

## Generative Grammar Structural Linguistics And Language Teaching

Generative Grammar, Structural Linguistics, and Language Teaching Routledge

This is the third edition of Chomsky's outstanding collection of essays on language and mind, first published in 2006. The first six chapters, originally published in the 1960s, made a groundbreaking contribution to linguistic theory. This edition complements them with an additional chapter and a new preface, bringing Chomsky's influential approach into the twenty-first century. Chapters 1-6 present Chomsky's early work on the nature and acquisition of language as a genetically endowed, biological system (Universal Grammar), through the rules and principles of which we acquire an internalized knowledge (I-language). Over the past fifty years, this framework has sparked an explosion of inquiry into a wide range of languages, and has yielded some major theoretical questions. The final chapter revisits the key issues, reviewing the 'biolinguistic' approach that has guided Chomsky's work from its origins to the present day, and raising some novel and exciting challenges for the study of language and mind. This book illustrates the structuralist idea that language creates the reality we perceive. The data presented in this volume focus on the problematic issues of the passive construction and irregular (strong) verbs, with examples taken primarily from English with separate subsections on German and Russian. The author presents a new and different analysis of these complex topics which proceeds from the levels of form to meaning rather than the traditional and generative methodologies that follow the opposite path from meaning to form. This book will be of interest to all linguists who have ever confronted the controversial question of the interaction between lexical exceptions and grammatical rules. The scope of this volume is rather broad and it compares and contrasts text grammar versus sentence grammar in an innovative way.

The architecture of the human language faculty has been one of the main foci of the linguistic research of the last half century. This branch of linguistics, broadly known as Generative Grammar, is concerned with the formulation of explanatory formal accounts of linguistic phenomena with the ulterior goal of gaining insight into the properties of the 'language organ'. The series comprises high quality monographs and collected volumes that address such issues. The topics in this series range from phonology to semantics, from syntax to information structure, from mathematical linguistics to studies of the lexicon.

Seminar paper from the year 2005 in the subject English Language and Literature Studies - Linguistics, Technical University of Braunschweig (Englisches Seminar), course: Teaching English Grammar and Lexis, language: English, abstract: The theory and methodology of early linguistics took the notion of structure as a key term and emphasized the idea that language needed to be organized. In the 70s, under the influence of pragmatics, language was no longer seen as an abstraction, but as a means of communication between people, and the primary purpose of language became the exchange of meaning. Since language essentially deals with naming of concepts, the importance of lexis replaced the role played by grammatical structure. The idea was that meaning is primarily carried by lexis, because focus on communication implies emphasis on lexis and decreased emphasis on structure. In this paper, I will discuss the central ideas of Saussurean structuralism, in particular the notion of differential structure, then I will present the innovation brought in linguistics by Chomsky's generative structure, namely the universal nature of language as opposed to Saussure's idea about the uniqueness of language, and finally, I will analyze collocations in the light of these two structuralist theories. This paper does not intend to show the differences and incompatibilities between the structural and lexical approaches, but the point of coincidence and agreement between the two, namely the way meaning is defined through difference under the exercise of choice.

This volume explores the continuing relevance of Syntactic Structures to contemporary research in generative syntax. The contributions examine the ideas that changed the way that syntax is studied and that still have a lasting effect on contemporary work in generative syntax. Topics include formal foundations, the syntax-semantics interface, the autonomy of syntax, methods of data analysis, and detailed discussions of the role of transformations. New commentary from Noam Chomsky is included.

Current Trends in the Development and Teaching of the four Language Skills builds connections from theory in the four language skills to instructional practices. It comprises twenty-one chapters that are grouped in five sections. The first section includes an introductory chapter which presents a communicative competence framework developed by the editors in order to highlight the key role the four skills play in language learning and teaching. The next four sections each represent a language skill: Section II is devoted to listening, Section III to speaking, Section IV to reading and Section V to writing. In order to provide an extensive treatment of each of the four skills, each section starts with a theoretical chapter which briefly illustrates advances in the understanding of how each skill is likely to be learned and taught, followed by four didactically oriented chapters authored by leading international specialists. These pedagogical chapters deal specifically with four key topics: 1) areas of research that influence the teaching of a particular skill; 2) an overview of strategies or techniques necessary for developing a particular skill; 3) an approach to the academic orientation of a particular skill, and 4) unique aspects of teaching each skill. Moreover, all chapters incorporate two common sections: pre-reading questions at the beginning of the chapter in order to stimulate readers' interest in its content, and a section entitled suggested activities at the end of the chapter in order to allow readers put the ideas and concepts presented into practice. The accessible style and practical focus of the volume make it an ideal tool for teachers, teacher trainers, and teacher trainees who are involved in teaching the four language skills in a second or foreign language context.

o. Theoretical linguistics is a term not very often used in Soviet Linguistics. The terms 'structural linguistics', 'mathematical linguistics', 'applied linguistics' (which, incidentally, has another meaning here than in other parts of the world) all may cover theoretical work in linguistics. In older days serious theoretical work was done under the heading 'machine translation'. Very often the need for a special term for theoretically oriented studies in linguistics does not even arise. Does this mean that there is no real theoretical linguistics in the Soviet Union? This would be, of course, a completely false conclusion. Some linguists tend to identify theoretical linguistics with generative grammar. Though it might be true - and I am myself very much inclined to subscribe to this view - that generative grammar has been the most fruitful linguistic theory up to now, this does not justify, however, the above identification. Incidentally, as we shall see later on, generative grammar has not been left unnoticed in the Soviet Union either. There are different trends within theoretical linguistics, one of which is generative grammar. While generative grammar (though one can worry about the content of this notion for many, internal and external reasons) seems to be the main theoretical trend in the United States and in Western Europe, it represents only one of the main trends in Soviet linguistics.

During most of the 20th century, the classical Saussurean distinction between language usage and language structure remained untranscendable in much linguistic theory. The dominant view, propagated in particular by generative grammar, was that there are structural facts and usage facts, and that in principle the former are independent of, and can be described in complete isolation from, the latter. With the appearance of functional-cognitive approaches on the scene, this view has been challenged. The view of structure as usage-based has had two consequences that make time ripe for a focused study of the interaction between usage and structure. Within the generative camp it has inspired a more explicit and precise description of the status of usage. Within the functional-cognitive camp it has blurred the status of structure. Perhaps because functionalists and cognitivists have had to position themselves in relation to generative grammar, some have

emphasized the role of usage facts to the extent that structure is largely ignored. Accounts of language usage, language acquisition and language change are impossible without an assumption about what it is that is being used, acquired, or subjected to change. And more moderate functionalists and cognitive functionalists recognize both structural facts and usage facts as genuine facts central to the understanding of language. Still, the linguistic literature that shares this position does not abound with explicit, precise characterizations of the relationship between usage and structure. The present volume brings together scholars from different theoretical positions to address theoretical and methodological aspects of the relation between language usage and structure. The contributors differ with respect to how they conceive of this relation and, more basically, with respect to how they conceive of linguistic structure. What they have in common, however, is that they recognize structure and usage as non-reducible linguistic phenomena and take seriously the challenge to describe the relation between them.

The articles collected in this book are concerned with the issues of restrictiveness and learnability within generative grammar, specifically, within Chomsky's 'Extended Standard Theory'. These issues have been central to syntactic research for decades and they are even more central now as results on syntactic theory, on learnability, and on acquisition begin to converge. I hope that this book can provide researchers in all of these areas with some insight into the evolution of ideas about these issues. The articles appear in their original form, with the following exceptions: A few typographical and other minor errors have been corrected; bibliographic references have been updated and a unified bibliography provided. I would like to take this opportunity to acknowledge my vast intellectual debt to Noam Chomsky. My research would not have been possible without his work, his advice, and his guidance. Next, I offer deep thanks to Chomsky and my other co-authors represented here: Bob Fiengo, Joe Kupin, Bob Freidin, and Mamoru Saito. I am grateful, indeed, for the opportunity to collaborate with such outstanding linguists, and, more immediately, for their permission to reprint their co-authored articles. I also offer general thanks to the holders of the copyrights of the reprinted material. Specific acknowledgements appear on a separate page.

From the ancient Mediterranean world to the present day, our conceptions of what is universal in language have interacted with our experiences of language learning. This book tells two stories: the story of how scholars in the west have conceived of the fact that human languages share important properties despite their obvious differences, and the story of how westerners have understood the nature of second or foreign language learning. In narrating these two stories, the author argues that modern second language acquisition theory needs to reassess what counts as its own past. The book addresses Greek contributions to the prehistory of universal grammar, Roman bilingualism, the emergence of the first foreign language grammars in the early Middle Ages, and the Medieval speculative grammarians efforts to define the essentials of human language. The author shows how after the renaissance expanded people's awareness of language differences, scholars returned to the questions of universals in the context of second language learning, including in the 1660 Port-Royal grammar which Chomsky notoriously celebrated in Cartesian Linguistics. The book then looks at how Post-Saussurean European linguistics and American structuralism up to modern generative grammar have each differently conceived of universals and language learning. *Universal Grammar in Second Language Acquisition* is a remarkable contribution to the history of linguistics and will be essential reading for students and scholars of linguistics, specialists in second language acquisition and language teacher-educators.

According to Chomsky, to learn a language is to develop a grammar for it – a generative grammar which assigns a definite structure and a definite meaning to each of a definite set of sentences. This forms the speaker's linguistic competence, which represents a distinct faculty of the mind, called the faculty of language. This view has been widely criticised, from many separate angles and by many different authors, including some of Chomsky's pupils. As one of the earliest and most persistent critics, Professor Matthews is especially well placed to tie these arguments together. He concludes that Chomsky's notion of competence finds no support within linguistics. It can be defended, if at all, only by assuming a traditional philosophy of mind. The notion of grammar should therefore be restricted to descriptive linguistics, and should not have psychological interpretations foisted on it. Peter Matthews' book covers a variety of topics, from morphology to speech acts, from word meaning to the study of language variation, and from blending in syntax to the relation of language and culture. This wide range of subject matter is incisively handled in a style which is both elegant and economical.

This book fills a long standing need for a basic introduction to Cognitive Grammar that is current, authoritative, comprehensive, and approachable. It presents a synthesis that draws together and refines the descriptive and theoretical notions developed in this framework over the course of three decades. In a unified manner, it accommodates both the conceptual and the social-interactive basis of linguistic structure, as well as the need for both functional explanation and explicit structural description. Starting with the fundamentals, essential aspects of the theory are systematically laid out with concrete illustrations and careful discussion of their rationale. Among the topics surveyed are conceptual semantics, grammatical classes, grammatical constructions, the lexicon-grammar continuum characterized as assemblies of symbolic structures (form-meaning pairings), and the usage-based account of productivity, restrictions, and well-formedness. The theory's central claim - that grammar is inherently meaningful - is thereby shown to be viable. The framework is further elucidated through application to nominal structure, clause structure, and complex sentences. These are examined in broad perspective, with exemplification from English and numerous other languages. In line with the theory's general principles, they are discussed not only in terms of their structural characterization, but also their conceptual value and functional motivation. Other matters explored include discourse, the temporal dimension of language structure, and what grammar reveals about cognitive processes and the construction of our mental world.

#### Linguistic Theory in America

This book provides a critical review of the development of generative grammar, both transformational and non-transformational, from the early 1960s to the present, and presents contemporary results in the context of an overall evaluation of recent research in the field. Geoffrey Horrocks compares Chomsky's approach to the study of grammar, culminating in Government and Binding theory, with two other theories which are deliberate reactions to this framework: Generalised Phrase Structure Grammar and Lexical-Functional Grammar. Whilst proponents of all three models regard themselves as generative grammarians, and share many of the same objectives, the differences between them

nevertheless account for much of the recent debate in this subject. By presenting these different theories in the context of the issues that unite and divide them, the book highlights the problems which arise in any attempt to establish an adequate theory of grammatical representation.

These concise, scholarly essays explore the distinguished philosopher's influential concept of generative grammar. Topics include syntactic structure, features, and categories; phonology, syntax, and semantics; language acquisition; and language teaching.

The third edition of *The Concise Oxford Dictionary of Linguistics* is an authoritative and invaluable reference source covering every aspect of its wide-ranging field. In 3,250 entries the Dictionary spans grammar, phonetics, semantics, languages (spoken and written), dialects, and sociolinguistics. Clear examples - and diagrams where appropriate - help to convey the meanings of even the most technical terms. It also incorporates entries on key scholars of linguistics, both ancient and modern, summarising their specialisms and achievements. With existing entries thoroughly revised and updated, and the addition of 100 new entries, this new edition expands its coverage of semantics, as well as recently emerging terminology within, for example, syntactic theory and sociolinguistics. Wide-ranging and with clear definitions, it is the ideal reference for students and teachers in language-related courses, and a great introduction to linguistics for the general reader with an interest in language and its study.

*Syntactic Argumentation and the Structure of English (SASE)* presents the major theoretical developments in generative syntax and the empirical arguments motivating them. Beautifully and lucidly written, it is an invaluable resource for working linguists as well as a pedagogical tool of unequalled depth and breadth. The chief focus of the book is syntactic argumentation. Beginning with the fundamentals of generative syntax, it proceeds by a series of gradually unfolding arguments to analyses of some of the most sophisticated proposals. It includes a wide variety of problems that guide the reader in constructing arguments deciding between alternative analyses of syntactic constructions and alternative theoretical formulations. Someone who has worked through the problems and arguments in this book will be able to apply the skills in argumentation it develops to novel issues in syntax. While teaching syntactic argumentation, SASE covers the major empirical results of generative syntax. Its contents include: 1) Transformations in single-clause sentences 2) Complementation and multi-clause transformations 3) Universal principles governing rule interaction: the cycle and strict cyclicity 4) Movement rules 5) Ross's constraints 6) Pronominal reference and anaphora SASE is an important book for several different audiences: 1) For students, it is an introduction to syntax that teaches argumentation as well as a wide range of empirical results in the field. 2) For linguists, it is a sourcebook of classical analyses and arguments, with some new arguments bearing on classical issues. 3) For scholars, teachers, and students in related fields, it is a comprehensive guide to the major empirical and theoretical developments in generative syntax. SASE contains enough material for a two-semester or three-quarter sequence in syntax. Because it assumes no previous background, it can be used as the main text in an introduction to syntax. Since it covers a wide range of material not available in other texts, it is also suitable for intermediate and advanced syntax courses and as a supplementary source in more specialized courses and courses in other disciplines. A storehouse of classical and original arguments, SASE will prove to be of lasting value to the teacher, the student, and researchers in both linguistics and related fields.

The most thorough syntactic analysis available of the language used by modern writers and journalists. Drawing on Chomsky's model of linguistic theory, Kebbe provides an in-depth generative account of three major types of Arabic sentences: the coordinate, the negative, and the interrogative.

The formal sciences, particularly mathematics, have had a profound influence on the development of linguistics. This insightful overview looks at techniques that were introduced in the fields of mathematics, logic and philosophy during the twentieth century, and explores their effect on the work of various linguists. In particular, it discusses the 'foundations crisis' that destabilised mathematics at the start of the twentieth century, the numerous related movements which sought to respond to this crisis, and how they influenced the development of syntactic theory in the 1950s. The book concludes by discussing the resulting major consequences for syntactic theory, and provides a detailed reassessment of Chomsky's early work at the advent of Generative Grammar. Informative and revealing, this book will be invaluable to all those working in formal linguistics, in particular those interested in its history and development.

The book aims at introducing the language teacher in general and the teacher of English in particular to the field of linguistics that should necessarily form the basis of his own understanding of what language is and of his classroom practice generating from this knowledge. An understanding of the nature of English as a language as such because essential for the teacher as he begins evolving adequate classroom methodology, teaching, techniques as well as the large variety of learning experiences that go into the making of what we call effective teaching. His own treatment of the classroom situations largely depends on these linguistic specification that are provided to him by the linguist.

The notion of focus structure in this work refers to the distinction between categorical,thetic and identificational sentences. The central claim is that the syntactic representation of every sentence has to encode which of these types of focus structure is realized. This claim is discussed in great detail with respect to syntax, intonation and semantics within the framework of the Minimalist Program. It is shown that the incorporation of focus structure into syntax offers new perspectives for a solution of vexing problems in syntax and semantics. For example, fronting (preposing, 'topicalisation') is treated as a syntactic operation which clearly belongs to core grammar, i.e. is not optional or 'stylistic'; the semantic notion of quantifier raising is dispensed with in favour of a focus structural treatment of phenomena which gave rise to it. The book appeals to generative linguists and to functional linguists who do not believe in an unbridgeable gap between the formal and functional analysis of language.

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