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Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen and Andrew Spencer

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Linguistics

Written by a team based at one of the world's leading centres for linguistic teaching and research, the second edition of this highly successful textbook offers a unified approach to language, viewed from a range of perspectives essential for students' understanding of the subject. A language is a complex structure represented in the minds of its speakers, and this textbook provides the tools necessary for understanding this structure. Using clear explanations throughout, the book is divided into three main parts: sounds, words and sentences. In each, the foundational concepts are introduced, along with their application to the fields of child language acquisition, psycholinguistics, language disorders and sociolinguistics, giving the book a unique yet simple structure that helps students to engage with the subject more easily than other textbooks on the market. This edition includes a completely new section on sentence use, including an introduction and discussion of core areas of pragmatics and conversational analysis; new coverage of sociolinguistic topics, introducing communities of practice; a new subsection introducing the student to Optimality Theory; a wealth of new exercise material and updated further reading.

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An Introduction

SECOND EDITION

ANDREW RADFORD

MARTIN ATKINSON

DAVID BRITAIN

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and

ANDREW SPENCER

University of Essex



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Preface to the second edition

The overall structure of the book is unaltered from the first edition. Our justification for this is set out in the note for course organisers from the first edition that immediately follows this preface. We have, however, made a number of significant modifications.

As far as changes in content are concerned, we have introduced a whole new section on sentence use (section 27), including introduction and discussion of core areas of pragmatics and conversational analysis. Additionally, section 23 on sentence meaning has been modified so that it is not exclusively concerned with quantified expressions in Logical Form and now contains a short discussion of thematic roles with linked exercises. Finally, individual authors have taken the opportunity to update the sections for which they have been primarily responsible, when this seemed appropriate. Thus, all sections in part III (sentences) have been updated to reflect the change in the theoretical approach we favour here, whereby Tense replaces Inflection as a clausal head. There have been numerous other small changes in these sections to reflect recent theoretical developments. New sociolinguistic material in section 3 introduces communities of practice, and section 5 now contains a short introduction to Optimality Theory, an increasingly popular approach to the understanding of phonological structure. We have, of course, also attempted to correct errors that appeared in the first edition.

Turning to the exercises that follow each section, in many cases, these are a complete replacement for those appearing in the first edition. In other cases, we have retained some or all of the original exercises, but supplemented them with new material. For some sections, the set of exercises contains a model answer. At one stage, our intention was to provide this for all sets of exercises, but it became apparent that this was not always appropriate. Accordingly, individual authors have taken their own decision on this matter, and we now believe that the imposition of a one-size-fits-all format in this connection would not be appropriate, sometimes leading to rather pointless exemplification.

Finally, we have updated recommended further reading throughout and included bibliographical information for this alongside new materials referred to in the text and in the exercises.

A note for course organisers and class teachers

There are a number of points which teachers can usefully bear in mind when considering how to use this book.

Firstly, the division into three major parts (sounds, words and sentences), with the foundational concepts *and* the ‘hyphenated’ disciplines being covered in each part, provides some options which are not readily available in the context of more conventional structures. Specifically, the distribution of competence for small-group teaching becomes a more manageable problem within this structure. The graduate student in phonology can take classes linked to sounds and give way to the morphologist when the course moves onto words, and the situation where hard-pressed assistants have to spend valuable time reacquiring basic material remote from their own research area is avoided. Additionally, as the three parts of the book are largely self-contained, each could be integrated as the introductory segment of more specialised courses in phonology, morphology or syntax. This might be particularly appropriate for students who have followed an introductory course which is at a somewhat lower level than what we are aiming at here.

Secondly, the book contains extensive exercise material at the end of each section, and it is intended that this should be helpful for small-group teaching. We have distributed references to the exercises throughout the text, the idea being that when an exercise is referenced, students should be in a position to undertake it with profit. On occasions, these references cluster at the end of a section, indicating that the whole section must be covered before students can fruitfully tackle the exercises. Obviously, this gives class teachers some flexibility in deciding what proportion of a section will be required reading, and while this might be seen as disrupting the uniformity of the structure of the book, we believe that its pedagogical justification is clear.

Thirdly, we should mention a couple of points about conventions. We have attempted to use bold face on the introduction of any technical or specialised vocabulary and thereafter use ordinary typeface unless particular emphasis justifies italics. There is always room for disagreement on what counts as technical or specialised and on the good sense of repeating bold-face references, at least on some occasions. We wouldn’t wish to say we’ve got it right, but we have thought about it!

Finally, at the end of each of the major parts of the book, we have included some bibliographical material. The purpose of this is twofold: we provide guidance on further reading for the topics covered in the book and we also give references for

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A note for course organisers and class teachers

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the research on which we rely in our discussions. Usually, although not always, these latter works are not appropriate for a student's next step in the discipline, but providing references in this way gives us a means of acknowledging the work of the many colleagues whose ideas have influenced us. Throughout these sections, we use the author–date system, and at the end of the book full details of both types of publication – further reading and original research – can be found in a conventional bibliography.