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The first handbook to survey and expand the burgeoning field of corpus pragmatics, the intersection of pragmatics and corpus linguistics. Long regarded as a peripheral issue, phraseology is now taking centre stage in a wide range of fields. This recent explosion of interest undoubtedly has a great deal to do with the development of corpus linguistics research, which has both demonstrated the key role of phraseological expressions in language and provided researchers with automated methods of extraction and analysis. The aim of this volume is to take stock of current research in phraseology from a variety of perspectives: theoretical, descriptive, contrastive, cultural, lexicographic and computational. It contains overview chapters by leading experts in the field and a series of case studies focusing on a wide range of multiword units: collocations, similes, idioms, routine formulae and recurrent phrases. The volume is an invitation for experienced phraseologists to look at the field with different eyes and a useful introduction for the many researchers who are intrigued by phraseology but need help in finding their way in this rich but complex domain. This is the first book to address formulaic language directly and provide a foundation of knowledge for graduates and researchers in early stages of study of this important language phenomenon. It is also suitable for students of linguistics, applied linguistics, and language teacher education. The information that currently exists is scattered throughout articles and book chapters across a range of subfields of linguistics and applied linguistics. Over the past few decades there has been a steadily increasing interest and research focus on the phenomenon of formulaic language in the fields of linguistics and applied linguistics. Slowly, a consistent definition has emerged, centring around the idea that formulaic sequences are multi-word units with specific meanings or functions, and some evidence points to their being processed mentally as wholes. Researchers from diverse backgrounds have identified the nature and roles of formulaic sequences in language acquisition and production, in the construction of text and discourse, in spoken and written language, and in language teaching. The increasing volume, diversity, and complexity of the state of knowledge about this emerging area of study is marshalled by this intelligent and well-written book. The Routledge Encyclopedia of Second Language Acquisition offers a user-friendly, authoritative survey of terms and constructs that are important to understanding research in second language acquisition (SLA) and its applications. The Encyclopedia is designed for use as a reference tool by students, researchers, teachers and professionals with an interest in SLA. The Encyclopedia has the following features: • 252 alphabetized entries written in an accessible style, including cross references to other related entries in the Encyclopedia and suggestions for further reading • Among these, 9 survey entries that cover the foundational areas of SLA in detail: Development in SLA, Discourse and Pragmatics in SLA, Individual Differences in SLA, Instructed SLA, Language and the Lexicon in SLA, Measuring and Researching SLA, Psycholinguistics of SLA, Social and Sociocultural Approaches to SLA, Theoretical Constructs in SLA. • The rest of the entries cover all the major subdisciplines, methodologies and concepts of SLA, from "Accommodation" to the "ZISA project." Written by an international team of specialists, the Routledge Encyclopedia of Second Language Acquisition is an invaluable resource for students and researchers with...
an academic interest in SLA. Routledge Introductions to Applied Linguistics consists of introductory level textbooks covering the core topics in Applied Linguistics, designed for those entering postgraduate studies and language professionals returning to academic study. The books take an innovative “practice to theory” approach, with a ‘back to front’ structure which takes the reader from real life problems and issues in the field, then enters into a discussion of intervention and how to engage with these concerns. The final section concludes by tying the practical issues to theoretical foundations. Additonal features include tasks with commentaries, a glossary of key terms, and an annotated further reading section. Corpus linguistics is a key area of applied linguistics and one of the most rapidly developing. Winnie Cheng’s practical approach guides readers in acquiring the relevant knowledge and theories to enable the analysis, explanation and interpretation of language using corpus methods. Throughout the book practical classroom examples, concordance based analyses and tasks such as designing and conducting mini-projects are used to connect and explain the conceptual and practical aspects of corpus linguistics. Exploring Corpus Linguistics is an essential textbook for post-graduate/graduate students new to the field and for advanced undergraduates studying English Language and Applied Linguistics. This book addresses the key role of phraseology in second language acquisition and instruction. It is divided into three main sections: “Extracting and Describing Phraseological Units” investigates the role played by native and learner corpora in the extraction and description of multiword units, two initial and crucial steps in informing language pedagogy; “Learning Phraseological Units” deals with the learning aspect, an often-neglected yet essential dimension of phraseology in second/foreign language pedagogy, this section also addresses issues in new literacies; and "Recording and Exploiting Phraseological Units" focuses on pedagogical tools, notably monolingual and bilingual dictionaries and textbooks. This stimulating collection presents cutting edge research in the field and identifies major avenues for future theoretical and applied work. It is of particular relevance to researchers and teachers interested in the patterned nature of language. The book is the first to apply David Brazil’s Discourse Intonation systems (prominence, tone, key and termination) to the study of a corpus of authentic, naturally-occurring spoken discourses. The Hong Kong Corpus of Spoken English (prosodic) is made up of approximately one million words consisting of four sub-corpora of equal size, namely academic, conversation, business and public. The participants are all adults and typically have either Cantonese or English as their first language. The four Discourse Intonation systems are described in terms of how the system works and how they are manifested in the corpus, both across the sub-corpora and also across speakers in the corpus. The book is accompanied with a CD containing the prosodically transcribed corpus together with iConc which is the software designed and written specifically to interrogate the HKCSE (prosodic). The issues raised and discussed are all of importance in Conversation Analysis, Corpus Linguistics, Discourse Analysis, Discourse Intonation, Pragmatics, and Intercultural Communication. This book constitutes the refereed proceedings of the Third International Conference on Computational and Corpus-Based Phraseology, Europhras 2019, held in Malaga, Spain, in September 2019. The 31 full papers presented in this book were carefully reviewed and selected from 116 submissions. The papers in this volume cover a number of topics including general corpus-based approaches to phraseology, phraseology in translation and cross-linguistic studies, phraseology in language teaching and learning, phraseology in specialized languages, phraseology in lexicography, cognitive approaches to phraseology, the computational treatment of multiword expressions, and the development, annotation, and exploitation of corpora for phraseological studies. Corpora are well-established as a resource for language research; they are now also increasingly being used for teaching purposes. This book is the first of its kind to deal explicitly and in a wide-ranging way with the use of corpora in teaching. It contains an extensive collection of articles by corpus linguists and practicing teachers, covering not only the use of data to inform and create teaching materials but also the direct exploitation of corpora by students, both in the study of linguistics in general and in the acquisition of proficiency in individual languages, including English, Welsh, German, French and Italian. In addition, the book offers practical information on the sources of corpora and concordances, including those suitable for work on non-roman scripts such as Greek and Cyrillic. Corpus-based translation studies has become a major paradigm and research methodology and has investigated a wide variety of topics in the last two decades. The contributions to this volume add to the range of corpus-based studies by providing examples of some less explored applications of corpus analysis methods to translation research. They show that the area keeps evolving as it constantly opens up to different frameworks and approaches, from appraisal theory to process-oriented analysis, and encompasses multiple translation settings, including (indirect) literary translation, machine (assisted)-translation and the practical work of professional legal translators. The studies included in the volume also expand the range of application of corpus applications in terms of the tools used to accomplish the research tasks outlined. The Cambridge Dictionary of Linguistics provides concise and clear definitions of all the terms any undergraduate or graduate student is likely to encounter in the study of linguistics and English language or in other degrees involving linguistics, such as modern languages, media studies and translation. It covers the key areas of syntax, morphology, phonology, phonetics, semantics and pragmatics but also contains terms from discourse analysis, stylistics, historical
linguistics, sociolinguistics, psycholinguistics, computational linguistics and corpus linguistics. It provides entries for 246 languages, including ‘major’ languages and languages regularly mentioned in research papers and textbooks. Features include cross-referencing between entries and extended entries on some terms. Where appropriate, entries contain illustrative examples from English and other languages and many provide etymologies bringing out the metaphors lying behind the technical terms. Also available is an electronic version of the dictionary which includes ‘clickable’ cross-referencing. Fully updated and revised, this fourth edition of Halliday’s Introduction to Functional Grammar explains the principles of systemic functional grammar, enabling the reader to understand and apply them in any context. Halliday’s innovative approach of engaging with grammar through discourse has become a worldwide phenomenon in linguistics. Updates to the new edition include: Recent uses of systemic functional linguistics to provide further guidance for students, scholars and researchers on the ecology of grammar, illustrating how each major system serves to realise a semantic system A systematic indexing and classification of examples from corpora, thus allowing for easy access to data Halliday’s Introduction to Functional Grammar, Fourth Edition, is the standard reference text for systemic functional linguistics and an ideal introduction for students and scholars interested in the relation between grammar, meaning and discourse. The Cambridge Handbook of English Corpus Linguistics (CHECL) surveys the breadth of corpus-based linguistic research on English, including chapters on collocations, phraseology, grammatical variation, historical change, and the description of registers and dialects. The most innovative aspects of the CHECL are its emphasis on critical discussion, its explicit evaluation of the state of the art in each sub-discipline, and the inclusion of empirical case studies. While each chapter includes a broad survey of previous research, the primary focus is on a detailed description of the most important corpus-based studies in this area, with discussion of what those studies found, and why they are important. Each chapter also includes a critical discussion of the corpus-based methods employed for research in this area, as well as an explicit summary of new findings and discoveries. This book systematically explores and discusses English as a Lingua Franca (ELF) research methods frequently deployed by ELF researchers in analysing their data. It mainly covers three different approaches: corpus-based, both written and spoken, conversation analytic and narrative approaches. In addition to exploring these different approaches to ELF data, the volume also introduces case studies that utilise them in analysing data in both academic and workplace settings, which facilitates not only the understanding of the ways in which research is conducted but also its findings. Furthermore, the book discusses theoretical underpinnings of ELF research and its recent development in its first part. It is comprehensive both in understanding theory and exploring research methods which can be deployed in conducting ELF research. The book, therefore, will be of great interest and use for both ELF researchers and educators as well as undergraduate and postgraduate students who are about to embark on their ELF and ELF-related research, and also to those who are new to the field. Patterns and Meanings consists of case studies which make use of corpora and concordance technology. Each case study elaborates a problem area, makes reference to both the descriptive and applied literature thus far, and then suggests ways of exploiting corpus data to shed light on the problem. Language phenomena investigated include word sense, phraseology and syntax, metaphor and creative use, text reference, idiom, and translation. Emphasis is on information that usually cannot be found in dictionaries, grammars, language textbooks or other resources, but which the study of corpus data makes available. This work is particularly important not only for its language description insights, but also for pedagogical application. Further useful suggestions are included on setting up a medium-sized corpus on a personal computer. The articles in this edited volume represent a broad coverage of areas. They discuss the role and effectiveness of corpora and corpus-linguistic techniques for language teaching but also deal with broader issues such as the relationship between corpora and second language teaching and how the different perspectives of foreign language teachers and applied linguists can be reconciled. A number of concrete examples are given of how authentic corpus material can be used for different learning activities in the classroom. It is also shown how specific learner problems for example in the area of phraseology can be studied on the basis of learner corpora and textbook corpora. On the basis of learner corpora of speech and writing it is further shown that even advanced learners of English are uncertain about stylistic and text type differences. Primarily focused on idioms and other figurative phraseology. Colouring Meanings describes how the meanings of established phrases are enhanced, refocused and modified in everyday language use. Unlike many studies of creativity in language, this book-length survey addresses the matter at several levels, from the purely linguistic level of collocation, through its abstractions in colligation and semantic preference, to semantic prosody and connotation. This journey through both linguistic and cognitive levels involves the examination of habitual language and its exploitations, both mundane and colourful, explaining the phenomena observed in terms of current psycholinguistic research as well as corpus linguistics theory and analysis. The relationships between meaning in text and meaning in the mind are discussed at length and extensively illustrated with worked case studies to offer the reader a comprehensive overview of metaphorical and other secondary meanings as they emerge in real-world communicative situations. Textual
Patterns introduces corpus resources, tools and analytic frameworks of central relevance to language teachers and teacher educators. Specifically it shows how key word analysis, combined with the systematic study of vocabulary and genre, can form the basis for a corpus informed approach to language teaching. The first part of the book gives the reader a strong grounding in the way in which language teachers can use corpus analysis tools (wordlists, concordances, key words) to describe language patterns in general and text patterns in particular. The second section presents a series of case studies which show how a key word / corpus informed approach to language education can work in practice. The case studies include: General language education (i.e. students in national education systems and those following international examination programmes), foreign languages for academic purposes, literature in language education, business and professional communication, and cultural studies in language education. Explores the process of word selection in second language use and the factors which determine the writer's choice of words. This book explores the usage patterns of a group of adversative and concessive conjunctions in English texts written by Chinese EFL learners and their native speaker counterparts. Focusing on probability profiles and systemic potentials, the study encompasses three stages and combines the strengths of two research methods - the corpus-based approach and text-based analysis - to examine the conjunctions under the theoretical framework of systemic functional linguistics and rhetorical structure theory. Starting with an overview of seventeen conjunctions across two corpora in terms of overall frequency, positional distribution and distribution of semantic categories, the book then offers a more detailed discussion of three individual conjunctions, highlighting the interconnections between 1) syntactic positions and co-occurrence patterns and 2) semantic relations encoded by these conjunctions. Lastly, it presents a case study of one full-length text taken from the learner corpus, applying rhetorical structure theory to provide new insights into the relevance of adversative and concessive relations to text structure. This comprehensive, in-depth analysis is both diagnostic and pedagogically informative. Through integrating different perspectives on language change, this book explores the enormous on-going linguistic upheavals in the wake of the global dominance of English. Combining empirical research with theoretical approaches, it will appeal to researchers and graduate students of English, and also of other languages studying language change. The book overviews a wide range of vocabulary research methodologies, and offers practical advice on how to carry out valid and reliable research on first and second language vocabulary. It includes a Resources section which outlines the lexical tests, corpora, software, internet sites, and other resources available to vocabulary researchers. Globalization, i.e. the spatio-temporal processes of change leading to a transformation in the organization of human affairs, is said to have started as long ago as the end of the 15th century. This first wave of globalization was subsequently followed by two others. The third wave of globalization, which began after 2000, has made the world noticeably smaller. In fact, technological innovations have sharply increased the availability of new modes and channels of communication. As a result, the sharing of knowledge and information all around the world has substantially increased and this has prompted the emergence of new 'globalizing genres'. In addition, it has led to the implementation of a series of adaptations to the existing genres, in an attempt to guarantee their success and survival in an era which celebrates the need for a 'global reach'. In order to investigate these 'winds of change' in generic studies, the present volume combines a historical perspective with a detailed survey of different contemporary discourses and genres situated in an array of contexts of interaction. Accordingly, the empirically informed analyses of discourses and genres do not only focus on the textual, intertextual and interdiscursive features, but also on the institutional, organizational, professional and socio-cultural settings, i.e. all those aspects which show how genres reflect changing disciplinary and professional cultures. As a consequence, and in line with the multi-faceted nature of genre, different reading paths can be followed in the present volume. On the one hand, it is possible to make a distinction between professional, institutional and academic contexts. On the other hand, the concept of change will also be investigated by focusing on oral, written and web-mediated genres. Throughout the volume, the different reading paths aim at highlighting the influence of the three waves of globalization on genre evolution, thus contributing to providing evidence in favour of the homogenization or fragmentation hypotheses, which claim new 'global genres' are outnumbering, or are outnumbered by, the proliferation of a myriad of new, customized genres. The Routledge Handbook of Vocabulary Studies provides a cutting-edge survey of current scholarship in this area. Divided into four sections, which cover understanding vocabulary; approaches to teaching and learning vocabulary; measuring knowledge of vocabulary; and key issues in teaching, research, and measuring vocabulary, this Handbook: * brings together a wide range of approaches to learning words to provide clarity on how best vocabulary might be taught and learned; * provides a comprehensive discussion of the key issues and challenges in vocabulary studies, with research taken from the past 40 years; * includes chapters on both formulaic language as well as single-word items; * features original contributions from a range of internationally renowned scholars as well as academics at the forefront of innovative research. The Routledge Handbook of Vocabulary Studies is an essential text for those interested in teaching, learning, and researching vocabulary. "A reflective teacher as a growth-minded person seeks opportunities to continue professional
development. Reflection not only ignites a teacher's desire for improvement, but also inspires continuous learning. Through accurate grasp of self-assessment, confidence, self-appraisal, a reflective practitioner can plant the seeds of effective teaching. This book aims to guide EFL teachers to teach language reflectively and effectively. It includes two parts, the first focuses on the SLA theories and their impact on language teaching and the second centers on the reflective and effective teaching of language components and skills. The editors hope this book could contribute to those who wish to become effective teachers since this results in nurturing learners' cravings to learn in a safe and supportive environment. This volume provides an important contribution to the study of vocabulary and its relationship to English for Specific Purposes (ESP) research and teaching. Focussing on quantitative and qualitative approaches, this book draws on a wide range of literature to explores key issues that include: how to identify and categorise specialised vocabulary; and the role and value of word list research in English for Academic Purposes (EAP) and ESP. This book features: An analysis of material in a range of different contexts that include secondary school education, pre-university and university-based education, professional and occupational ESP, and the trades. Inclusion of many examples of specialised vocabulary from research in Aotearoa/New Zealand and from many other areas in the world. A review of the application of vocabulary research to professional and pedagogical practice suggestions for future directions for research. Written by a leading researcher, Vocabulary and English for Specific Purposes Research provides key reading for those working in this area. This book provides a broad overview of current work on South African languages, language resources and language technologies. While it provides a fairly comprehensive overview, it also ties together the most recent knowledge state here, and is therefore truly innovative? The book is therefore informed by current international trends in the respective fields of science, and feeds back into them? There is absolutely no doubt that the book has an academic peer audience and is directed at specialists in the field. - Prof. Axel Fleisch, University of Helsinki, Finland

Corpus Linguistics for ELT provides a practical guide to undertaking ELT-related corpus research. Aimed at researchers, advanced undergraduate and postgraduate students of ELT and TESOL, and English language teachers, this volume: covers corpus research in the main areas of language study relevant to ELT: grammar, lexis, ESP, spoken grammar and discourse; presents a review of relevant corpus research in these areas, and discusses the implications of this research for ELT; suggests potential ELT-focused corpus research projects, and equips the reader with all the required tools and techniques to carry them out; deals with the growing area of learner corpora and direct classroom application of corpus material. Corpus Linguistics for ELT empowers and inspires readers to carry out their own ELT corpus research, and will allow them in turn to make a significant contribution to corpus-informed ELT pedagogy. This book describes an approach to lexis and grammar based on the concept of phraseology and of language patterning arising from work on large corpora. The notion of 'pattern' as a systematic way of dealing with the interface between lexis and grammar was used in Collins Cobuild English Dictionary (1995) and in the two books in the Collins Cobuild Grammar Patterns series (1996; 1998). This volume describes the research that led to these publications, and explores the theoretical and practical implications of the research. The first chapter sets the work in the context of work on phraseology. The next two chapters give several examples of patterns and how they are identified. Chapters 4 and 5 discuss and exemplify the association of pattern and meaning. Chapters 6, 7 and 8 relate the concept of pattern to traditional approaches to grammar and to discourse. Chapter 9 summarizes the book and adds to the theoretical discussion, as well as indicating the applications of this approach to language teaching. The volume is intended to contribute to the current debate concerning how corpora challenge existing linguistic theories, and as such will be of interest to researchers in the fields of grammar, lexis, discourse and corpus linguistics. It is written in an accessible style, however, and will be equally suitable for students taking courses in these areas. This work is designed, firstly, to both provoke theoretical discussion and serve as a practical guide for researchers and students in the field of corpus linguistics and, secondly, to offer a wide-ranging introduction to corpus techniques for practitioners of discourse studies. It delves into a wide variety of language topics and areas including metaphor, irony, evaluation, (im)politeness, stylistics, language change and sociopolitical issues. Each chapter begins with an outline of an area, followed by case studies which attempt both to shed light on particular themes in this area and to demonstrate the methodologies which might be fruitfully employed to investigate them. The chapters conclude with suggestions on activities which the readers may wish to undertake themselves. An A Appendix contains a list of currently available resources for corpus research which were used or mentioned in the book. This new edition builds upon these foundations and develops further understanding of a key area of applied linguistics, with updated chapters on: * vocabulary and language teaching * dictionaries and lexicography * the literary study of vocabulary. It also includes new material on: * the relationship between vocabulary, grammar and discourse * the implications of new insights into vocabulary for the study of speech and writing. Electronic texts and text analysis tools have opened up a wealth of opportunities to higher education and language service providers, but learning to use these resources continues to pose challenges to scholars and professionals alike. Translation-Driven Corpora aims to introduce readers to corpus tools...
and methods which may be used in translation research and practice. Each chapter focuses on specific aspects of corpus creation and use. An introduction to corpora and overview of applications of corpus linguistics methodologies to translation studies is followed by a discussion of corpus design and acquisition. Different stages and tools involved in corpus compilation and use are outlined, from corpus encoding and annotation to indexing and data retrieval, and the various methods and techniques that allow end users to make sense of corpus data are described. The volume also offers detailed guidelines for the construction and analysis of multilingual corpora. Corpus creation and use are illustrated through practical examples and case studies, with each chapter outlining a set of tasks aimed at guiding researchers, students and translators to practice some of the methods and use some of the resources discussed. These tasks are meant as hands-on activities to be carried out using the materials and links available in an accompanying DVD. Suggested further readings at the end of each chapter are complemented by an extensive bibliography at the end of the volume. Translation-Driven Corpora is designed for use by teachers and students in the classroom or by researchers and professionals for self-learning. It is an invaluable resource for anyone interested in this fast growing area of scholarly and professional activity. This edited volume gathers corpus-based studies on topics including English grammar and discourses on media and health, mainly from a systemic functional linguistics (SFL) perspective, in order to reveal the potential of SFL, which has been emphasized by Halliday. Various other perspectives, such as philosophy, statistics, genre studies, etc. are also included to promote SFL’s potential interaction with other theories. Though they employ a diverse range of theoretical perspectives, all the chapters focus on exploring language in use with the corpus method. The studies collected here are all original, unpublished research articles that address significant questions, deepen readers’ understanding of SFL, and promote its potential interaction with other theories. In addition, they demonstrate the great potential that SFL holds for solving language-related questions in a variety of discourses. This book summarises and makes accessible recent work in corpus research, focusing on spoken data and on the place of lexis in grammar and discourse. University students must cope with a bewildering array of registers, not only to learn academic content, but also to understand course expectations and requirements. While many previous studies have investigated academic writing, we know comparatively little about academic speech; and no linguistic study to date has investigated the range of academic and advising/management registers that students encounter. This book is a first step towards filling this gap. Based on analysis of the T2K-SWAL Corpus, the book describes university registers from several different perspectives, including: vocabularly patterns; the use of lexico-grammatical and syntactic features; the expression of stance; the use of extended collocations ('lexical bundles'); and a Multi-Dimensional analysis of the overall patterns of register variation. All linguistic patterns are interpreted in functional terms, resulting in an overall characterization of the typical kinds of language that students encounter in university registers: academic and non-academic; spoken and written. There is hardly any aspect of verbal communication that has not been investigated using the analytical tools developed by corpus linguists. This is especially true in the case of English, which commands a vast international research community, and corpora are becoming increasingly specialised, as they account for areas of language use shaped by specific sociolctal (register, genre, variety) and speaker (gender, profession, status) variables. Corpus analysis is driven by a common interest in ‘linguistic evidence’, viewed as a source of insights into language phenomena or of lexical, semantic and contrastive data for subsequent applications. Among the latter, pedagogical settings are highly prominent, as corpora can be used to monitor classroom output, raise learner awareness and inform teaching materials. The eighteen chapters in this volume focus on contexts where English is employed by specialists in the professions or academia and debate some of the challenges arising from the complex relationship between linguistic theory, data-mining tools and statistical methods. The series will provide much-needed descriptions of modern English which take the revelations of recent research into account. This book provides a comprehensive treatment of idioms and idiomaticity from a functional perspective. It examines the use of idioms in discourse to combine the novel and the conventional, to convey representations of the world, evaluate people and situations, signal conviviality or conflict, and create coherent, cohesive texts. The book goes on to consider implications for language learning and development.

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