Contents

	st of figures st of tables	<i>page</i> x xiii
I	Academic writing: Challenging the stereotypes 1.1 Academese: Obtuse or informational?	I
	I.2 Describing the grammar of academic writing	5
	1.2 Describing the graninal of academic writing 1.2.1 Academic written texts: All basically the same?	7
	1.2.2 Academic writing: Complex grammar and explicit meanings?	
	1.2.3 Academic writing: Resistant to change or dynamic?	19
	1.3 Grammatical change in English: Below the radar?	27
	1.4 Two types of grammatical change	30
	1.5 The locus of historical change in English: Speech or writing?	32
	1.6 Overview of the present book	39
2	Using corpora to analyze grammatical change	12
2	2.1 Introduction	43
	2.1 Situational change within academic research writing	43
	2.3 Corpora analyzed in the book	50
	2.3.1 Representing academic writing over time: Description of the	51
	diachronic academic corpora	52
	2.3.2 Synchronic and diachronic comparisons between academic	,2
	writing and other spoken and written registers	57
	2.4 Corpus analysis procedures	58
	2.5 Grammatical features investigated	59
	2.5.1 'Core' grammatical features and 'colloquial' features	60
	2.5.2 Phrasal and clausal complexity features	60
	2.5.3 Corpus analyses of grammatical complexity features	65
3	Phrasal versus clausal discourse styles: A synchronic	
,	grammatical description of academic writing contrasted	
	with other registers	67
	3.1 Introduction	67
	3.2 Previous linguistic research on academic writing	72

viii

Cambridge University Press	
978-1-107-00926-4 - Grammatical Complexity in Academic English: Linguistic Change in Writi	ng
Douglas Biber and Bethany Gray	
Table of Contents	
More information	

Contents

		3.2.1 Studies of particular grammatical features in academic writing 3.2.2 A comprehensive survey of the distinctive grammatical features	74
		of academic writing: Contributions from <i>The Longman</i>	-(
		<i>Grammar of Spoken and Written English</i> 3.2.3 Studies of register variation that include academic writing	76
		3.2.3 Studies of register variation that include academic writing Case studies illustrating the distinctive grammatical characteristics	83
	3.3		0-
		of academic research writing	87
		3.3.1 Academic writing contrasted with conversation: Which is more	0-
		grammatically complex?	87
		3.3.2 University textbooks contrasted with university classroom teaching: Is there a general academic style?	100
			100
		3.3.3 Grammatical features of academic writing contrasted with popular written registers	104
			104
		3.3.4 Grammatical variation among written sub-registers from different academic disciplines	III
	3.4	Chapter summary	
	3.4	Chapter summary	123
4	The	e historical evolution of phrasal discourse styles in	
	aca	demic writing	125
	4.I	Grammatical complexity in eighteenth century written texts	125
		4.1.1 The influence of popularization versus economy in historical change	128
		4.1.2 Previous historical research on the noun phrase in English	130
	4.2	General patterns of change in written English registers	132
		4.2.1 Increasing use of colloquial features	136
		4.2.2 Historical change in the use of complexity features	140
		4.2.3 Exploring the magnitude of change: The evolution of a phrasal	
		discourse style	145
	4.3	What features have decreased in use in academic prose?	154
	4.4	Historical change across sub-registers within academic research writing	157
	4.5	Chapter summary	166
5	The	e functional extension of phrasal grammatical features in	
,		demic writing	167
	5.I	Introduction	167
	5.2	Phrasal features functioning as pre-modifiers of a head noun	107
).2	5.2.1 Nouns as nominal pre-modifiers	170
		5.2.2 Attributive adjectives as nominal pre-modifiers	184
		5.2.3 Noun-participle compounds as nominal pre-modifiers	187
	5.3	Phrasal features functioning as post-modifiers of a head noun	190
	<i></i>	5.3.1 Prepositional phrases as nominal post-modifiers	190
		5.3.2 Appositive noun phrases as nominal post-modifiers	202
	5.4	The systemic 'drift' towards structural compression, motivated by	
	<i>/</i> /	economy of expression	207
		· 1	

Cambridge University Press
978-1-107-00926-4 - Grammatical Complexity in Academic English: Linguistic Change in Writing
Douglas Biber and Bethany Gray
Table of Contents
More information

6 The loss of explicitness in academic research writing 218 6.1 Stereotypes concerning explicitness in academic research writing 218 6.2 Explicitness of reference in conversation versus academic writing 219 6.3 Inexplicit meaning relationships associated with phrasal pre-modifiers in noun phrases 222 6.4 Inexplicit meaning relationships associated with phrasal post-modifiers in noun phrases 232 6.5 Inexplicit expression associated with compressed clausal connectors in academic writing 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change, elaborated, and explicit? 248
6.1 Stereotypes concerning explicitness in academic research writing 218 6.2 Explicitness of reference in conversation versus academic writing 219 6.3 Inexplicit meaning relationships associated with phrasal pre-modifiers 219 6.4 Inexplicit meaning relationships associated with phrasal post-modifiers 222 6.4 Inexplicit meaning relationships associated with phrasal post-modifiers 232 6.5 Inexplicit expression associated with compressed clausal connectors 232 6.5 Inexplicit expression associated with compressed clausal connectors 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean 245 7.2 Stereotypes about historical change: Does all grammatical change 246 7.3 Stereotypes about academic writing: Is it resistant to change, 246
6.3 Inexplicit meaning relationships associated with phrasal pre-modifiers in noun phrases 222 6.4 Inexplicit meaning relationships associated with phrasal post-modifiers in noun phrases 232 6.5 Inexplicit expression associated with compressed clausal connectors in academic writing 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change, 246
in noun phrases 222 6.4 Inexplicit meaning relationships associated with phrasal post-modifiers in noun phrases 232 6.5 Inexplicit expression associated with compressed clausal connectors in academic writing 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change,
6.4 Inexplicit meaning relationships associated with phrasal post-modifiers in noun phrases 232 6.5 Inexplicit expression associated with compressed clausal connectors in academic writing 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change, 246
in noun phrases 232 6.5 Inexplicit expression associated with compressed clausal connectors in academic writing 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change, 246
6.5 Inexplicit expression associated with compressed clausal connectors in academic writing 240 7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change, 246
in academic writing 240 7 Conclusion 244 7.I Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change,
7 Conclusion 244 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 245 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change, 246
 7.1 Stereotypes about grammatical complexity: What does it mean to be 'complex'? 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 7.3 Stereotypes about academic writing: Is it resistant to change,
to be 'complex'?2457.2Stereotypes about historical change: Does all grammatical change originate in speech?2467.3Stereotypes about academic writing: Is it resistant to change,246
 7.2 Stereotypes about historical change: Does all grammatical change originate in speech? 7.3 Stereotypes about academic writing: Is it resistant to change,
originate in speech? 246 7.3 Stereotypes about academic writing: Is it resistant to change,
7.3 Stereotypes about academic writing: Is it resistant to change,
elaborated, and explicit? 248
7.4 Implications for applied linguists: From language development
to language teaching and assessment 251
7.5 Conclusion 256
References 257
Appendix 1 Descriptive statistics for nine linguistic features for
three general registers across historical periods 272
Appendix 2 Descriptive statistics for five linguistic features for
sub-registers of academic writing across historical periods 275
Index 276