Introduction To English Linguistics Elte Seas

The twenty-three articles in this volume are based on papers and posters presented at the Olomouc Linguistics Colloquium (OLINCO) at Palacký University in the Czech Republic in June 7-9, 2018. This conference welcomed papers that combined analyses of language structure with generalizations about language use. The thematic sections are as follows: Part I. Micro-syntax: The Structure and Interpretation of Verb Phrases; Part II. Micro-syntax: Word-Internal Morphosyntax in Nominal Projections; Part III. Macro-syntax: Structure and Interpretation of Discourse Markers and Projections; Part IV: Empirical Approaches to Contrastive Linguistics and Translation Studies. Články v tomto sborníku vycházejí z příspěvků prezentovaných na konferenci Olomouc Linguistics Colloquium (OLINCO), pořádané Univerzitou Palackého v Olomouci ve dnech 7. 6. - 9. 6. 2018. Jako téma byl zvolen "Jazyk jako prostředek a lingvistická struktura", což mělo umožnit prezentaci referátů ze všech současných lingvistických disciplín, pokud se zabývají vědeckým (empirickým, formálním) popisem jazykového systému. Články jsou rozděleny do následujících tematických sekcí: Part I. Micro-syntax: The Structure and Interpretation of Verb Phrases; Part II. Micro-syntax: Word-Internal Morphosyntax in Nominal Projections; Part III. Macro-syntax: Structure and Interpretation of Discourse Markers and Projections; Part IV: Empirical Approaches to Contrastive Linguistics and Translation Studies.

This book explores the ways and means by which English threatens the vitality and diversity of other languages and cultures in the modern world. Using the metaphor of the Hydra monster from ancient Greek mythology, it explores the use and misuse of English in a wide range of contexts, revealing how the dominance of English is being confronted and counteracted around the globe. The authors explore the language policy challenges for governments and education systems at all levels, and show how changing the role of English can lead to greater success in education for a larger proportion of children. Through personal accounts, poems, essays and case studies, the book calls for greater efforts to ensure the maintenance of the world's linguistic and cultural diversity. Content Knowledge in English Language Teacher Education provides original professional experiences and research accounts of teaching language in the specific context of English language teacher education programmes in diverse international settings, with contributions from Argentina, Australia, Chile, China, Ecuador, Japan, Mexico, the USA and Turkey. The volume focuses on how teacher educators plan and deliver modules which help future teachers understand English as a system and develop English language proficiency. The contributors describe and analyse their professional practices in designing, delivering and evaluating modules or courses on understanding the English language as a system, i.e. content knowledge, exploring the teaching of elements such as phonetics, phonology, grammar, pragmatics, philology, and discourse analysis. In addition, they draw on their vast professional experience to explore how to successfully develop competence and language skills in English so that teachers can become models and proficient users of the language for their students. The contributions range from more historical and functionally linguistic focused chapters to more sociocultural explorations of teaching English to future teachers including interculturality, multilingualism, World Englishes, critical thinking skills, academic writing, and literacy through literature. The accounts shed light on the diverse practices of educators from many different countries, contexts, and cultural and linguistic backgrounds, drawing links between policy and practice, to locate much of English language teacher education and curriculum development outside the so-called 'inner circle' of native English-language speaking contexts, practitioners, and researchers. Focusing on a wide range of linguistic structures, the articles in this volume explore the explanatory potential of two of the most influential cognitive-linguistic theories, conceptual metaphor and metonymy theory and conceptual blending theory. Whether enthusiastic or critical in their stance, the contributors seek to enhance our understanding of how conventional as well as creative ways of thinking influence our language and vice versa.

Proceedings of the Freiberg Conference, May 04-06, 2007
Guide to American Studies Resources
University Writing in Central and Eastern Europe: Tradition, Transition, and Innovation
Pragmatics and the Flexibility of Word Meaning
Metaphor, Metonymy and Conceptual Blending
A Practical Introduction
Becoming and Being a TESOL Teacher Educator

This comprehensive book presents emerging research findings and promising reform practices in the field of teacher education, curriculum, assessment, teaching and learning approaches, pedagogical innovations, and professional development in educating the next generation of globally competent students. It reflects the current trends and highlights contemporary teacher education programs in twenty greater Asian countries and regions. It offers insight into improving teacher education in Singapore, Malaysia, Thailand, Philippines, Vietnam, Cambodia, Laos, Myanmar, Indonesia, Brunei, India, Pakistan, Bangladesh, Bhutan, China, Korea, Taiwan, Japan, Hong Kong, and Macau. The handbook contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms. This volume is a valuable resource and essential companion for teacher educators, faculty members, staff developers, trainee teachers, undergraduate and postgraduate students, researchers, school leaders, policy-makers, and professional learning communities to refresh their knowledge and improve their understanding. This book is a must-read for anyone interested in evolving issues in teacher education.

The Book of Urizen / William Blake.

The Routledge Handbook of Corpus Linguistics 2e provides an updated overview of a dynamic and rapidly growing area with a widely applied methodology. Over a decade on from the first edition of the Handbook, this collection of 47 chapters from experts in key areas offers a comprehensive introduction to both the development and use of corpora as well as their ever-evolving applications to other areas, such as digital humanities, sociolinguistics, stylistics, translation studies, materials design, language teaching and teacher development, media discourse, discourse

analysis, forensic linguistics, second language acquisition and testing. The new edition updates all core chapters and includes new chapters on corpus linguistics and statistics, digital humanities, translation, phonetics and phonology, second language acquisition, social media and theoretical perspectives. Chapters provide annotated further reading lists and step-by-step guides as well as detailed overviews across a wide range of themes. The Handbook also includes a wealth of case studies that draw on some of the many new corpora and corpus tools that have emerged in the last decade. Organised across four themes, moving from the basic start-up topics such as corpus building and design to analysis, application and reflection, this second edition remains a crucial point of reference for advanced undergraduates, postgraduates and scholars in applied linguistics.

Crosslinguistic Studies on Noun Phrase Structure and Reference presents 11 studies on the grammar of noun phrases. Part One explores structure and interpretation with respect to general linguistic categories (x-bar, number, countability, information structure). Parts Two and Three explore the workings of 'definiteness' marking.

Handbook of Research on Teacher Education

Research-Based Principles and Practices

The Handbook of Contemporary Semantic Theory

Corpus Perspectives on the Spoken Models used by EFL Teachers

Proceedings of the Olomouc Linguistics Colloquium 2018

UPRT 2015

International Directory of Australian Studies

The Routledge Handbook of English Language Teacher EducationRoutledge

Recently, the investigation of word meaning in utterances has connected two different fields: lexical semantics and pragmatics. A new linguistic discipline, namely lexical pragmatics, is emerging. This volume explores the interaction between lexical semantics and pragmatics.

Durch die Vormachtstellung des Amerikanischen (AmE) sprechen Lernende und Lehrende des Englischen aber auch englische Muttersprachlicher zunehmend eine hybride Varietät des Englischen, das «Mid-Atlantic-English». Das Buch befasst sich mit diesem Konzept und hat drei Teile. Der theoretische Teil beschreibt die soziolinguistische und didaktische Rolle der beiden Hauptvarietäten, der empirische enthält die Fragebogenerhebung. Sie untersucht die Sprachverwendung der Probanden und ihre Einstellungen zu den Varietäten. Der didaktische Teil fokussiert die Förderung des Englischen als plurizentrische Sprache. Das Buch zeigt, dass sich ein Paradigmenwechsel in Richtung des AmE vollzieht und der Fremdsprachenunterricht neu überdacht werden sollte.

Offering a unique, data-led, evidence-based approach to reflective practice in English language teaching, this book brings together theory, research and practice in an accessible way to demonstrate what reflective practice looks like and how it is undertaken in a range of contexts. Readers learn how to do and to research reflective practice in their own settings. Through the use of data, dialogue and appropriate tools, the authors show how reflective practice can be used as an ongoing teaching tool that supports professional self-development.

Fuzzy Boundaries in Discourse Studies

Views and Facts

English Projects in Teaching and Research in Central Europe

UPRT 2008: Empirical Studies in English Applied Linguistics

Language Education in Multilingual Colombia

Windows to the Mind

International Perspectives on English as a Lingua Franca

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of best practice; snapshots of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

This text is the author's dissertation; the institution and year of completion are not given. Wensky's study examines secondary stress in English words with an aim of discovering the principles regulating secondary stress placement. She examines previous stress theories and analyzes a corpus of some 1000 words and all their variants along the lines of Burzio (1994), whose stress theory she modifies as a result of her analysis. A list of all analyzed items is provided at the end of the text. No subject index. Distributed in the U.S. by ISBS. Annotation & 2004 Book News, Inc., Portland, OR (booknews.com).

This volume contains studies presented at the 4th International Workshop on the History of Speech Communication Research (HSCR 2021). The series of workshops was initiated in Dresden in 2015. The current workshop took place in Prague at the Institute of Phonetics, Charles University, amid the ever-changing pandemic circumstances for the first time in a hybrid form. There are nine contributions, written by 12 authors from six countries. The contributions analyze the contextual background of particular personalities or investigate how specific research practices developed over time. Moreover, each contribution demonstrates a significant connection between various aspects of speech communication research and the wider social context. A special theme of this workshop was the link in linguistic signs between the form (sound) and the meaning (sense). The phonetic endeavour was often claimed to concern only the form, while meaning was delegated to someone else. This is not only one-sided, but also difficult to integrate into the large body of scientific knowledge, as the opening keynote emphasized.

This book is a cultural-historical (rather than purely linguistic) introduction to American English. The first part consists of a general account of variation in American English. It offers concise but comprehensive coverage of such topics as the history of American English; regional, social

and ethnic variation; variation in style (including slang); and British and American differences. The second part of the book puts forward an account of how American English has developed into a dominant variety of the English language. It focuses on the ways in which intellectual traditions such as puritanism and republicanism, in shaping the American world view, have also contributed to the distinctiveness of American English.

Selected Papers from the 16th International Conference on Historical Linguistics, Copenhagen, 11-15 August 2003
International Experiences
Pedagogical Insights
Crosslinguistic Studies on Noun Phrase Structure and Reference
Proceedings of the 15th International Conference on Computational Linguistics
Cultural Models in Language and Thought

An edited volume of applied linguistic studies
This volume consists of 19 papers presented at the 16th International Conference on Historical Linguistics, which was held in August 2003 in Copenhagen and drew the largest number of participants and the widest array of languages that this important biannual conference has ever had. As with previous volumes, the papers selected cover a wide range of subjects besides the core areas of historical linguistics, and this time include studies on ethnolinguistics, grammaticalisation, language contact, sociolinguistics, and typology. The individual languages treated include Brazilian Portuguese, Chukchi, Korean, Danish, English, German, Greek, Japanese, Kok-Papónk, Latin, Newar, Old Norse, Romanian, Seneca, Spanish, and Swedish. The volume reflects the state of the art both empirical and theoretical — in Historical Linguistics today, and shows the discipline to be as flourishing and capable of new advances as ever.
A multidisciplinary collaboration exploring the role of cultural knowledge in everyday language and understanding.
This book offers insights into the lived experiences (e.g., teaching, research, and practicum supervision) of TESOL teacher educators in diverse institutional and socio-cultural contexts. Informed by a situated, ecological perspective, it draws on a variety of research approaches (e.g., qualitative, action research, and self-study), and sheds light on how language teacher educators engage in daily practice and social interactions. This edited collection examines how TESOL educators cope with potential contextual obstacles (e.g., the theory-practice divide), and how they seek their continuing professional development in complex, shifting higher education settings. The book offers critical and thoughtful reflections of current practice and policies in language education and higher education, and provides practical implications on the preparation and development of frontline language teachers.
UPRT 2007: Empirical Studies in English Applied Linguistics
Confronting the Hydra
Innovations and Practices in Asia
The book of Urizen
Prague, August 27-28, 2021
Historical Linguistics 2003
Critical Perspectives and Voices from the Field

The second edition of The Handbook of Contemporary Semantic Theory presents a comprehensive introduction to cutting-edge research in contemporary theoretical and computational semantics. Features completely new content from the first edition of The Handbook of Contemporary Semantic Theory Features contributions by leading semanticists, who introduce core areas of contemporary semantic research, while discussing current research Suitable for graduate students for courses in semantic theory and for advanced researchers as an introduction to current theoretical work

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.

This volume appears now finally in English, sixty years after the death of its author, Lucien Tesnière. It has been translated from the French original into German, Spanish, Italian, and Russian, and now at long last into English as well. The volume contains a comprehensive approach to the syntax of natural languages, an approach that is foundational for an entire stream in the modern study of syntax and grammar. This stream is known today as dependency grammar (DG). Drawing examples from dozens of languages, many of which he was proficient in, Tesnière presents insightful analyses of numerous phenomena of syntax. Among the highlights are the concepts of valency and head-initial vs. head-final languages. These concepts are now taken for granted by most modern theories of syntax, even by phrase structure grammars, which represent, in a sense, the opposite sort of approach to syntax from what Tesnière was advocating. Now Open Access as part of the Knowledge Unlatched 2017 Backlist Collection.

This collection brings together cutting-edge research and theoretical discussions on the linguistic, cultural, and political forces that shape multilingual Colombia, highlighting the country's unique sociolinguistic landscape and offering new insights into multilingualism in the Global South. The volume outlines the changing dynamics of multilingualism in Colombia, where Spanish, Spanish-based and English-based Creoles, the linguistic and cultural heritages of Indigenous communities and migrant groups, and the prevalence of English in language education policy intersect. The chapters explore the implications of policy making on language policy discourse and especially on language teacher education for those working on the margins in urban and rural areas. They also explore existing understandings of interculturality and the work of academics and local communities in minority language revitalization efforts. Problematizing essentialized views of language and culture and raising awareness around the complex relationship between language, identity, and interculturality in the Global South, this book will be of interest to scholars in multilingualism, sociolinguistics, language education, teacher education, and applied linguistics.

Research and Practice
The Syllable

COLING -92
Empirical Studies in Applied Linguistics
Mid-Atlantic English in the EFL Context
Metaphor
Proceedings of the Fourth International Workshop on the History of Speech Communication Research

Combining up-to-date scholarship with clear and accessible language and helpful exercises, Metaphor: A Practical Introduction is an invaluable resource for all readers interested in metaphor. This second edition includes two new chapters--on 'metaphors in discourse' and 'metaphor and emotion' --along with new exercises, responses to criticism and recent developments in the field, and revised student exercises, tables, and figures.

This volume consists of 19 papers presented at the 16th International Conference on Historical Linguistics, which was held in August 2003 in Copenhagen and drew the largest number of participants and the widest array of languages that this important biannual conference has ever had. As with previous volumes, the papers selected cover a wide range of subjects besides the core areas of historical linguistics, and this time include studies on ethnolinguistics, grammaticalisation, language contact, sociolinguistics, and typology. The individual languages treated include Brazilian Portuguese, Chukchi, Korean, Danish, English, German, Greek, Japanese, Kok-Papónk, Latin, Newar, Old Norse, Romanian, Seneca, Spanish, and Swedish. The volume reflects the state of the art both empirical and theoretical ⊘ in Historical Linguistics today, and shows the discipline to be as flourishing and capable of new advances as ever.

This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

This book explores specific issues related to academic writing provision in the post-communist countries in Eastern, Central and Southern Europe. Although they have different cultures and writing traditions, these countries share common features in what regards the development of higher education and research and encounter challenges different from Western European countries. Since academic writing as a discipline is relatively new in Eastern Europe, but currently plays an essential part in the development of higher education and the process of European integration, the volume aims to open discussion on academic writing in the region by addressing several issues such as the specific challenges in providing academic writing support at tertiary level in post-communist countries, the limitations and possibilities in implementing Western models of academic writing provision, or the complex interactions between writing in national languages and writing in a second language. Additionally, the book presents several recent initiatives and possible models for providing academic writing support in universities in the area. The important role of academic writing in English, a common feature in post-communist countries, is reflected in the sections which focus on writing in English as a foreign language, as well as on the impact of English upon national languages. The volume will be of interest to academic writing researchers and teachers and those involved in teaching academic writing at the tertiary level.

Content Knowledge in English Language Teacher Education
Secondary Stress in English Words
A Large-Scale Sociolinguistic Study
Elements of Structural Syntax
Empirical Studies in English Applied Linguistics
American English
Language Use and Linguistic Structure

Was Tesnière the founding father of dependency grammar or merely a culmination point in its long history? Leaving no doubt that the latter position is correct, Chapters of Dependency Grammar tells the story of how dependency-oriented grammatical description developed from Antiquity up to the early 20th century. From Priscian's Rome to Dmitrievsky's Russia, from the French Encyclopaedia to Stephen W. Clark's school grammars in 19th century America, it is shown how the concept of dependencies (asymmetric word-to-word relations) surfaced again and again, assuming a central place in syntax. A particularly intriguing aspect of the storyline is that even without any direct contact or influence, authors were making key breakthroughs in similar directions. In the works of Sámuel Brassai, a Transylvanian polymath, and Franz Kern, a German grammarian, the first dependency trees appear in 1873 and 1883, respectively, predating Tesnière's stemmas by several decades.

The second edition of this highly successful textbook offering a unified approach to language from a range of perspectives.

This book focuses on the multifarious aspects of 'fuzzy boundaries' in the field of discourse studies, a field that is marked by complex boundary work and a great degree of fuzziness regarding theoretical frameworks, methodologies, and the use of linguistic categories. Discourse studies is characterised by a variety of theoretical frameworks and disciplinary fields, research methodologies, and lexico-grammatical categories. The contributions in this book explore some of the nuances and implications of the fuzzy boundaries in these areas, resulting in a wide-reaching volume which will be of interest to students and scholars of discourse studies in fields including sociology, linguistics, international relations, philosophy, literary criticism and anthropology.

Corpus Perspectives on the Spoken Models used by EFL Teachers illustrates the key principles and practical guidelines for the design and exploitation of corpora for classroom-based research. Focusing on the nature of the spoken English used by L2 teachers, which serves as an implicit target model for learners alongside the curriculum model, this book brings an innovative perspective to the on-going academic debate concerning the models of spoken English that are taught today. Based on research carried out in the EFL classroom in Ireland, this book: explores issues and challenges that arise from the use of "non-standard" varieties of spoken English by teachers, alongside the use of Standard British English, and examines the controversies surrounding sociolinguistic approaches to the study of variation in spoken English; combines quantitative corpus linguistic investigations with qualitative functional discourse analytic approaches from pragmatics and SLA for classroom-based research; demonstrates the ways in which changing trends and perspectives surrounding spoken English may be filtering down to the classroom level. Drawing on a corpus of 60,000 words

and highlighting strategies and techniques that can be applied by researchers and teachers to their own research context, this book is key reading for all pre- and in-service teachers of EFL as well as researchers in this field.

Selected papers from the 16th International Conference on Historical Linguistics, Copenhagen, 11⎘15 August 2003

The Routledge Handbook of Corpus Linguistics

Chapters of Dependency Grammar

An Introduction

UZRT 2014

The Routledge Handbook of English Language Teacher Education

Why English?