistics. Updates to the new edition include: Recent uses of systemic functional linguistics to provide further guidance for students, scholars and researchers More on the ecology of grammar, illustrating how each major system serves to realise a semantic system A systematic indexing and classification of examples More from corpora, thus allowing for easy access to data Halliday's Introduction to Functional Grammar, Fourth Edition, is the standard reference text for systemic functional linguistics and an ideal introduction for students and scholars interested in the relation between grammar, meaning and discourse.

The articles in this volume are intended to bridge what Sridhar and Sridhar (1986) have called the 'paradigm gap' between traditional SLA research on the one hand and research into institutionalised second-language varieties in former colonial territories on the other. Since both learner Englishes and second-language varieties are typically non-native forms of English that emerge in

language contact situations, it is high time that they are described and compared on an empirical basis in order to draw conceptual and theoretical conclusions with regard to their form, function and acquisition. The present collection of articles places special emphasis on empirical evidence obtained from large-scale analyses of computerised corpora of learner Englishes (such as the International Corpus of Learner English) and of second-language varieties of English (such as the International Corpus of English). It addresses questions such as Are the phenomena we find in ESL and EFL varieties features or errors? or How common and wide-spread are features across contact varieties of English? "

This book presents a corpus-based study of spoken learner language produced by university-level ESL students in the classroom. Using contemporary theories as a guide and employing cutting-edge corpus analysis tools and methods, the authors analyse a variety of learner speech to offer many new insights into the nature and characteristics of the spoken language of college ESL learners. Focusing on types of speech that are rarely examined, this original work makes a significant contribution to the study and understanding of ESL spoken language at university level. It will appeal to students and scholars of applied linguistics, corpus linguistics, second language acquisition and discourse analysis.

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The book addresses issues in the field of teaching academic writing to non-native speakers. This book provides a series of discussions about multiple aspects of second language writing, presenting chapters that collectively address a range of issues that are important to new teachers at the post-secondary level. The 13 chapters provide scholarly visions, insight, and interpretation, oriented toward explaining the field of teaching academic writing to non-native speakers. The book is designed to provide foundational content-knowledge in this area, with each chapter authored by recognized experts in the field. In addition to helping train new teachers, the book will serve as an updated reference book for practicing teachers and scholars to consult.

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies or taking an introductory MA course, as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Exploring Digital Communication aims to discuss real-world issues pertaining to digital communication, and to explore how linguistic research addresses these challenges. The text is divided into three sections (Problems and practices; Interventions; and Theory), each of which is further divided into two subsections which reflect linguistic issues relating to digital communication. The author seeks to demystify any perceived divide between online and offline communication, arguing that issues raised in relation to digital communication throw light on language use and practices in general, and thus linguistic interventions in this area have implications not only for users of digital communication but for linguists' general understanding of language and society. Including relevant research examples, tasks and a glossary, this textbook is an invaluable resource for

postgraduate and upper undergraduate students taking New Media or Communication Studies modules within Applied Linguistics and English Language courses.

The Routledge Handbook of Systemic Functional Linguistics brings together internationally renowned scholars of systemic functional linguistics (SFL) to provide a space for critical examination of the key tenets underpinning SFL theory. Uniquely, it includes description of the three main strands within contemporary SFL scholarship: Halliday's Introduction to Functional Grammar, Martin's discourse semantics and Fawcett's Cardiff Grammar. In five sections and thirty-eight interdisciplinary chapters, this is the first handbook to cover the whole architecture of SFL theory, comprising: ? the ontology and epistemology of SFL; SFL as a clause grammar; lexicogrammar below the clause, and SFL's approach to constituency; SFL's vibrant theory of language above the clause; and SFL as a theory of praxis with real-world applications. With a wide range of language examples, a comprehensive editors' introduction and a section on further reading, The Routledge Handbook of Systemic Functional Linguistics is an essential resource for all those studying and researching SFL or functional grammar.

In this seminal volume leading language and literacy scholars clearly articulate and explicate major social perspectives and approaches in the fields of language and literacy studies. Each approach draws on distinct bodies of literature and traditions and uses distinct identifiers, labels, and constellations of concepts; each has been taken up across diverse global contexts and is used as rationale and guide for the design of research and of educational policies and practices. Authors discuss the genesis and historical trajectory of the approach with which they are associated; offer their unique perspectives, rationales, and engagements; and investigate implications for understanding language and literacy use in and out of schools. The premise of the book is that understanding concepts, perspectives, and approaches requires knowing the context in which they were created, the rationale or purpose in creating them, and how they have been taken up and applied in communities of practice. Accessible yet theoretically rich, this volume is indispensable for researchers, students, and professionals across the fields of language and literacy studies.

In The Interpersonal Metafunction in 1 Cor 1-4, James D. Dvorak analyzes the interpersonal meanings encoded in the text and the social function they fulfill in realigning the readers to the values that Paul expects all Jesus-followers to live by.

The volume contains most updated theoretical and empirical research on foreign or second language processes analyzed from the perspective of cognition and affect. It consists of articles devoted to various issues related to such broad topics as gender, literacy, translation or culture, to mention a few. The collection of papers offers a constructive and inspiring insight into a fuller understanding of the interconnection of the language-cognition-affect trichotomy.

Now in its third edition, the Handbook of Research on Teaching the English Language Arts—sponsored by the International Reading Association and the National Council of Teachers of English—offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers, and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction Reflecting important recent developments in the field, the Third Edition is restructured, updated, and includes many new contributors. More emphasis is given in

this edition to the learner, multiple texts, learning, and sharing one's knowledge. A Companion Website, new for this edition, provides PowerPoint® slides highlighting the main points of each chapter.

On a quest to satisfy the need for acoustic documentation of pronunciation norms of Standard Kenyan English, there were predominant deviations which identify users of Ethnically Marked Varieties of Kenyan English. The study documents findings on tenets of Ethnic Markedness by two groups that revealed maximally distinct pronunciation. Data collection and analysis encompassed systematic recording, annotation and acoustic scrutiny. Moreover, attitudes that other Kenyans hold toward the selected varieties are exposed. The study is a primary source in the genres of World Englishes, speech science, prosody and interlanguage pronunciation.

The Functional Analysis of English is an introduction to the analysis and description of English, based on the principles of systemic functional linguistics. It sets out the tools and analytic techniques of Hallidayan grammar with clear explanations of terminology and illustrates these with examples from a variety of texts, including science, travel, history and literary sources. This revised third edition incorporates references to recent research, better explanations of complex problems, and additional exercises. Key features: an updated overview of applications to real world issues revised sections on the current historical position of systemic functional grammar simple introductions to agnation, grammatical metaphor, and information structure chapter summaries, suggestions for further reading, exercises with answers and a glossary of terms a companion website with additional activities, exercises and supplementary readings for students and instructors This third edition is an indispensable introduction to systemic functional linguistics, which can be used independently or in preparation for M.A.K. Halliday and C.M.I.M. Matthiessen's Introduction to Functional Grammar. The book is an ideal text for students of linguistics, applied linguistics and grammar- those new to the field, or who have a background in traditional grammar, as well as teachers of English language.

The present volume finds its origin in the conference "From ideational to interpersonal: Perspectives from grammaticalization" (FITIGRA), held at the University of Leuven from 10 to 12 February 2005.

This book investigates the effects of corpus work on the process of foreign language learning in ESP settings. It suggests that observing learners at work with corpus data can stimulate discussion and re-thinking of the pedagogical implications of both the theoretical and empirical aspects of corpus linguistics. The ideas presented here are developed from the Data-Driven Learning approach introduced by Tim Johns in the early nineties. The experience of watching students perform corpus analysis provides the basis for the two main observations in the book: a) corpus work provides students with a useful source of information about ESP language features, b) the process of "search-and-discovery" implied in the method of corpus analysis may facilitate language learning and promote autonomy in learning language use. The discussion is carried out on the basis of a series of corpus-based "explorations" by students and provides suggestions for developing new tasks and tools for language learners.

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