

## The Origins Of Grammar An Anthropological Perspective Martin Edwardes

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This is the second of the two closely linked but self-contained volumes that comprise James Hurford's acclaimed exploration of the biological evolution of language. In the first book he looked at the evolutionary origins of meaning, ending as our distant ancestors were about to step over the brink to modern language. He now considers how that step might have been taken and the consequences it ...

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[The Origins of Grammar](#) presents a synthesis of work done by the authors, who have pioneered one of the most important methodological advances in language learning in the past decade: the intermodal preferential looking paradigm, which can be used to assess lexical and syntactic knowledge in children as young as 13 months. In addition to drawing together their groundbreaking empirical work, the authors use these results to describe a theory of language learning that emphasizes the role of ...

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[The Origins of Grammar: Language in the Light of Evolution ...](#)

The first systematic grammar, of Sanskrit, originated in Iron Age India, with Yaska (6th century BC), Pāṇini (6-5th century BC) and his commentators Pingala (c. 200 BC), Katyayana, and Patanjali (2nd century BC). Tolkāppiyam, the earliest Tamil grammar, is mostly dated to before the 1st century BC.

[Grammar - Wikipedia](#)

The origin of something is the location or moment in time when that thing came into existence. People have an origin too, their parents or, more commonly, the place their ancestors came from. The origin is also the place where two axes cross in a graph. Lastly, in medicine, an origin is the

[Origin or origins - Correct Spelling - Grammarist](#)

The history of English grammars begins late in the sixteenth century with the Pamphlet for Grammar by William Bullokar. In the early works, the structure and rules of English grammar were based on those of Latin. A more modern approach, incorporating phonology, was introduced in the nineteenth century.

History of English grammars - Wikipedia

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The Origins of Grammar - English Grammar

A grammar-school (late 14c.) originally was a school for learning Latin, which was begun by memorizing the grammar. In U.S. (1842) the term was put to use in the graded system for a school between primary and secondary where English grammar is one of the subjects taught.

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Grammar would have been equally useful whether language evolved to subserve a social or a technological function." (Robin I.A. Dunbar, "The Origin and Subsequent Evolution of Language." Language Evolution , ed. by Morten H. Christiansen and Simon Kirby.

Theories of the Origin and Evolution of Human Language

The Origins of Grammar: An Anthropological Perspective: Edwardes, Dr Martin: Amazon.com.au: Books

The second in James Hurford's acclaimed two-volume exploration of the biological evolution of language explores the evolutionary and cultural preconditions and consequences of humanity's great leap into language.

How do children achieve adult grammatical competence? How do they induce syntactical rules from the bewildering linguistic input that surrounds them? The major debates in language acquisition theory today focus not on whether there are some sensitivities to syntactic information but rather which sensitivities are available to children and how they might be translated into the organizing principles that get syntactic learning off the ground. The Origins of Grammar presents a synthesis of work done by the authors, who have pioneered one of the most important methodological advances in language learning in the past decade: the intermodal preferential looking paradigm, which can be used to assess lexical and syntactic knowledge in children as young as 13 months. In addition to drawing together their groundbreaking empirical work, the authors use these results to describe a theory of language learning that emphasizes the role of multiple cues and forces in development. They show how infants shift their reliance on different aspects of the linguistic input, moving from a bias to attend to prosodic information to a reliance on semantic information, and finally to a reliance on the syntax itself. Viewing language acquisition as the product of a biased learner who takes advantage of the information available from a variety of sources in his or her environment, The Origins of Grammar provides a new way of thinking about the process of language comprehension. The analysis borrows insights from theories about the development of mental models, models of early cognitive development and systems theory, and is presented in a way that will be accessible to cognitive and developmental psychologists.

Quintessential work on the nature and origins of language grammar, and its role in language and our own evolution as humans.

This is the second of the two closely linked but self-contained volumes that comprise James Hurford's acclaimed exploration of the biological evolution of language. In the first book he looked at the evolutionary origins of meaning, ending as our distant ancestors were about to step over the brink to modern language. He now considers how that step might have been taken and the consequences it undoubtedly had. The capacity for language lets human beings formulate and express an unlimited range of propositions about real or fictitious worlds. It allows them to communicate these propositions, often overlaid with layers of nuance and irony, to other humans who can then interpret and respond to them. These processes take place at breakneck speed. Using a language means learning a vast number of arbitrary connections between forms and meanings and rules on how to manipulate them, both of which a normal human child can do in its first few years of life. James Hurford looks at how this miracle came about. The book is divided into three parts. In the first the author surveys the syntactic structures evident in the communicative behaviour of animals, such as birds and whales, and discusses how vocabularies of learned symbols could have evolved and the effects this had on human thought. In the second he considers how far the evolution of grammar depended on biological or cultural factors. In the third and final part he describes the probable route by which the human language faculty and languages evolved from simple beginnings to their present complex state.

This book offers an accessible overview of what is known about the evolution of the human capacity for language and what sets human language apart from the simple communication systems used by non-human animals. It draws on a wide range of disciplines, including philosophy, neuroscience, genetics, and animal behaviour.

The formal sciences, particularly mathematics, have had a profound influence on the development of linguistics. This insightful overview looks at techniques that were introduced in the fields of mathematics, logic and philosophy during the twentieth century, and explores their effect on the work of various linguists. In particular, it discusses the 'foundations crisis' that destabilised mathematics at the start of the twentieth century, the numerous related movements which sought to respond to this crisis, and how they influenced the development of syntactic theory in the 1950s. The book concludes by discussing the resulting major consequences for syntactic theory, and provides a

detailed reassessment of Chomsky's early work at the advent of Generative Grammar. Informative and revealing, this book will be invaluable to all those working in formal linguistics, in particular those interested in its history and development.

This book discusses the way Chinese scholars developed a national grammar. Chinese didn't develop grammar until China's contact with Western grammar books in the 19th Century. The first indigenous grammar was published in 1889. It included some traditional notions, but mainly imitated European grammar. It was followed by a number of other similar works. To move away from this imitation, a group of grammarians started to look into the Chinese tradition of commenting on classics. This led to a variety of alternative grammars. After the war, Western linguistics started to gain influence in China. With the establishment of the PRC in 1949, efforts began to have a standard grammar adopted nationwide. The first attempt at such a grammar was published in 1956. This book spans the period 1898 – 1956. This book combines historiography and linguistics to distinguish different periods in the timespan covered. It shows how the development of a national grammar cannot be studied separately from language policies and discussions on the national language. The description of each period includes a general introduction of the relevant events in that period and a treatment of the major works of grammar.

"In this engagingly written and broadly interdisciplinary book, Jim Hurford integrates findings from ethology and neuroscience with concepts from philosophy and linguistics to make an explicit and convincing case that animals have rich concepts, and thus that meaning predated language. This is a work of broad scope and significance." W. Tecumesh Fitch, Lecturer in Psychology, University of St. Andrews, from the bookjacket.

Since 1800, students have spent millions of hours learning English grammar. Students and teachers have toiled at parsing and analysis, dreading the English exam at the end of the year, as debate over the real value of learning grammar has raged. Nowhere have these arguments been as passionate as in the English-speaking colonies of Canada, New Zealand, and Australia. In *200 Years of Grammar*, author Dr. Laurence Walker narrates a detailed history of the origins and evolution of grammar education and its relationship to English usage in Canada, New Zealand, and Australia. Walker presents a discussion of grammar's educational significance and provides a framework for how the context of the politics surrounding grammar teaching affects students and teachers. Offering many applicable examples, *200 Years of Grammar* gives insight into the issues with which English teachers around the world have grappled for years. It provides teachers, students, and those interested in the English language with an engaging history of grammar education from the introduction of state curriculum through to the twenty-first century.

Taking a broadly chronological approach, this volume of original essays traces the origins of the concept of 'grammar'. In doing so, it charts the social, moral and cultural factors that have shaped the development of grammar from antiquity, via the Middle Ages, Renaissance and Modern Europe, to current education systems and language learning pedagogy. The chapters examine key turning points in the history of language teaching epistemology, focusing on grammar for 'foreign' language teaching across different European cultural contexts. Bringing together leading scholars of classical and modern languages education, this book offers the first single-source reference on the evolving concept of grammar across cultural and linguistic borders in Western language education. It therefore represents a valuable resource for teachers, teacher-educators and course designers, as well as students and scholars of historical linguistics, and of second and foreign language education.

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