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The ninth edition of An Introduction to Language continues in the spirit of our friend, colleague, mentor, and coauthor, Victoria Fromkin. Vicki loved language, and she loved to tell people about it. She found linguistics fun and fascinating, and she wanted every student and every teacher to think so, too.

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Third Australian edition of Fromkin and Rodman's US text modified and extended for interdisciplinary Australian use. Topics include the nature of language, grammatical, social and biological aspects, language in the computer age, and Aboriginal English, pidgins and creoles. Each chapter includes a summary, exercises, references and further reading. With glossary and index. Blair is head of the school of English, linguistics and media at Macquarie University, and Collins teaches English at the University of New South Wales.

AN INTRODUCTION TO LANGUAGE is ideal for use at all levels and in many different areas of instruction including education, languages, psychology, anthropology, teaching English as a Second Language (TESL), and linguistics. All chapters in this best-seller have been substantially revised to reflect recent discoveries and new understanding of linguistics and languages.

A comprehensive introduction to the study of language and linguistics, An Introduction to Language 6/e covers all the major topics in linguistics: phonetics, phonology, morphology, syntax, and semantics as well as pragmatics, historical change, social and regional dialects, child language, writing, language processing, and the neurobiology of language. The comprehensive approach uses humour to enhance student interest in the diverse study of language from its origins to current areas of research and discovery.

Linguistics: An Introduction to Linguistic Theory is a textbook, written for introductory courses in linguistic theory for undergraduate linguistics majors and first-year graduate students, by twelve major figures in the field, each bringing their expertise to one of the core areas of the field - morphology, syntax, semantics, phonetics, phonology, and language acquisition. In each section the book is concerned with discussing the underlying principles common to all languages, showing how these are revealed in language acquisition and in the specific grammars of the world's languages.

This book is perhaps the most stunning available demonstration of the explanatory power of the parametric approach to linguistic theory. It is akin, not to a deductive proof, but to the discovery of a footprint in a far-off place which leaves an archeologist elated. The book is full of intricate reasoning, but the stunning aspect is that the reasoning moves between not only complex syntax and diverse languages, but it makes predictions about what two-year-old children will assume about the jumble of linguistic input that confronts them. Those predictions, Hyams shows, are supported by a discriminating analysis of acquisition data in English and Italian. Let us examine the linguistic context for a moment before we discuss her theory. The ultimate issue in linguistic theory is the explanation of how a child can acquire any human language. To capture this fact we must posit an innate mechanism which meets two opposite constraints: it must be broad enough to account for the diversity of human language, and narrow enough so that the child does not make irrelevant hypotheses about his own language, particularly ones from which there is no recovery. That is, a child must not posit a grammar which permits all of the sentences of a language as well as other sentences which are not in the language. In a word, the child must not create a language in which one cannot make adult discriminations between grammatical and ungrammatical.

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