



LANGUAGE & LINGUISTICS

2015



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LANGUAGE & LINGUISTICS

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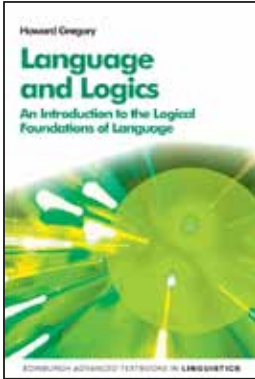
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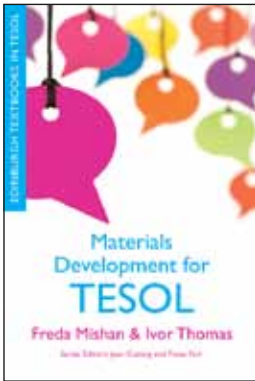
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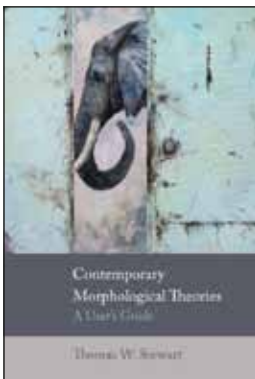
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A message from Laura Williamson

Welcome to our 2015 Language and Linguistics catalogue!

We are delighted to announce that in 2015 we are launching a new series – **Edinburgh Studies in Theoretical Linguistics** – which kicks off with Heinz J. Giegerich's *Lexical Structures: Compounding and the Modules of Grammar* – a highly anticipated work of original research that makes a major contribution to our understanding of the formal grammar of English.

This year also sees us enhance our collection of textbooks with the publication of:

- *Contemporary Morphological Theories: A User's Guide* by Thomas W. Stewart
- *Language and Logics: An Introduction to the Logical Foundations of Language* by Howard Gregory and Yoand Winter's *Elements of Formal Semantics* both publishing as part of our **Edinburgh Textbooks in Advanced Linguistics** series
- *Social Interaction and L2 Classroom Discourse* by Olcay Sert and Li Li's *Social Interaction and Teacher Cognition* publishing as part of our **Edinburgh Studies in Social Interactions** series
- *Materials Development in TESOL* by Freda Mishan and Ivor Timmis adding to our growing **Edinburgh Textbooks in TESOL** series

Other highlights include the publication of Ana Deumert's *Sociolinguistics and Mobile Communication*, *Spelling Scots: The Orthography of Literary Scots, 1700–2000* by Jennifer Bann and John Corbett and the further development of our **Russian Language and Society** series with the publication of Samantha Sherry's *Discourse of Regulation and Resistance* and our two volume *French and Russian in Imperial Russia* set edited by Derek Offord, Lara Ryazanova-Clarke, Vladislav Rjeoutski and Gesine Argent.

As you'll see whilst browsing this year's catalogue we continue our commitment to publishing high quality titles to facilitate research, teaching, and learning. I am sure that you'll find much to excite your interest as you browse our latest offerings!

Laura Williamson

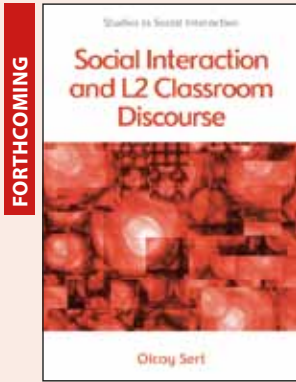
Commissioning Editor for Language and Linguistics
Edinburgh University Press



Studies in Social Interaction

Series Editors: **Steve Walsh, Paul Seedhouse, & Christopher Jenks**

Presenting data from a range of social contexts including education, the media, the workplace, and professional development, this series studies the ways in which tasks are accomplished, identities formed and communities established.



Social Interaction and L2 Classroom Discourse

Olcay Sert, Hacettepe University

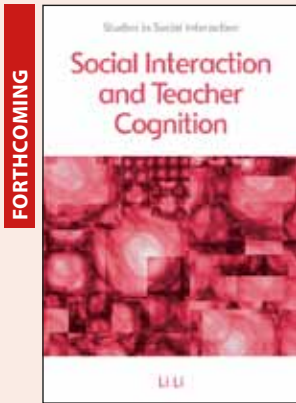
A close investigation of interactional practices in L2 classrooms

Social Interaction and L2 Classroom Discourse will help its readers to understand a variety of processes involved in the co-construction of understanding and knowledge in instructed language learning settings. Using conversation analysis, the book discusses key interactional and pedagogical practices observed in language classrooms by closely examining verbal and non-verbal features of teacher-student interaction with reference to epistemic, multimodal, and multilingual resources employed by the participants.

October 2015 224 pages
 Pb 978 0 7486 9264 4 £24.99
 Hb 978 0 7486 9263 7 £75.00

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Social Interaction and Teacher Cognition

Li Li, University of Exeter

Investigates language teachers thoughts, beliefs and knowledge through the lens of social interaction

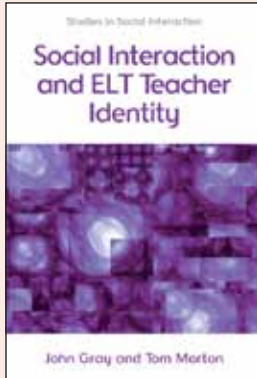
This book uses a 'theories of action' research paradigm to investigate teacher cognition in context. In researching teacher cognition, theories of action can help to gain insights into the process of how teachers use schemata to make judgements and decisions. In this book, social interaction is regarded as the lens through which teacher cognition can be viewed and includes the acts, actions, practices and talk of teachers and learners working in specific contexts.

December 2015 192 pages
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 Hb 978 0 7486 7574 6 £75.00

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textbook

- Uses a wide range of data-sets
- Includes reflection points and tasks
- Features a glossary of key terms



Social Interaction and ELT Teacher Identity

John Gray, University of London & Tom Morton, Universidad Autónoma de Madrid

Analyses the role of teacher identities and power relationships in social interaction

This textbook uses analysis of interaction in a range of teacher education and professional practice settings in ELT to explore the different identities and power relationships which teachers orient to. It traces the role of identity and interaction in the processes of acquiring new teaching skills and knowledge, reflecting on professional practice and constructing teaching selves, and explores the limits and constraints on these processes imposed by global forces such as the marketization of education. It includes practice tasks, discussion points, and references for further reading.

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Social Interaction in Second Language Chat Rooms

Christopher Jenks, University of South Dakota

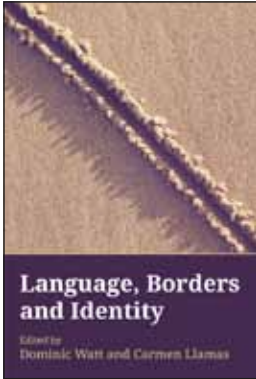
Examines social interaction in second language voice-based chat rooms

Christopher Jenks thoroughly analyses the interactional effects of technology, and explores in detail the social and linguistic implications of communicating in second language chat rooms. Providing a unique look at how second language talk is organized in an online setting, this book is essential reading for postgraduate students and scholars in computer-mediated communications, social interactions, TESOL and applied linguistics. It focuses on voice-based chat rooms instead of text-based ones, adding to and enriching the existing body of research on second language textbooks within computer-mediated communication studies.

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Language, Borders and Identity

Edited by **Dominic Watt & Carmen Llamas**, both University of York

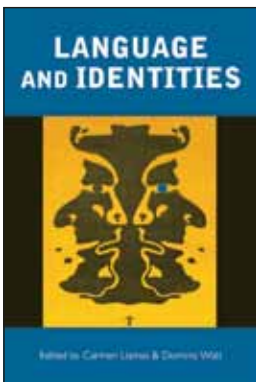
A wide-ranging and multi-disciplinary discussion of the connections between language, borders and identities

Looking at a broad, geographically diverse spectrum of border contexts, this volume illustrates a range of methodological approaches. It examines political borders that divide monoglossic and heteroglossic territories, as well as regional and local and symbolic borders. The authors assess the linguistic implications of these borders contexts such as language planning and policy and border control. Each border is unique, making generalisations about how language functions in 'borderlands' difficult to formulate but casting the net wide allows us to develop and refine models of how language is used to construct borders.

October 2014 288 pages
66 b&w illustrations
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Language & Identity

Edited by **Carmen Llamas & Dominic Watt**, both University of York

A thematic reader and essential resource for advanced students and researchers in language and identity studies

'This book is a tour de force, a rare combination of comprehensive scholarship, insight, fresh thinking and wisdom. The splendid editing has produced assured writing as well as authoritative views and analysis throughout, and this means that however complex the ideas, it is remarkably easy to read. This is, by far, the best book on this topic in the English language.'

Robert Bevan, *Discourse & Society*

2009 320 pages
14 b&w tables
33 b&w drawings
Pb 978 0 7486 3577 1 £28.99
Hb 978 0 7486 3576 4 £100.00

Dealing sequentially with both social and personal identities at various levels, the chapters use detailed empirical evidence to illustrate how the multi-layered, dynamic nature of identities is realised through linguistic behaviour.

Edinburgh Sociolinguistics

Series Editors: **Joan Swann & Paul Kerswill**

This series covers core topics in sociolinguistics. Individual volumes offer both a critical overview as well as insights derived from the author's own research. As a whole, the series will provide a comprehensive introduction to the subject.



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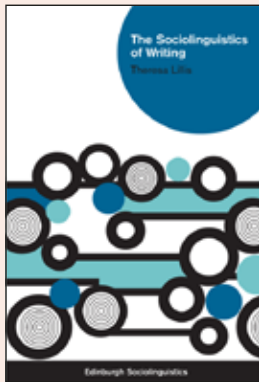
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Sociolinguistics and Mobile Communication

Ana Deumert, University of Cape Town

Applies sociolinguistic methodologies and theories to mobile communication

What does the current profusion of wireless mobile communication technologies mean for the study of language in social life? This volume provides readers with a nuanced, ethnographically-informed understanding of mobile communication and sociolinguistics. It explores a wide range of digital applications, including SMS, email, Twitter, Facebook, YouTube, chatting, blogging, Wikipedia, Second Life and gaming and raises important questions about the nature of language, the roles of multimodality and intertextuality in creating meaning, and the realities and consequences of digital linguistic inequality.



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The Sociolinguistics of Writing

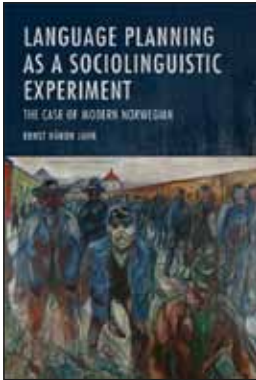
Theresa Lillis, Open University

Brings the study of writing to the heart of sociolinguistic inquiry

'An ambitious and intelligently designed overview of the scientific discourse related to writing and sociolinguistics.'

Written Language and Literacy

What do we mean by 'writing in the twenty-first century? Using examples from across a range of contexts Theresa Lillis argues that writing, involving both old and new technologies, is a pervasive and complex communicative feature of contemporary life. The book is organised around the following areas: the multimodal nature of writing; the verbal dimension to writing; writing as everyday practice; writing as a differentiated semiotic and social resource and writing as the inscription of identity.



Language Planning as a Sociolinguistic Experiment The Case of Modern Norwegian

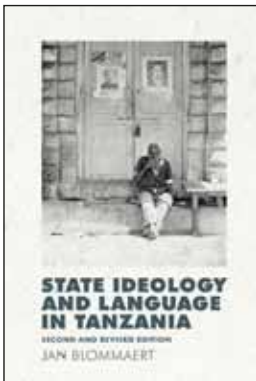
Ernst Hakon Jahr, University of Agder, Kristiansand, Norway

A study of language planning using Norwegian as a case study

The theory of language planning owes a lot to the Norwegian example, as outlined by Einar Haugen. Ernst Hakon Jahr tells the rest of the story and introduces a new analysis of the Norwegian development, drawing on the results of sociolinguistic research. Readers will gain new insights into a unique sociolinguistic experiment, exemplified by modern Norwegian language planning, as well as into the question of the general limits of language planning.

April 2014 224 pages
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State Ideology and Language in Tanzania Second and Revised Edition

Jan Blommaert, Tilburg University

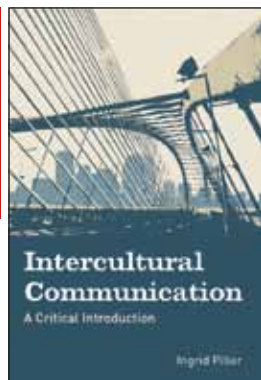
An extended case study on Tanzania highlighting the latest theoretical and methodological approaches in sociolinguistics

This study focusses on the politicization and incorporation of Swahili in the nation-building efforts associated with the introduction of the socialist Ujamaa ideology in 1967. It concentrates on the influence of this ideology on the formation, treatment, and implementation of Swahili. It merges macro- and micro-sociolinguistic approaches, as well as historiographic and political-analytic research, contributing to the study of African political ideologies and to research on the continuity between colonial and postcolonial language policies.

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Intercultural Communication

A Critical Introduction

Ingrid Piller, Macquarie University

An up-to-date introduction to a developing field of linguistics

'Its clear structure, the comprehensive literature reviews, the stimulating activities at the end of each chapter, and the accessible writing style make it an excellent working tool for teachers and students of intercultural communication.'

The European English Messenger

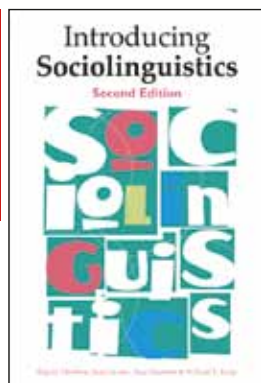
- Combines perspectives from discourse analysis and sociolinguistics
- Features case studies from around the world
- Includes learning objectives, key points, exercises and suggestions for further reading in each chapter
- Reader-friendly, accessible style

2011 208 pages
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Introducing Sociolinguistics

2nd Edition

Rajend Mesthrie, University of Cape Town, Joan Swann, Open University, Ana Deumert, University of Cape Town & William Leap, American University, Washington DC

Expertly synthesises the main approaches to the subject

'I'm using your textbook in my undergraduate sociolinguistics course and it's wonderful. It's a pleasure to have a book that not only reads well but has international coverage and an approach that I agree with.'

Journal of Sociolinguistics

- Provides a solid foundation in all aspects of sociolinguistics
- Explores important themes such as power and inequality, sign language, gender and the internet
- Illustrated with maps, diagrams, drawings and cartoons
- Uses numerous examples from multilingual settings
- Explains basic concepts, supported by a glossary
- Includes further reading lists, a full bibliography, and a section on 'next steps'

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Edinburgh Textbooks in TESOL

Series Editors: **Joan Cutting & Fiona Farr**

Teaching English as a Second or Other Language is a multifaceted academic discipline requiring training in linguistics, language acquisition, language pedagogy, methodology, materials development, testing and research, curriculum and syllabus design, programme administration and cross-cultural communication.

This series of advanced textbooks in TESOL comprises individual volumes addressing an identifiable subfield within TESOL in more depth than would be covered in an introductory textbook to the area as a whole. Each volume is designed for use alongside taught module-length topics on TESOL degrees. As a whole, the series provides a comprehensive introduction to the subject.



Mixed Methods Research for TESOL

James Brown, University of Hawai'i at Manoa

How to link research to practice in TESOL methodology

This textbook arises out of a need that has existed for years: for trained TESOL teachers to understand both qualitative and quantitative research methods. It proposes that mixed methods research (MMR) meets that need by combining the best aspects of both research traditions. Divided into three main sections, each chapter illustrates core principles in practice, using case studies of English teaching worldwide. Written specifically for those studying TESOL teaching, this textbook is the first to teach methods and practice in a global context.

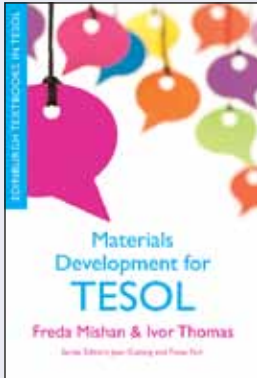
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- Includes guided tasks in each chapter
- Presents extracts and summaries of MMR studies from the TESOL literature and recommends further reading
- Covers core topics from vocabulary and grammar, to teaching writing, speaking and listening

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Materials Development for TESOL

Freda Mishan, University of Limerick & Ivor Timmis, Leeds Metropolitan University

The fundamental principles of materials development in TESOL

Materials are at the very centre of language teaching, and understanding what goes into creating them is an essential part of a language teacher's professional development. Offering a practical introduction to the fundamental principles of materials development in TESOL, this textbook introduces you to a wide range of theoretical and practical issues in materials development to enable you to make informed and principled choices in the selection, evaluation, adaptation and production of materials. The text includes interactive tasks and further reading suggestions and the accompanying website provides additional online resources and materials.

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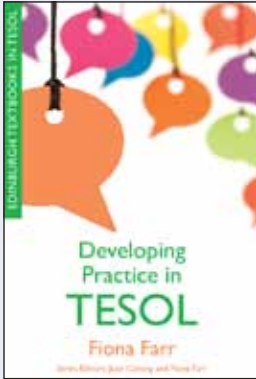
Language in Context in TESOL

Joan Cutting, University of Edinburgh

Shows practical applications of language analysis theory in the TESOL classroom

This book covers the relevance of theories on language analysis to TESOL. It shows students how to understand and evaluate TESOL methodology, curriculum, and materials in terms of cooperation, politeness, conversation structure, ideology, power, varieties, domains and genre. Students will be able to consider different ways of teaching in relation to these theories and will be encouraged to design tasks and lessons with a sociological and cultural focus. It provides group tasks and independent activities, as well as suggestions for teachers to use in their own classrooms.

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Developing Practice in TESOL

Fiona Farr, University of Limerick

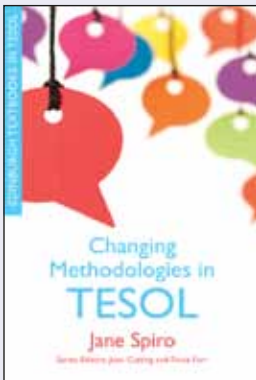
How to improve your teaching practice and get the most out of student feedback

This textbook prepares TESOL teachers for the practical component of their programme. It covers both the theory of reflective practice and practical techniques, and explains the cycle of observation, planning and materials, teaching, feedback, and action. By raising your awareness of this teaching practice cycle and you will learn the practical ways in which these activities can improve your teaching performance. The book includes activities which focus on your own knowledge and experiences and uses real data, including classroom interaction and feedback discourse, from a range of different cultural contexts.

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Changing Methodologies in TESOL

Jane Spiro, Oxford Brookes University

Introduces core concepts in teaching methods and approaches

'Would I use this book? Quite definitely, yes! It gives a new slant to TESOL pedagogy by situating it in the wider world, by placing methods in relation to individual user's contexts, and through the onus it places on users to exercise independent judgement.'

Alan Maley, *ELT Journal*

The first textbook to demonstrate TESOL methods in multiple global contexts, this volume covers core concepts from vocabulary and grammar to teaching, writing, speaking, and listening. It emphasizes contemporary interpretations and their effect on language classrooms worldwide, while investigating the meaning of 'methods' and 'methodology' and their influence on teaching.

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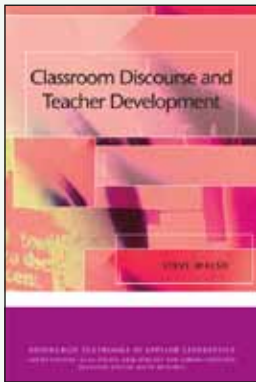
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Edinburgh Textbooks in Applied Linguistics

Series Editors: **Alan Davies, Erik Schleef, Gibson Ferguson** and **Aileen Irvine**

Founding Editor: **Keith Mitchell**

This series of textbooks provides advanced introductions to the main areas of study in contemporary applied linguistics, with a focus on the theory and practice of language teaching and language learning.



Classroom Discourse and Teacher Development

Steve Walsh, Newcastle University

Highlights the importance of classroom discourse to any second language teacher education programme

'This textbook is a valuable contribution to the field of language teaching and learning and teacher education.'

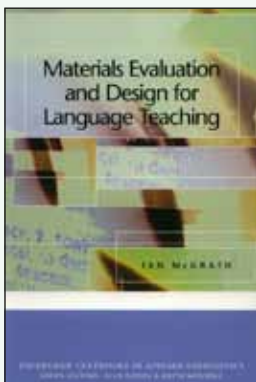
Linguist List

This accessible textbook explains why it is essential to put an understanding of classroom discourse at the centre of any second language teacher education programme. It argues that in order to improve their professional practice, language teachers need to gain an understanding of their local context by focusing on the complex relationship between teacher language, classroom interaction and learning. This thought-provoking book stimulates debate and contains practical exercises and advice.

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Materials Evaluation and Design for Language Teaching

Ian McGrath, National Institute for Education, Singapore

A systematic approach to the selection and subsequent evaluation of textbooks

Teaching materials play a crucial role in teaching-learning. When these take the form of a textbook it is essential that the textbook be carefully selected to meet both external requirements and the needs of the teachers. This book provides a systematic approach to the selection and subsequent evaluation of textbooks and practical advice on their adaptation and supplementation. The book will be of particular value to practising teachers following a modular Masters course or involved in other professional development.

2002 328 pages
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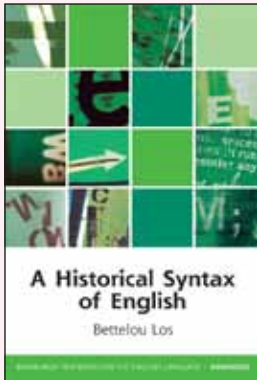
BESTSELLER

Edinburgh Textbooks on the English Language - Advanced

Series Editor: **Heinz Giegerich**

Books in this series provide readers with a detailed description and explanation of key areas of English Language study. The authors presuppose a basic working knowledge of the topic and explore aspects of the linguistics of English for an intermediate or advanced student readership.

FORTHCOMING



A Historical Syntax of English

Bettelou Los, Radboud University

Explores the many factors that influenced syntactic change in English

Aimed at advanced students, this book discusses a number of approaches to charting the major developments in the syntax of English. It does not assume any knowledge of Old or Middle English or of formal syntax, although students should be familiar with traditional syntactic concepts such as verbs and nouns, subjects and objects, and linguistic concepts such as morphology and case. It strikes a balance between theoretical explanation and accessibility to readers with no background in formal syntax.

April 2015 288 pages

31 b&w illustrations and tables

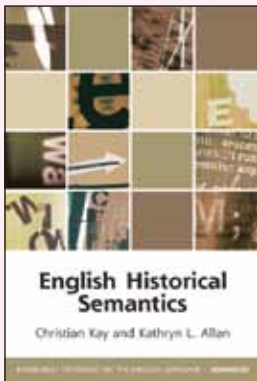
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English Historical Semantics

Christian Kay, University of Glasgow & Kathryn Allan, University College London

Uses corpus data to study historical semantics

This guide gives students a solid grounding in the basic methodology of how to analyse corpus data to study new words entering the language or language change. It uses a number of case studies to provide insights into collocations, phraseology, metaphor and metonymy, syntactic structures, male and female language, and language change. Students will become proficient in the key concepts in semantic change by applying ideas from theoretical semantics to historical data. They will also cover recent work at the intersections between historical semantics and other disciplines.

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8 b&w illustrations

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A Historical Phonology of English

Donka Minkova, UCLA

Charts the historical development of the English phonological system

'This book is a product of many years' experience in the library and the classroom of a leading figure in English historical linguistics, as well as the result, plainly, of a great deal of hard and meticulous work. There are delights to be found on every page...'

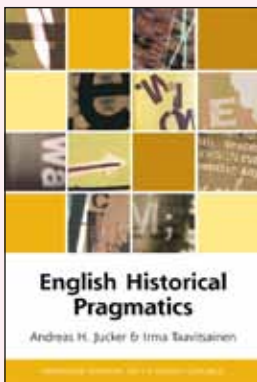
Diachronica

A thorough and fascinating exploration of the evolution of English phonological structure, this book traces the history of individual sounds and their representation through Old, Middle, Early Modern and Present Day English. Written in an engaging and accessible style, the book covers the sounds of English, consonantal histories, Middle English dialects, vowel quality and quantity in Early Modern English, the English stress system and Early English verse forms to demonstrate how the present form of the language is indebted to its past. The book is enhanced by 130 pages of additional material available for free download.

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English Historical Pragmatics

Andreas Jucker, University of Zurich & Irma Taavitsainen, University of Helsinki

Your guide to historical pragmatics in English studies

'This much needed book could not have been written by two more qualified people, and they do not disappoint. This book lends definition to the field; it will be a landmark in its development.'

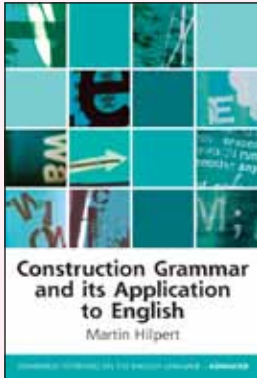
Jonathan Culpeper, Lancaster University

English Historical Pragmatics introduces this field to advanced linguistic students coming to the topic for the first time. It critically evaluates data sources and methodological approaches and takes a broad social pragmatics approach to micro issues within historical pragmatics such as discourse markers, terms of address and actions performed through language. With engaging examples throughout and thought-provoking student exercises, this advanced textbook provides students with a thorough grounding in historical pragmatics.

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Construction Grammar and its Application to English

Martin Hilpert, Université de Neuchâtel

An introduction to Construction Grammar as a cognitive-functional theory of language, applied to the structures of English

'Hilpert's book is the first and only introductory textbook on Construction Grammar. It manages to convey the insights and complexities of the framework with impressive breadth, all in a very readable and engaging way.'

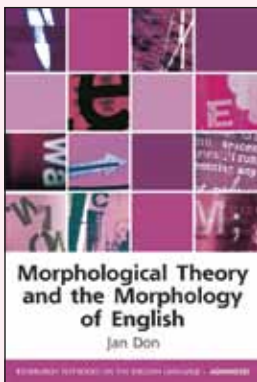
Adele E. Goldberg, Princeton University

Construction Grammar explains how knowledge of language is organized in speakers' minds. The central and radical claim is that linguistic knowledge can be fully described as knowledge of constructions, which are defined as symbolic units that connect a linguistic form with meaning. This is the first textbook to offer a full introduction to CG, as applied to English. It includes exercises and questions to stimulate reflection and provides a thorough grounding in the central concepts of CG.

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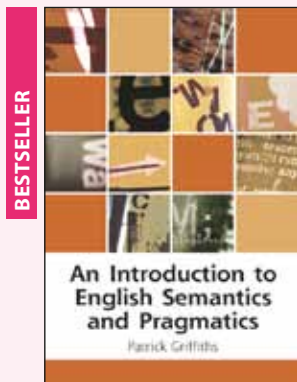
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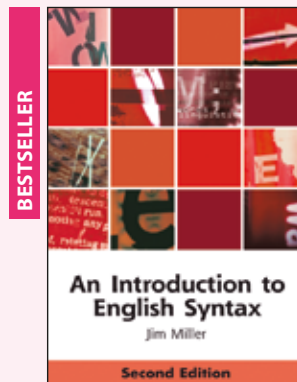
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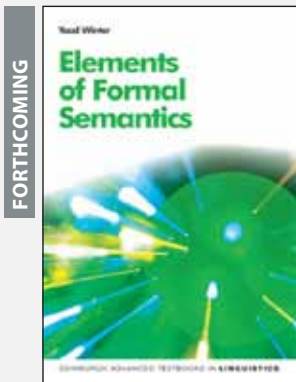
Howard Gregory, University of Tabuk, Saudi Arabia

A comprehensive introduction to non-classical logics and their use in linguistics

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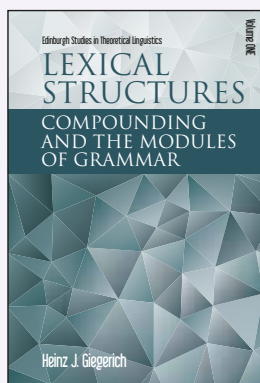
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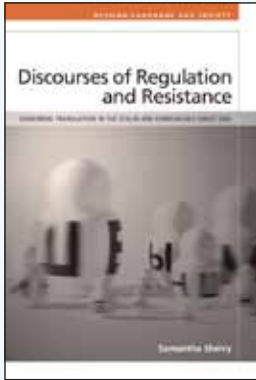
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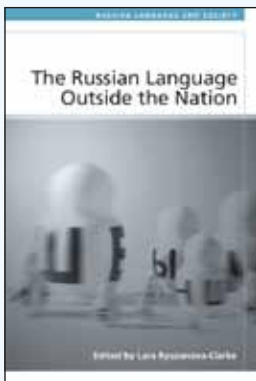
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Samantha Sherry, University of Oxford

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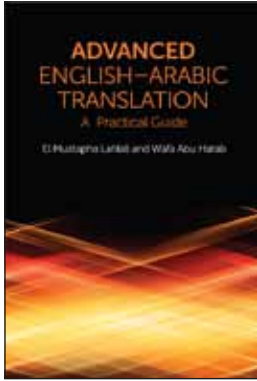
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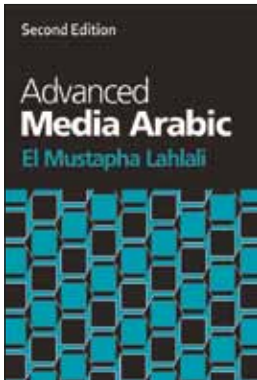
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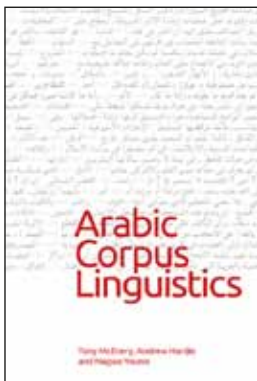
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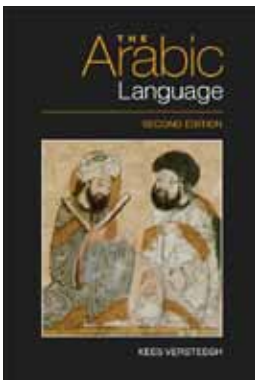
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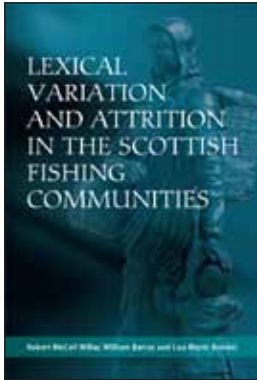
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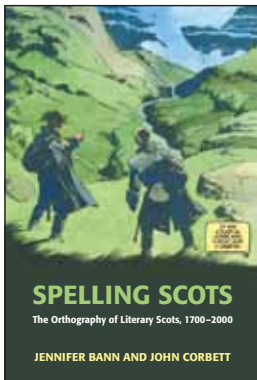
Robert McColl Millar, University of Aberdeen, William Barras, University of Aberdeen and Lisa Bonnici, Rolling Hills Preparatory School

Dialect death and the attrition of specifically local lexis in traditional dialects

Shortlisted for the Saltire Society Research Book of the Year 2014

Over the last half century many scholars have recorded, analysed and theorised language death. At the same time, sociolinguists have considered how rapid and dependable transport, mass education and increasingly globalised work patterns have affected dialects in industrial and post-industrial societies. This book considers these issues in relation to a representative sample of fishing communities along Scotland's east coast and asks: can the lexical variation and change found in these communities be perceived as primary evidence for dialect death?

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Spelling Scots

The Orthography of Literary Scots, 1700–2000

Jennifer Bann, University of Glasgow & John Corbett, University of Macau

Draws on the Corpus of Modern Scottish Writing to analyse the development of Modern Scots orthography

The corpus material is used to and provide a description of consonant and vowel spellings in Modern Scots and to compare the spelling used in key works of literature. The book shows how canonical writers of poetry and fiction in Scots from 1700 to the present day have blended convention and innovation in presenting Scots in literary texts and explores the influence of key writers such as Ramsay, Fergusson, Burns, Scott, Hogg and Stevenson on other writers.



Reading the Absurd

Joanna Gavins, University of Sheffield

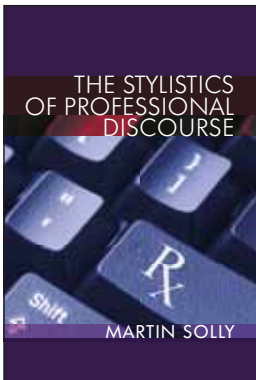
Challenges traditional scholarship on absurdist literature, privileging the reader and the genre's stylistic achievements

What is the literary absurd? What are its key textual features? How can it be analysed? How do different readers respond to absurdist literature? Taking the theories and methodologies of stylistics as its underlying analytical framework, *Reading the Absurd* tackles each of these questions. Its analytical approach combines stylistic inquiry with a cognitive perspective on language, literature and reading which sheds new light on the human experience of literary reading.

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The Stylistics of Professional Discourse

Martin Solly, University of Turin

A stylistic investigation of communication in professional discourse communities

Why are doctors' prescriptions illegible and why is the language of the law considered impenetrable to outsiders? Need they be so? Is it more difficult for non-native speakers of English than native speakers to access the discourse of professions such as law and medicine? These are some of the questions covered by this book which uses the lens of stylistics to shed light on how the discourse of professional communities is used not just to convey meanings and but also to construct identity and mark membership.

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Analogy and Morphological Change

David Fertig, University at Buffalo, The State University New York

How do learners and speakers make sense of their language and make their language make sense?

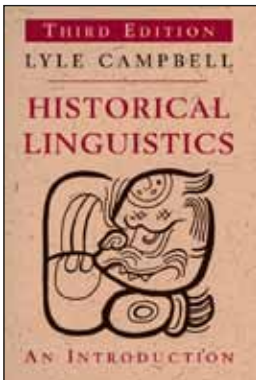
This book is designed to help readers make sense of morphological change and, more generally, of the concept of analogy and its role in language and in human cognition. With a critical look at the past 150 years of linguistic work on analogical change, David Fertig brings clarity to a field rife with terminological and theoretical confusion. He explains traditional and modern approaches to analogical change, illustrates the relevance of analogy to current linguistic and psycholinguistic theory and explores the many ways that covert reanalysis can reshape grammatical systems.

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Language Acquisition and Change

A Morphosyntactic Perspective

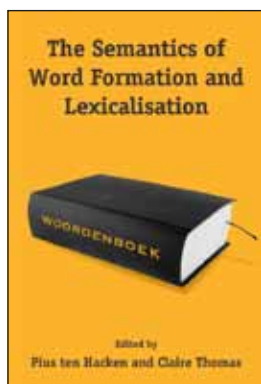
Jurgen Meisel, University of Hamburg, Martin Elsig, Goethe-University Frankfurt & Esther Rinke, Goethe-University Frankfurt

A theory of diachronic change based on studies of language acquisition

Historical linguistics commonly invokes the child as the principal agent of change. Using this as a starting point, the authors address diachronic language change against a background of insights gained from extensive research into mono- and bilingual language acquisition. The evidence shows that children are remarkably successful in reconstructing the grammars of their ambient languages so the authors reconsider a number of commonly held explanatory models of language change, including language contact and structural ambiguity in the input. Based on a variety of case studies, this innovative take on the subject argues that morphosyntactic change in core areas of grammar typically happens in settings involving second language acquisition.

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The Semantics of Word Formation and Lexicalisation

Edited by Pius ten Hacken, Swansea University & Claire Thomas, Swansea University

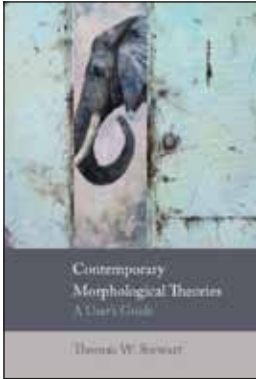
An innovative approach to word formation and lexicalisation

In the study of word formation, the focus has often been on generating the form. In this book, the semantic aspect of the formation of new words is central. It is viewed from the perspectives of word formation rules and of lexicalisation. An extensive introduction gives a historical overview of the study of the semantics of word formation and lexicalisation, explaining how the different theoretical frameworks used in the contributions relate to each other. From general theoretical concepts of productivity and lexicalisation, the focus moves to terminology, compounding and derivation.

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Contemporary Morphological Theories

A User's Guide

Thomas W Stewart, University of Louisville

Compares and contrasts the main approaches to word structure and lexical relationships

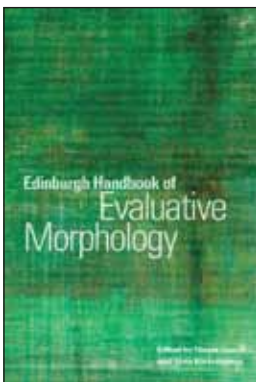
In spite of the central position that the concept word has among the basic units of language structure, there is no consensus as to the definition of this concept. Many perspectives are needed in order to gain even a schematic idea of what words are, how words may be composed, and what relationships may obtain among words. This book addresses the needs of the language scholar or student obliged to engage in morphological theorizing, and offers a guide to existing approaches.

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Edinburgh Handbook of Evaluative Morphology

Edited by Nicola Grandi, University of Bologna & Livia Körtvélyessy, P. J. Šafárik University

Reviews and debates the latest theoretical approaches to evaluative morphology

This handbook covers the field of evaluative morphology i.e. the morphological processes used in word formation of diminutives, augmentatives, pejoratives and amelioratives. It maps the theoretical achievements in the field and offers innovative approaches to the major questions.

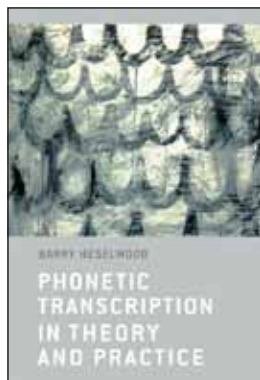
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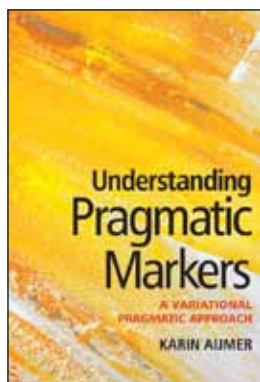
Barry Heselwood, University of Leeds

The first book-length monograph to address all of the important aspects of phonetic transcription

This book surveys the history of attempts to represent speech, considering the relationship of transcription to written language and includes a thorough analysis of the many different kinds of phonetic transcription addressing what exactly is represented in different kinds and levels of transcription. It reviews contemporary uses of phonetic transcription in a range of situations including dictionaries, language teaching texts, phonetic and phonological studies, dialectology and sociolinguistics, speech pathology and therapy, and forensic phonetics.

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A Variational Pragmatic Approach

Karin Aijmer, University of Gothenburg

A study of pragmatic markers in a corpus of spoken English

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